

## Oxford Area School District Social Studies Scope and Sequence – Quarter 1:

### Grade 7

8.1.7.A. 8.3.7.A.  
8.3.7.B. 8.3.7.C.  
8.3.7.D. 8.4.7.A.  
8.4.7.B. 8.4.7.C.  
8.4.7.D. 7.2.7.A.  
7.3.7.A. 7.4.7.A  
CC.8.6.6-8.I.  
CC.8.6.6-8.E.  
CC.8.6.6-8.C.  
CC.8.6.6-8.B.  
CC.8.5.6-8.G.  
CC.8.5.6-8.E.  
CC.8.5.6-8.D.  
CC.8.5.6-8.C.  
CC.8.5.6-8.B.  
CC. 8.5.6-8.A.

- The Early Americas:
- Arrival of the first settlers
- Olmecs
- Maya
- Aztec
- Inca
- Anasazi
- Mound Builders
- Physical geography and culture of North America
- The Iroquois League

8.1.7.A. 8.4.7.A.  
8.4.7.B. 8.4.7.C.  
8.4.7.D. 7.2.7.A.  
7.3.7.A. 7.4.7.A  
CC.8.6.6-8.I.  
CC.8.6.6-8.E.  
CC.8.6.6-8.C.  
CC.8.6.6-8.B.  
CC.8.5.6-8.G.  
CC.8.5.6-8.E.  
CC.8.5.6-8.D.  
CC.8.5.6-8.C.  
CC.8.5.6-8.B.  
CC. 8.5.6-8.A.

- Early Europe, Africa, and Asia
- Europe in Middle Ages
- The Middle East and trade
- African cultures
- Chinese trade
- The Renaissance
- European Exploration in the Americas
- Columbus
- Spanish exploration and the Columbian Exchange

8.1.7.A. 8.3.7.A.  
8.3.7.B. 8.3.7.C.  
8.3.7.D. 8.4.7.A.  
8.4.7.B. 8.4.7.C.  
8.4.7.D. 7.2.7.A.  
7.3.7.A. 7.4.7.A  
CC.8.6.6-8.I.  
CC.8.6.6-8.E.  
CC.8.6.6-8.C.  
CC.8.6.6-8.B.  
CC.8.5.6-8.G.  
CC.8.5.6-8.E.  
CC.8.5.6-8.D.  
CC.8.5.6-8.C.  
CC.8.5.6-8.B.

- Spanish colonization and New Spain
- Conquistadors arrive in the Americas
- New Spain
- The slave trade
- French, Dutch, and English colonies
- New France
- New Netherland
- Roanoke
- Jamestown

## Oxford Area School District Social Studies Scope and Sequence – Quarter 2:

### Grade 7

8.1.7.A. 8.3.7.A.  
8.3.7.B. 8.3.7.C.  
8.3.7.D. 7.2.7.A.  
7.3.7.A. 7.4.7.A.  
CC.8.6.6-8.I.  
CC.8.6.6-8.E.  
CC.8.6.6-8.C.  
CC.8.6.6-8.B.  
CC.8.5.6-8.G.  
CC.8.5.6-8.E.  
CC.8.5.6-8.D.  
CC.8.5.6-8.C.  
CC.8.5.6-8.B.

- The New England Colonies
- The Middle Colonies
- The Southern Colonies
- Colonial society
- Colonial trade and government

8.1.7.A. 8.3.7.A.  
8.3.7.B. 8.3.7.C.  
8.3.7.D. 7.2.7.A.  
7.3.7.A. 7.4.7.A.  
CC.8.6.6-8.I.  
CC.8.6.6-8.E.  
CC.8.6.6-8.C.  
CC.8.6.6-8.B.  
CC.8.5.6-8.G.  
CC.8.5.6-8.E.  
CC.8.5.6-8.D.  
CC.8.5.6-8.C.  
CC.8.5.6-8.B.

- The French and Indian War

8.1.7.A. 8.3.7.A.  
8.3.7.B. 8.3.7.C.  
8.3.7.D. 7.2.7.A.  
7.3.7.A. 7.4.7.A.

