

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 7th GRADE SOCIAL STUDIES

UNIT OF STUDY (1 ST quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Reads, Argumentative Writing, DBQ's, and Research Based Discussions)
<p>Unit #1</p> <p>Geography (can be switched with History Skills)</p>	<p>G5.[6-8].1 - .7 G6.[6-8].1 - .9 G7.[6-8].1 - .7 G8.[6-8].1 - .8</p>	<p>2-3</p>	<ul style="list-style-type: none"> • How does geography, both physical and human, affect people, places, & regions? • What factors influence people to move? • How do people use maps to understand the physical and cultural world? 	<ul style="list-style-type: none"> • Identify and Explain the 5 Themes of Geography. • Identify different types of maps. • Practice mapping skills: Including parts of a map, latitude, and longitude. • Define geography terminology and vocabulary. 	
<p>Unit #2</p> <p>History Skills (can be switched with Geography)</p>		<p>2-3</p>	<ul style="list-style-type: none"> • In what ways do historians use and apply primary and secondary sources to understand and interpret history? • What are essential questions and how do they guide critical thinking? • In what ways do you use claim, evidence, and reasoning when writing for history? • Why are reading strategies important to understanding text? 	<ul style="list-style-type: none"> • Identify and interpret history through primary and secondary sources, both written and visual. • Evaluate the accuracy, relevancy, and bias of different sources. • Identify the importance of essential questions. • Introduce Claim, Evidence, and Reasoning. • Read texts by using reading strategies such as context clues, annotating, graphic organizer, and text features. 	<p>SHEG: Thinking Like a Historian Introductory Resources</p> <ul style="list-style-type: none"> • Lunchroom Fight • Snapshot Autobiography • Evaluating Sources • Make Your Case • Lunchroom Fight II <p>Primary Sources: www.authentichistory.com www.eyewitnesstohistory.com www.archives.gov/education www.loc.gov</p>

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<p>Unit #3</p> <p>Colonies (Unit will start 1st quarter and continue into 2nd quarter)</p>	<p>H1.[6-8].4, H3.[6-8].1, H4.[6-8].1, H1.[6-8].2, G6.[6-8].1, G6.[6-8].4, G6.[6-8].6, G6.[6-8].7, G7.[6-8].2, G6.[6-8].5, G8.[6-8].8, E9.[6-8].5, E10.[6-8].7, E11.[6-8].7, C13.[6-8].2, C13.[6-8].6, C14.[6-8].7, C16.[6-8].4</p>	<p>2</p>	<ul style="list-style-type: none"> • What were the effects of the Trans-Atlantic system of trade (triangular)? • In what ways did regional and economic differences effect the development of colonial America? • In what ways did Europeans interact with Native Americans? 	<ul style="list-style-type: none"> • Colonial Regions: Analyze how colonial regions effected the economic, political, and socio-cultural development of the United States. • Describe how the <i>geographic</i> features of the three colonial regions impacted the development of the United States. • Explore labor in early America: Indentured Servants, Slavery/Middle Passage/Triangle Trade, Women. • Investigate European relationships with Native Americans. 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • Early Jamestown: Why did so many colonists die? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • Chief Powhatan’s Letter to John Smith (Close Reading) • Thomas Pain and African Slavery (Close Reading) • Mayflower Compact (One Pager) • Oloadah Equiano (One Pager) • Spanish Interaction with Native Americans (OUT) <p>SHEG:</p> <ul style="list-style-type: none"> • The First Thanksgiving • Signing of the Mayflower Compact • The Virginia Company • Portrait of an Iroquois Leader • Pocahontas • Mapping the New World • The Puritans • Examining Passenger Lists • King Phillip’s War • Salem Witch Trials <p>C3 Inquiries:</p> <ul style="list-style-type: none"> • Why Did the Pilgrim- Wampanoag Friendship Go So Wrong?
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UNIT OF STUDY (2 nd quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Reads, Argumentative Writing, DBQ's, and Research Based Discussions with hot links)
<p>Unit #4</p> <p>American Revolution</p>	<p>H2.[6-8].8-.9 H2.[6-8].13 H3.[6-8].2-.4 H4.[6-8].3 -.4 G6.[6-8].4, G6.[6-8].6, G7.[6-8].3, G6.[6-8].4, G7.[6-8].7, E10.[6-8].2, E10.[6-8].8, E11.[6-8].10, E12.[6-8].1, E12.[6-8].4, C13.[6-8].1 -.3 C13.[6-8].5, C13.[6-8].6, C13.[6-8].9, C16.[6-8].3</p>	<p>3-4</p>	<ul style="list-style-type: none"> • What is a revolution and how do people protest? • What are the causes of the American Revolution? • How did various groups and individuals build our national identity and what philosophies were they promoting? • What is the importance of the Declaration of Independence? • What is the meaning of freedom? (a reoccurring question that is worth investigating) 	<ul style="list-style-type: none"> • Explain the various causes of the Revolution starting with the French and Indian War. • Analyze the influence of groups and individuals in the building of a national identity. • Explain the major ideas expressed in the Declaration of Independence and its importance as the founding document of our county. 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • Valley Forge: Would you have quit? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • Patrick Henry: Give Me Liberty or Give Me Death (Close Reading) • Letters From Abigail Adams And John Adams (Close Reading) • Footsteps to the Revolution (Ranking) • The Boston Massacre: Were the British Soldiers Justified (DBQ) • George Washington: Slave Holder and Abolitionist (Discussion Lesson) • Slavery and the Culture of Colonial America (Discussion Lesson) • What Role did Women Play in Establishing Colonies? (Discussion Lesson) • Was The Stamp Act Fair (Discussion Lesson) <p>SHEG:</p> <ul style="list-style-type: none"> • The Seven Years' War • Washington Crosses the Delaware • Declaration of Independence • Great Awakening • Stamp Act • Battle of Lexington • Loyalists • Declaration of Independence <p>C3 Inquiries</p> <ul style="list-style-type: none"> • Was the American Revolution Avoidable?

