

7th Grade Scope and Sequence

Marking Period 1

Unit 1: Early Americas and Native Americans (2 weeks)

Objectives:

Students will be able to understand how people first reached the Americas and the impact that geography had on human settlement and early civilizations.

Standards:

Geography

7.4.6.A Describe and explain the effects of the physical systems on people within regions.

7.3.6.A Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic and political activities.

History

8.1.6.A Explain continuity and change over time using sequential order and context of events.

- Early Americas (1.1)
 - The First Americans: How people first reached the America (1.1)
- Native Americans
 - Early North American Societies (1.1.6)
 - Culture and Physical Geography of North America (1.1.7)t
 - Religion (1.1.8)
 - The Iroquois League (1.1.9)

*Buffer: one- two days (if needed)

Unit 2: European Exploration of the Americas (2 weeks)

Objectives:

Students will know the reasons for European exploration in the Americas and the effect this had on Native American cultures.

Standards:

History

8.1.6.A Explain continuity and change over time using sequential order and context of events.

8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.

Common Core

8.5.6.6-8E

Describe how text presents information.

- Exploration 1.3
 - Early Contact with the Americas (1.3.1)
 - The Voyage of Columbus and Other Spanish Exploration (1.3.2-3)
 - The Columbian Exchange (1.3.4)

*Buffer: one-two days (if needed)

Unit 3: Colonization of the Americas (4 weeks)

Objectives:

Students will be able to know the differences between the European colonies and these countries' reasons for colonization in the Americas.

Students will understand the reasons why people came to these colonies.

Standards:

Geography

7.4.6.B Describe and explain the effects of people on the physical systems within regions.

7.3.6.A Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic and political activities.

History

8.1.6.A Explain continuity and change over time using sequential order and context of events.

8.4.6.C Explain how continuity and change have impacted world history: belief systems and religions, commerce and technology, politics and government, physical and human geography, and social organizations.

- Spanish Colonization and New Spain (2.1)
 - Conquistadors (2.1.1)
 - Social Order in New Spain (2.1.4)
 - Transatlantic Slave Trade (2.1.5)

- French, Dutch and English Colonies (2.2)

- Rivalries (2.2.1)
- New France and New Netherland (2.2.2-3)
- Roanoke and Jamestown (2.2.4/6)

New England Colonies (2.3)

- Religious Freedom/Religious Tolerance (2.3.1/5)
 - Plymouth Colony (2.3.2-3)
 - Massachusetts Bay Colony (2.3.4)
 - Puritans and Native Americans (2.3.6)
- The Middle Colonies (2.4)
 - New Amsterdam, New Jersey, Pennsylvania (2.4.1-3)
 - Daily Life (2.4.4)
 - The Southern Colonies (2.5)
 - Maryland, the Carolinas, Georgia (2.5.1-2)
 - Tidewater and Backcountry (2.5.3)
 - Expansion of Slave Trade (2.5.4)
 - Colonial Society (2.6)
 - Social classes (2.6.1)
 - Art, literature and music (2.6.2)
 - Great Awakening (2.6.3)
 - Schools and colleges (2.6.4)
 - Enlightenment (2.6.5)
 - Colonial Trade and Government (2.7)
 - Mercantilism (2.7.1)
 - Trade Across the Atlantic (2.7.2)
 - Foundations of Representative Government (2.7.3)

*Buffer: 1-2 days (if needed)

Marking Period 2

Unit 4: Tensions with Britain Escalate (3 weeks)

Objectives:

Students will be able to identify why conflicts arose between Britain and the American colonies, who were the key leaders on each side and what were the key events causing the our War for Independence.

Standards:

History

8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.3.8.A Examine the roles groups and individuals played in social, political, cultural and economic development of the United States.

8.4.6.A Identify and explain the importance of historical documents, artifacts and sites which are critical to the world.

8.4.6.D Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

Common Core

8.6.6-8.H Draw evidence from informational texts to support analysis, reflection, and research.

- The French and Indian War (3.1)
 - British and French Rivalry over Native American Land (3.1.1)
 - Beginning of French and Indian War (3.1.2)
 - Albany Plan of Union (3.1.3)
 - Battles and the end of the war (3.1.4-5)
- Tensions with Britain (3.2)
 - Conflict over land (3.2.1)
 - Proclamation of 1793 (3.2.2)
 - Mercantilism and Taxation (3.2.3)
 - Stamp Act and Townshend Act (3.2.4-5)
 - Colonial Leaders (Sam and John Adams, Mercy Otis Warren, Abigail Adams, Patrick Henry) (3.2.6)
 - Boston Massacre (3.2.7)

Unit 5: The Revolutionary War (3 weeks)

Objectives:

Students will compare and contrast the colonies justification for independence with that of remaining a British colony.

Students will be able to summarize reasons why the Americans won the war..

Standards:

History

8.3.8.A Examine the roles groups and individuals played in social, political, cultural and economic development of the United States.

8.4.6.A Identify and explain the importance of historical documents, artifacts and sites which are critical to the world.

8.4.6.D Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

- The War Begins (3.3)
 - The Boston Tea Party (3.3.1)
 - Intolerable Acts (3.3.2)
 - Battles of Lexington and Concord (3.3.3)
 - George Washington (3.3.4)
 - Opposing Sides: Patriots and Loyalists (3.3.5)
 - Battles in Boston (3.3.6)
- Declaring Independence (3.4)
 - Thomas Paine's Common Sense (3.4.1)
 - Declaration of Independence (3.4.2-3)
- Americans Win (3.5)
 - Battles of Long Island and Trenton (3.5.1)
 - Saratoga and Valley Forge (3.5.2-3)
 - African Americans in the War (3.5.4)
 - Native Americans and Spanish (3.5.5)
 - Fighting in the Southern Colonies and at Sea (3.5.6)
 - Yorktown (3.5.7)
 - End of War (3.5.8)

Unit 6: Writing the Constitution (3 weeks)

Objectives:

Students will understand the strengths and weaknesses of the Articles of Confederation.