CC.8.6.6-8.I.  
CC.8.6.6-8.E.  
CC.8.6.6-8.C.  
CC.8.6.6-8.B.  
CC.8.5.6-8.G.  
CC.8.5.6-8.E.  
CC.8.5.6-8.D.  
CC.8.5.6-8.C.  
CC.8.5.6-8.B.

- Tensions with Great Britain
- The Boston Massacre
- The Boston Tea Party
- Lexington and Concord
- Declaring independence
- Winning independence

8.1.7.A. 8.3.7.A.

8.3.7.B. 8.3.7.C.

8.3.7.D. 7.2.7.A.

7.3.7.A. 7.4.7.A

5.1.7.D. 5.3.7.A.

CC.8.6.6-8.I.

CC.8.6.6-8.E.

CC.8.6.6-8.C.

CC.8.6.6-8.B.

CC.8.5.6-8.G.

CC.8.5.6-8.E.

CC.8.5.6-8.D.

CC.8.5.6-8.C.

CC.8.5.6-8.B.

- The Articles of Confederation
- The Constitutional Convention

## Oxford Area School District Social Studies Scope and Sequence – Quarter 3:

### Grade 7

8.1.7.A. 8.3.7.A.  
8.3.7.B. 8.3.7.C.  
8.3.7.D. 7.2.7.A.  
7.3.7.A. 7.4.7.A  
5.1.7.D.

CC.8.6.6-8.I.  
CC.8.6.6-8.E.  
CC.8.6.6-8.C.  
CC.8.6.6-8.B.  
CC.8.5.6-8.G.  
CC.8.5.6-8.E.  
CC.8.5.6-8.D.  
CC.8.5.6-8.C.  
CC.8.5.6-8.B.

- The Constitution
- Federalists and Antifederalists

8.1.7.A. 8.3.7.A.  
8.3.7.B. 8.3.7.C.  
8.3.7.D. 7.2.7.A.  
7.3.7.A. 7.4.7.A  
5.1.7.D. 5.3.7.A.

CC.8.6.6-8.I.  
CC.8.6.6-8.E.  
CC.8.6.6-8.C.  
CC.8.6.6-8.B.  
CC.8.5.6-8.G.  
CC.8.5.6-8.E.  
CC.8.5.6-8.D.  
CC.8.5.6-8.C.  
CC.8.5.6-8.B.

- Goals and principles of the Constitution
- 3 Branches of Government
- State and local governments
- Constitutional amendments
- Rights and responsibilities of U.S. citizens

8.1.7.A. 8.3.7.A.  
8.3.7.B. 8.3.7.C.  
8.3.7.D. 7.2.7.A.  
7.3.7.A. 7.4.7.A

CC.8.6.6-8.I.  
CC.8.6.6-8.E.  
CC.8.6.6-8.C.  
CC.8.6.6-8.B.  
CC.8.5.6-8.G.  
CC.8.5.6-8.E.  
CC.8.5.6-8.D.  
CC.8.5.6-8.C.  
CC.8.5.6-8.B.

- Washington's presidency
- The first bank of the United States
- Foreign policy and the French Revolution
- Beginnings of political parties
- John Adams's presidency
- Election of 1800

## Oxford Area School District Social Studies Scope and Sequence – Quarter 4:

### Grade 7

8.1.7.A. 8.3.7.A.  
8.3.7.B. 8.3.7.C.  
8.3.7.D. 7.2.7.A.  
7.3.7.A. 7.4.7.A  
CC.8.6.6-8.I.  
CC.8.6.6-8.E.  
CC.8.6.6-8.C.  
CC.8.6.6-8.B.  
CC.8.5.6-8.G.  
CC.8.5.6-8.E.  
CC.8.5.6-8.D.  
CC.8.5.6-8.C.  
CC.8.5.6-8.B.

- Jefferson's presidency
- Marbury v. Madison
- Louisiana Purchase

8.1.7.A. 8.3.7.A.  
8.3.7.B. 8.3.7.C.  
8.3.7.D. 7.2.7.A.  
7.3.7.A. 7.4.7.A  
CC.8.6.6-8.I.  
CC.8.6.6-8.E.  
CC.8.6.6-8.C.  
CC.8.6.6-8.B.  
CC.8.5.6-8.G.  
CC.8.5.6-8.E.  
CC.8.5.6-8.D.  
CC.8.5.6-8.C.  
CC.8.5.6-8.B.