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<p>Unit #5</p> <p>Forming a New Nation/ Constitution (Unit will start 2nd quarter and continue into 3rd quarter)</p>	<p>H2.[6-8].10 -.12 G6.[6-8].4, G6.[6-8].6, G7.[6-8].2, G7.[6-8].7, E10.[6-8].2, E11.[6-8].6, E12.[6-8].2, C13.[6-8].2 - .4 C13.[6-8].6, C14.[6-8].1 - .3</p>	<p>2-3</p>	<ul style="list-style-type: none"> • In what ways did the problems of the new nation, under the Articles of Confederation, lead to the creation of the Constitution? • Why was there conflict at the Constitutional Convention and how did the Framers solve them? • In what ways do the three branches of government interact to both enhance and limit government power? • What is federalism? • How does the Bill of Rights protect American's civil liberties? 	<ul style="list-style-type: none"> • Explain how the failures of the Articles of Confederation led to the creation of the Constitution. • Investigate the issues involved in the creation and ratification of the Constitution. • Identify roles, relationships, responsibility of the three branches of government. • Recognize how <i>federalism</i> works and how states' powers and limitations are addressed in the Constitution. • Identify <i>individual rights</i> as listed in the Bill of Rights. 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • How Did the Constitution Guard Against Tyranny? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • Crevecoeur: What is An American? • The Inauguration of George Washington, 1789 (One Pager) • Thanksgiving Proclamation, 1789 <p>Achieve The Core:</p> <ul style="list-style-type: none"> • The Words We Live By: An Annotated Guide to the Constitution (Close Reading) <p>SHEG: Reading Like A Historian:</p> <ul style="list-style-type: none"> • Shay's Rebellion • Federalists and Anti-Federalists • Slavery in the Constitution <p>C3 Inquiries</p> <ul style="list-style-type: none"> • The Great Compromise: Is Compromise Always Fair?

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UNIT OF STUDY (3 rd quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Reads, Argumentative Writing, DBQ's, and Research Based Discussions with hot links)
Unit #6 Building A National Culture	H2.[6-8].13-.15 G6.[6-8].4, G6.[6-8].6-.7 G8.[6-8].2-.3 G8.[6-8].6, G8.[6-8].8, E9[6-8].2, E10.[6-8].6, E11.[6-8].6-.7 E12.[6-8].4, C13.[6-8].9, C16.[6-8].1, C16.[6-8].3, C16.[6-8].4	1-3	<ul style="list-style-type: none"> • How did leading Americans influence the development of politics, economics, and culture in the early United States? • What were the causes and effects of the War of 1812? • In what ways did the new nation interact with foreign powers? 	<ul style="list-style-type: none"> • Evaluate the influence of individuals in the building of a Nation. • Describe the causes and effects of the War of 1812. • Describe the influence that the Monroe Doctrine had on American foreign policy. 	<p><u>DBQ Binder:</u></p> <p><u>Project Tahoe:</u> The Monroe Doctrine (One Pager)</p> <p><u>SHEG:</u> The War of 1812</p> <p><u>C3 Inquiries:</u></p>

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<p>Unit #7</p> <p>Early U.S. Expansion</p>	<p>H1.[6-8].7-.10 H2.[6-8].16, H2.[6-8].17, G5.[6-8].1, G6.[6-8].1-.2 G7.[6-8].2, G7.[6-8].4, G7.[6-8].6, G8.[6-8].2-.3 E9.[6-8].1, E10.[6-8].1, E10.[6-8].7, E11.[6-8].2, E11.[6-8].5, C14.[6-8].5, C15.[6-8].4, C15.[6-8].5, C16.[6-8].1, C16.[6-8].4</p>	<p>2-4</p>	<ul style="list-style-type: none"> • In what ways did the new nation interact with foreign powers? • How were Native tribes threatened and removed by American expansionism? • How did Manifest Destiny influence American policies in the West? • What were the political, economic, and cultural reasons for westward migration? 	<ul style="list-style-type: none"> • Examine the effects that the Louisiana Purchase had on the United States. • Explain how Native Americans were threatened and removed by American expansionism in the first half of the 19th century. • Define the concept of <i>Manifest Destiny</i> and explain the events, such as the Mexican-American War, that led to the expansionism of the U.S. • Describe the colonization, immigration, and settlement patterns of the American people as they moved westward. 	<p>DBQs:</p> <ul style="list-style-type: none"> • Was the United States Justified in Going to War with Mexico? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • Chief Tecumseh's Letter To Governor William Harrison (Close Reading) • Indian Removal (Close Reading) • The Indian Removal Act: Was it Constitutional? (Discussion Lesson) • Indian Removal: Should the Cherokee People Be Forced to Move From Georgia? (SAC Discussion Lesson) <p>SHEG:</p> <ul style="list-style-type: none"> • Traders in the West • Louisiana Purchase • Lewis and Clark • Nat Turner • Indian Removal • Manifest Destiny • Texas Independence <p>C3 Inquiries Westward Migration</p>