Students will analyze the compromises made to create the new Constitution.

Students will be able to summarize key traditions, documents, ideas and ancient governments that helped shape the Constitution.

Standards:

- A Weak Confederation (4.1)
 - State Constitutions (4.1.1)
 - Articles of Confederation (4.1.2)
 - Weakness of the Confederation (4.1.3)
 - Expansion: Land Ordinance of 1785 and Northwest Ordinance (4.1.4)
 - Economic Problems (4.1.5)
- Drafting a Constitution (4.2)
 - Constitutional Convention (4.2.1)
 - Virginia and New Jersey Plan (4.2.2)
 - Great Compromise (4.2.3)
 - Three-Fifths Compromise (4.2.4)
 - Convention Conclusion (4.2.5)
- Influences on the Constitution (4.3)
 - Roman influence (4.3.1)
 - English influences (4.3.2)
 - American influences (4.3.3)
- Federalists, Anti Federalists and the Bill of Rights (4.4)
 - Federalists and Antifederalists (4.4.1)
 - A Bill of Rights (4.4.2)
 - Ratification Process (4.4.3)
 - New Amendments (4.4.4)

Marking Period 3

Unit 7: How the Constitution Works (5 weeks)**Objectives:****Standards:**

- Understanding the Constitution (4.5)

- Preamble, Articles and the Amendments (4.5.1)
- Seven basic principles (4.5.2)
- Legislative Branch (4.5.3)
- Executive Branch (4.5.4)
- Judicial Branch (4.5.5)
- Preventing Abuse of Power (4.5.6)
- State Government (4.5.7)
- Local Government (4.5.8)
- Amending the Constitution (4.6)
 - Constitutional Amendment (4.6.1)
 - The Bill of Rights (4.6.2)
 - Additional Amendments (4.6.3)
- Citizens' Rights and Responsibilities (4.7)
 - American Citizenship (4.7.1)
 - Citizenship and Democratic Values (4.7.2)
 - Responsible Citizenship (4.7.3)

*One week buffer (if needed)

Unit 8: The Early Republic: Washington and Jefferson (2 weeks)

Objectives:

Standards:

- Washington's Presidency (5.1)
 - The First American Presidency (5.1.1)
 - Alexander Hamilton and creating an economy (5.1.2-3)
 - Taxation and the Whiskey Rebellion (5.1.4)
 - French Revolution and Neutrality (5.1.5-6)
- Political Parties (5.2)
 - Political division (5.2.1-2)
 - New Political Parties (5.2.3)
- John Adams (5.3)
 - Conflict with France (XYZ Affair) (5.3.1)
 - Alien and Sedition Acts (5.3.2)
 - Election of 1800 (5.3.3)
- Jefferson's Presidency (5.4)

- Jefferson Redefines Government (5.4.1)
- Marbury v. Madison (5.4.2)
- The Louisiana Purchase (5.4.3-4)

*One week buffer (if needed)

Marking Period 4

Unit 9: The Early Republic: Madison and Monroe (2 weeks)

Objectives:

Standards:

- Madison and the War of 1812 (5.5)
 - Tecumseh and Battle of Tippecanoe (5.5.1)
 - War of 1812 (5.5.2-5)
- Monroe's Presidency (5.6)
 - Sectionalism and the Era of Good Feelings (5.6.1)
 - Creating an Economy (5.6.2)
 - Supreme Court Decisions (5.6.3)
 - Gaining Florida (5.6.5)
 - Monroe Doctrine (5.6.6)

Unit 10: The Age of Jackson (2 weeks)

Objectives:

Standards:

- Jackson Wins the Presidency (6.1)
 - Election of 1824 (6.1.2)
 - John Quincy Adams (6.1.3)
 - Jacksonian Democracy (6.1.4)
 - Spoils System (6.1.5)
- Political Conflict and Economic Crisis (6.2)
 - States Rights (6.2.1)
 - Bank War (6.2.2)
 - Economic Crisis (6.2.3)
- Native Americans on the Frontier (6.3)

- Native Americans (6.3.1)
- Indian Removal (6.3.2)
- Trail of Tears

Unit 11: Westward Movement (4 weeks)

Objectives:

Standards:

- Westward Movement (6.4)
 - Heading into the West (6.4.1)
 - Building Better Roads (6.4.2)
 - Age of Steam (6.4.3)
 - Canals (6.4.4)
- Settling Oregon Country (6.5)
 - New Territory (6.5.1)
 - Far West Fur Trade (6.5.2)
 - The Oregon Trail (6.5.3)
- Independence for Texas (6.6)
 - Americans colonize Mexican Texas (6.6.1)
 - Conflict with the Mexican Government (6.6.2)
 - Independence for Texas (6.6.3)
 - The Republic of Texas (6.6.4)
- Manifest Destiny in California and the Southwest (6.7)
 - New Mexico Territory and California (6.7.1)
 - Manifest Destiny (6.7.2)
 - Mexican-American War (6.7.3)
 - Mexican Cession and Migration (6.7.4-5)

* One week buffer (if needed)