- Ohio and Indiana Territory
- Battle of Tippecanoe
- War of 1812

8.1.7.A. 8.3.7.A.  
8.3.7.B. 8.3.7.C.  
8.3.7.D. 7.2.7.A.  
7.3.7.A. 7.4.7.A  
CC.8.6.6-8.I.  
CC.8.6.6-8.E.  
CC.8.6.6-8.C.  
CC.8.6.6-8.B.  
CC.8.5.6-8.G.  
CC.8.5.6-8.E.  
CC.8.5.6-8.D.  
CC.8.5.6-8.C.  
CC.8.5.6-8.B.

- Era of Good Feelings
- Henry Clay and sectionalism
- Expansion of federal power
- Monroe Doctrine

<b>Social Studies Curriculum – Grade 7</b>			
<b>Big Idea – The Early Americas</b>			
<b>Essential Question- How much does geography affect people’s lives?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• The Early Americas:               <ul style="list-style-type: none"> <li>- arrival of the first settlers</li> <li>- Olmecs</li> <li>- Maya</li> <li>- Aztec</li> <li>- Inca</li> <li>- Anasazi</li> <li>- Mound Builders</li> <li>- Physical geography and culture of North America</li> <li>- The Iroquois League</li> </ul> </li> </ul>	<p>CC. 8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CC.8.5.6-8.C. Identify key steps in a text’s description of a process related to history/social studies</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CC.8.5.6-8.E. Describe how a text presents information</p> <p>CC.8.5.6-8.G. Integrate visual information with other information in print and digital texts</p> <p>CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events</p>	myWorld Interactive American History Text; Pearson Education	myWorld Interactive American History; Pearson Education unit assessments

	<p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>CC.8.6.6-8.I. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>8.1.7.A. 8.3.7.A. 8.3.7.B. 8.3.7.C. 8.3.7.D. 8.4.7.A. 8.4.7.B. 8.4.7.C. 8.4.7.D. 7.2.7.A. 7.3.7.A. 7.4.7.A</p>		
<p><b>Vocabulary</b></p> <p>Glacier, surplus, causeway, quipu, terrace, culture, adobe, pueblo, Mound Builder, culture region, tribe, diffusion, pit house, potlatch, Kachina, clan, Iroquois League, sachem, settlement, city-state, civilization</p>			

<b>Social Studies Curriculum – Grade 7</b>			
<b>Big Idea – The Early Americas</b>			
<b>Essential Question- How much does geography affect people’s lives?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Early Europe, Africa, and Asia               <ul style="list-style-type: none"> <li>- Europe in Middle Ages</li> <li>- The Middle East and trade</li> <li>- African cultures</li> <li>- Chinese trade</li> <li>- The Renaissance</li> </ul> </li> <li>• European Exploration in the Americas               <ul style="list-style-type: none"> <li>- Columbus</li> <li>- Spanish exploration and the Columbian Exchange</li> </ul> </li> </ul>	<p>CC. 8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CC.8.5.6-8.C. Identify key steps in a text’s description of a process related to history/social studies</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CC.8.5.6-8.E. Describe how a text presents information</p> <p>CC.8.5.6-8.G. Integrate visual information with other information in print and digital texts</p> <p>CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events</p>	myWorld Interactive American History Text; Pearson Education	myWorld Interactive American History; Pearson Education unit assessments



	<p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>CC.8.6.6-8.I. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>8.1.7.A. 8.4.7.A. 8.4.7.B. 8.4.7.C. 8.4.7.D. 7.2.7.A. 7.3.7.A. 7.4.7.A</p>		
<p><b>Vocabulary</b></p> <p>Renaissance, feudalism, manor, Crusades, innovation, astrolabe, Silk Road, caravan, savanna, extended family, kinship, Christianity, Islam, colony, turning point, circumnavigate, Columbian Exchange, modification</p>			