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UNIT OF STUDY (4 th quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Reads, Argumentative Writing, DBQ's, and Research Based Discussions with hot links)
<p>Unit #8</p> <p>Antebellum America</p>	<p>H1.[6-8].5-.6 H2.[6-8].14, H3.[6-8].5-.8 G6.[6-8].8, G7.[6-8].1-.2 G7.[6-8].4, G7.[6-8].6-.7 G8.[6-8].3, E9.[6-8].1, E9.[6-8].3, E9.[6-8].5, E11.[6-8].3-.4 E12.[6-8].3, C13.[6-8].2, C13.[6-8].6-.7 C13.[6-8].9, C14.[6-8].1, C15.[6-8].2-.3</p>	<p>2-3</p>	<ul style="list-style-type: none"> • How did the Industrial Revolution change America? • How did groups and individuals contribute to reforming American ideals? • How did the geographic, socio-cultural, and economic differences between the North and the South increase tensions and eventually lead to war? 	<ul style="list-style-type: none"> • Describe how the Industrial Revolution changed America. • Explain how transportation and technology contributed to American growth. • Investigate early progressive movements and reform (Women's Rights, Abolitionists, and Labor). • Compare and contrast the Northern and Southern regions of the U.S. • Analyze the institutionalization of slavery in America, the resistance of the enslaved, and the ongoing struggle between proponents and opponents of slavery. 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • How Free Were Northern Free Blacks? • What was Harriet Tubman's Greatest Achievement? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • Forms of Slave Resistance (One Pager) • Mass Investigation Into Labor Conditions (Close Reading) • Lucretia Mott: Discourse On Women (Close Reading) • How Did the Rules of Victorian Society Shape the Social Culture of Antebellum America? (Discussion Lesson) <p>Achieve The Core:</p> <ul style="list-style-type: none"> • Narrative of the Life of Frederick Douglass by Frederick Douglass (Close Reading) <p>SHEG:</p> <ul style="list-style-type: none"> • John Brown • Slave Quarters • A Perspective on Slavery • Antebellum South <p>C3 Inquiries:</p> <ul style="list-style-type: none"> • Uncle Tom's Cabin

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Unit #9 Civil War	H2.[6-8].18-.21 G6.[6-8].1, G6.[6-8].3-.4 G7.[6-8].2, G7.[6-8].6-.7 G8.[6-8].8, E9.[6-8].5, E10.[6-8].2, E10.[6-8].6, E10.[6-8].8, E11.[6-8].9, C13.[6-8].2, C13.[6-8].4, C13.[6-8].6-.7, C14.[6-8].1, C14.[6-8].3, C14.[6-8].11, C15.[6-8].2	5-6	<ul style="list-style-type: none"> • What is a Civil War? • Was the American Civil War unavoidable? • What were the causes of the Civil War? • What effects did the war have on various groups and individuals? • In what ways did technology, industry, and daily life influence and shape the changing nation? 	<ul style="list-style-type: none"> • Identify and describe the causes, key people and events of the Civil War. • Identify and discuss the immediate outcomes and long term effects of the Civil War. 	<p>DBQs:</p> <ul style="list-style-type: none"> • The Battle of Gettysburg: Why was it a Turning Point? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • The Emancipation of Slaves (One Pager) • Robert E Lee Letter to his Wife (Close Reading) • Abraham Lincoln's Second Inaugural Address (Close Reading) <p>SHEG:</p> <ul style="list-style-type: none"> • Attack on Fort Sumter • Pickett's Charge • Morale after Fredericksburg • Gardner's Civil War Photography • Emancipation Proclamation • Abraham Lincoln SAC

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Nevada Statehood (integrated within units of study)	H2.[6-8].1-7 H4.[6-8].11-.12 G6.[6-8].1, G6.[6-8].3, G7.[6-8].2, G7.[6-8].4, G7.[6-8].6, G8.[6-8].3, E9.[6-8].4-.5 E10.[6-8].7-8 E11.[6-8].3, E11.[6-8].5, E12.[6-8].1, C15.[6-8].4-.5 C16.[6-8].1, C16.[6-8].4	2-3	<ul style="list-style-type: none"> • How did Nevada become a state? 	<ul style="list-style-type: none"> • Map key geographic features of Nevada. • Identify the causes, key people and events of Nevada Statehood. 	