<b>Social Studies Curriculum – Grade 7</b>			
<b>Big Idea – European Colonization of North America</b>			
<b>Essential Question- Why do people move?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>Spanish colonization and New Spain               <ul style="list-style-type: none"> <li>Conquistadors arrive in the Americas</li> <li>New Spain</li> <li>The slave trade</li> </ul> </li> <li>French, Dutch, and English colonies               <ul style="list-style-type: none"> <li>New France</li> <li>New Netherland</li> <li>Roanoke</li> <li>Jamestown</li> </ul> </li> </ul>	<p>CC. 8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CC.8.5.6-8.E. Describe how a text presents information</p> <p>CC.8.5.6-8.G. Integrate visual information with other information in print and digital texts</p> <p>CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events</p>	myWorld Interactive American History Text; Pearson Education	myWorld Interactive American History; Pearson Education unit assessments

	<p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>CC.8.6.6-8.I. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>8.1.7.A. 8.3.7.A. 8.3.7.B. 8.3.7.C. 8.3.7.D. 8.4.7.A. 8.4.7.B. 8.4.7.C. 8.4.7.D. 7.2.7.A. 7.3.7.A. 7.4.7.A</p>		
<p><b>Vocabulary</b></p> <p>Conquistador, pueblo, presidio, mission, peninsulare, creole, mestizo, encomienda, plantation, northwest passage, Protestant Reformation, coureur de bois, charter, burgess, House of Burgesses, representative government, Magna Carta, Bacon's Rebellion, alliance, frontier, indentured servant</p>			

<b>Social Studies Curriculum – Grade 7</b>			
<b>Big Idea – European Colonization of North America</b>			
<b>Essential Question- Why do people move?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• The New England Colonies</li> <li>• The Middle Colonies</li> <li>• The Southern Colonies</li> <li>• Colonial society</li> <li>• Colonial trade and government</li> </ul>	<p>CC. 8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CC.8.5.6-8.E. Describe how a text presents information</p> <p>CC.8.5.6-8.G. Integrate visual information with other information in print and digital texts</p> <p>CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events</p>	myWorld Interactive American History Text; Pearson Education	myWorld Interactive American History; Pearson Education unit assessments

	<p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>CC.8.6.6-8.I. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>8.1.7.A. 8.3.7.A. 8.3.7.B. 8.3.7.C. 8.3.7.D. 7.2.7.A. 7.3.7.A. 7.4.7.A</p>		
<p><b>Vocabulary</b></p> <p>Pilgrim, established church, persecution, Mayflower Compact, precedent, Thanksgiving, Puritans, General Court, Fundamental Orders of Connecticut, religious tolerance, Sabbath, town meeting, patroon, proprietary colony, royal colony, Quakers, Pennsylvania Dutch, cash crop, Act of Toleration, indigo, debtor, slave codes, racism, gentry, middle class, Gullah, Great Awakening, apprentice, dame school, Enlightenment, libel, mercantilism, export, Navigation Acts, Yankees, triangular trade, legislature, Glorious Revolution, bill of rights, English Bill of Rights, imports</p>			

<b>Social Studies Curriculum – Grade 7</b>			
<b>Big Idea – The Revolutionary Era</b>			
<b>Essential Question- When is war justified?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>The French and Indian War</li> </ul>	<p>CC. 8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CC.8.5.6-8.E. Describe how a text presents information</p> <p>CC.8.5.6-8.G. Integrate visual information with other information in print and digital texts</p> <p>CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events</p>	myWorld Interactive American History Text; Pearson Education	myWorld Interactive American History; Pearson Education unit assessments

	<p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>CC.8.6.6-8.I. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>8.1.7.A. 8.3.7.A. 8.3.7.B. 8.3.7.C. 8.3.7.D. 7.2.7.A. 7.3.7.A. 7.4.7.A</p>		
<p><b>Vocabulary</b></p> <p>French and Indian War, Albany Plan of Union, Plains of Abraham, Treaty of Paris</p>			

<b>Social Studies Curriculum – Grade 7</b>			
<b>Big Idea – The Revolutionary Era</b>			
<b>Essential Question- When is war justified?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Tensions with Britain               <ul style="list-style-type: none"> <li>- Conflict over land</li> <li>- Taxation</li> <li>- Leaders emerge in the colonies</li> <li>- The Boston Massacre</li> </ul> </li> <li>• Taking up arms               <ul style="list-style-type: none"> <li>- Boston Tea Party</li> <li>- Lexington and Concord</li> </ul> </li> <li>• Declaring Independence</li> <li>• Winning Independence               <ul style="list-style-type: none"> <li>- Reasons the Americans won the war</li> <li>- Contributions of women and African Americans</li> </ul> </li> </ul>	<p>CC. 8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CC.8.5.6-8.E. Describe how a text presents information</p> <p>CC.8.5.6-8.G. Integrate visual information with other information in print and digital texts</p> <p>CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events</p> <p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	myWorld Interactive American History Text; Pearson Education	myWorld Interactive American History; Pearson Education unit assessments



	<p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>CC.8.6.6-8.I. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>8.1.7.A. 8.3.7.A. 8.3.7.B. 8.3.7.C. 8.3.7.D.. 7.2.7.A. 7.3.7.A. 7.4.7.A</p>		
<p><b>Vocabulary</b></p> <p>Pontiac's War, Proclamation of 1763, Stamp Act, petition, boycott, repeal, Townshend Acts, writ of assistance, Boston Massacre, committee of correspondence, free-enterprise system, Olive Branch Petition, Green Mountain Boys, Continental Army, Patriot, Loyalist, Battle of Bunker Hill, blockade, mercenary, Tea Act, Boston Tea Party, civil disobedience, Intolerable Acts, Quebec Act, First Continental Congress, militia, minutemen, Battles of Lexington and Concord, traitor, Declaration of Independence, preamble, natural rights, unalienable rights, Common Sense, Battle of Long Island, Battle of Trenton, Battle of Saratoga, ally, cavalry, Valley Forge, Battle of Cowpens, guerrilla, siege, Battle of Yorktown, Treaty of Paris, ratify</p>			

<b>Social Studies Curriculum – Grade 7</b>			
<b>Big Idea – The U.S. Constitution</b>			
<b>Essential Question- How much power should the government have?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• State governments and constitutions</li> <li>• The Articles of Confederation               <ul style="list-style-type: none"> <li>- Strengths and weaknesses</li> </ul> </li> <li>• The Constitutional Convention               <ul style="list-style-type: none"> <li>- Virginia Plan</li> <li>- New Jersey Plan</li> <li>- Compromise</li> </ul> </li> </ul>	<p>CC. 8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CC.8.5.6-8.E. Describe how a text presents information</p> <p>CC.8.5.6-8.G. Integrate visual information with other information in print and digital texts</p> <p>CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events</p>	myWorld Interactive American History Text; Pearson Education	myWorld Interactive American History; Pearson Education unit assessments

	<p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>CC.8.6.6-8.I. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>8.1.7.A. 8.3.7.A. 8.3.7.B. 8.3.7.C. 8.3.7.D. 7.2.7.A. 7.3.7.A. 7.4.7.A 5.1.7.D. 5.3.7.A.</p>		
<p><b>Vocabulary</b></p> <p>Constitution, bill of rights, Articles of Confederation, cede, currency, Land Ordinance of 1785, Northwest Ordinance, depression, Shays' Rebellion, Constitutional Convention, Virginia Plan, legislative branch, executive branch, judicial branch, New Jersey Plan, compromise, Great Compromise, Three-Fifths Compromise</p>			

<b>Social Studies Curriculum – Grade 7</b>			
<b>Big Idea – The U.S. Constitution</b>			
<b>Essential Question- How much power should the government have?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Ideas that influenced the Constitution               <ul style="list-style-type: none"> <li>- The Roman Republic</li> <li>- Magna Carta</li> <li>- English Bill of Rights</li> <li>- John Locke</li> <li>- Baron de Montesquieu</li> </ul> </li> <li>• Federalists</li> <li>• Antifederalists</li> <li>• The Bill of Rights</li> <li>• Ratification of the Constitution</li> </ul>	<p>CC. 8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CC.8.5.6-8.E. Describe how a text presents information</p> <p>CC.8.5.6-8.G. Integrate visual information with other information in print and digital texts</p> <p>CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events</p>	myWorld Interactive American History Text; Pearson Education	myWorld Interactive American History; Pearson Education unit assessments

	<p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>CC.8.6.6-8.I. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>8.1.7.A. 8.3.7.A. 8.3.7.B. 8.3.7.C. 8.3.7.D. 7.2.7.A. 7.3.7.A. 7.4.7.A. 5.1.7.D.</p>		
<p><b>Vocabulary</b></p> <p>Republic, dictatorship, Magna Carta, English Bill of Rights, habeas corpus, separation of powers, Founding Fathers, Federalist, Antifederalist, Federalist Papers, amend, Bill of Rights, ratify</p>			

Social Studies Curriculum – Grade 7			
Big Idea – The U.S. Constitution			
Essential Question- How much power should the government have?			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> <li>Goals of the constitution</li> <li>Seven basic principles of the Constitution</li> <li>Separation of powers and the 3 branches of government</li> <li>State governments</li> <li>Local governments</li> <li>Constitutional amendments</li> <li>Rights and responsibilities of U.S. citizens</li> </ul>	<p>CC. 8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CC.8.5.6-8.E. Describe how a text presents information</p> <p>CC.8.5.6-8.G. Integrate visual information with other information in print and digital texts</p> <p>CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events</p>	myWorld Interactive American History Text; Pearson Education	myWorld Interactive American History; Pearson Education unit assessments

	<p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>CC.8.6.6-8.I. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>8.1.7.A. 8.3.7.A. 8.3.7.B. 8.3.7.C. 8.3.7.D. 7.2.7.A. 7.3.7.A. 7.4.7.A. 5.1.7.D. 5.3.7.A.</p>		
<p><b>Vocabulary</b></p> <p>Preamble, domestic tranquility, civilian, general welfare, liberty, article, popular sovereignty, limited government, checks and balances, federalism, House of Representatives, Senate, bill, electoral college, Supreme Court, appeal, unconstitutional, veto, override, impeach, constitutional initiative, local government, judicial review, infrastructure, Bill of Rights, First Amendment, Second Amendment, incriminate, Civil War Amendments, Nineteenth Amendment, Twenty-sixth Amendment, civil, citizen, naturalize, immigrant, resident alien, civic virtue, patriotism, jury duty</p>			

<b>Social Studies Curriculum – Grade 7</b>			
<b>Big Idea – The Early Republic</b>			
<b>Essential Question- What are the responsibilities of government?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>Washington's presidency</li> <li>Alexander Hamilton and the national debt</li> <li>The first bank of the United States</li> <li>The Whiskey Rebellion</li> <li>Washington's foreign policy and the French Revolution</li> <li>Beginnings of political parties               <ul style="list-style-type: none"> <li>- Democratic Republicans</li> <li>- Federalists</li> </ul> </li> <li>John Adams's presidency</li> <li>The XYZ Affair and Adams's foreign policy</li> <li>The Alien and Sedition Acts</li> <li>Election of 1800</li> </ul>	<p>CC. 8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CC.8.5.6-8.E. Describe how a text presents information</p> <p>CC.8.5.6-8.G. Integrate visual information with other information in print and digital texts</p> <p>CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events</p>	myWorld Interactive American History Text; Pearson Education	myWorld Interactive American History; Pearson Education unit assessments



	<p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>CC.8.6.6-8.I. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>8.1.7.A. 8.3.7.A. 8.3.7.B. 8.3.7.C. 8.3.7.D. 7.2.7.A. 7.3.7.A. 7.4.7.A</p>		
<p><b>Vocabulary</b>  Inauguration, precedent, Cabinet, Judiciary Act of 1789, national debt, bond, speculator, first Bank of the United States, tariff, Whiskey Rebellion, French Revolution, foreign policy, neutral, Neutrality Proclamation, Jay's Treaty, Farewell Address, early republic, XYZ Affair, frigate, Alien and Sedition Acts, sedition, nullify, Kentucky and Virginia Resolutions, states' rights</p>			

<b>Social Studies Curriculum – Grade 7</b>			
<b>Big Idea – The Early Republic</b>			
<b>Essential Question- What are the responsibilities of government?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Jefferson’s presidency</li> <li>• Laissez faire and economic policies</li> <li>• Marbury v. Madison</li> <li>• The Louisiana Purchase</li> <li>• Exploration of the Louisiana Territory</li> <li>• Trade Embargo</li> </ul>	<p>CC. 8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CC.8.5.6-8.C. Identify key steps in a text’s description of a process related to history/social studies</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CC.8.5.6-8.E. Describe how a text presents information</p> <p>CC.8.5.6-8.G. Integrate visual information with other information in print and digital texts</p> <p>CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events</p>	myWorld Interactive American History Text; Pearson Education	myWorld Interactive American History; Pearson Education unit assessments

	<p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>CC.8.6.6-8.I. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>8.1.7.A. 8.3.7.A. 8.3.7.B. 8.3.7.C. 8.3.7.D. 7.2.7.A. 7.3.7.A. 7.4.7.A</p>		
<p><b>Vocabulary</b></p> <p>Laissez faire, Marbury v. Madison, judicial review, Pinckney Treaty, Louisiana Purchase, expedition, continental divide, tribute, impressment, embargo, Embargo Act, smuggling, Nonintercourse Act</p>			

<b>Social Studies Curriculum – Grade 7</b>			
<b>Big Idea – The Early Republic</b>			
<b>Essential Question- What are the responsibilities of government?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Settlement in Ohio and Indiana Territory</li> <li>• Battle of Tippecanoe</li> <li>• Causes of the War of 1812</li> <li>• Difficulties of the War of 1812</li> <li>• Conclusion and effects of the War of 1812</li> </ul>	<p>CC. 8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CC.8.5.6-8.E. Describe how a text presents information</p> <p>CC.8.5.6-8.G. Integrate visual information with other information in print and digital texts</p> <p>CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events</p>	myWorld Interactive American History Text; Pearson Education	myWorld Interactive American History; Pearson Education unit assessments

	<p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>CC.8.6.6-8.I. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>8.1.7.A. 8.3.7.A. 8.3.7.B. 8.3.7.C. 8.3.7.D. 7.2.7.A. 7.3.7.A. 7.4.7.A</p>		
<p><b>Vocabulary</b></p> <p>Treaty of Greenville, confederation, Battle of Tippecanoe, War Hawks, nationalism, Battle of Lake Erie, Battle of New Orleans, Hartford Convention, Treaty of Ghent</p>			

<b>Social Studies Curriculum – Grade 7</b>			
<b>Big Idea – The Early Republic</b>			
<b>Essential Question- What are the responsibilities of government?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Era of Good Feelings and regional differences</li> <li>• Stabilizing the economy after the War of 1812</li> <li>• Henry Clay and sectionalism</li> <li>• Expansion of federal power               <ul style="list-style-type: none"> <li>- McCulloch v. Maryland</li> <li>-Gibbons v. Ogden</li> </ul> </li> <li>• Independence in Latin America</li> <li>• The U.S. gains Florida</li> <li>• The Monroe Doctrine</li> </ul>	<p>CC. 8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CC.8.5.6-8.E. Describe how a text presents information</p> <p>CC.8.5.6-8.G. Integrate visual information with other information in print and digital texts</p> <p>CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events</p> <p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>	myWorld Interactive American History Text; Pearson Education	myWorld Interactive American History; Pearson Education unit assessments

	<p>audience</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>CC.8.6.6-8.I. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>8.1.7.A. 8.3.7.A. 8.3.7.B. 8.3.7.C. 8.3.7.D. 7.2.7.A. 7.3.7.A. 7.4.7.A</p>		
<p><b>Vocabulary</b></p> <p>Sectionalism, American System, internal improvements, McCulloch v. Maryland, Gibbons v. Ogden, interstate commerce, creole, Republic of Great Colombia, United Provinces of Central America, Negro Fort, Monroe Doctrine, intervention, Adams- Onis Treaty</p>			