

<b>Grade, Subject (Course):</b> 7th, Social Studies (Early American History, 1492-1850)	
<b>Unit:</b> United States Geography	
<b>Big Idea:</b> What are the major physical and political features of the United States?	<b>Pacing:</b> 2 weeks initially, then throughout the year
<b>PA Content Standards:</b> <i>Geography</i> <ul style="list-style-type: none"> <li>7.1.7.A - Explain how common geographic tools are used to organize and interpret information about people, places, and environment.</li> <li>7.1.7.B - Explain and locate places and regions as defined by physical and human features.</li> <li>7.2.7.A - Explain the characteristics of places and regions.</li> </ul>	<b>PA Common Core Standards (for History and Social Studies):</b> <ul style="list-style-type: none"> <li>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.</li> <li>CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> </ul>
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the main physical features of the U.S.?</li> <li>What are the main political features of the U.S.?</li> <li>What are the main physical and political features of Pennsylvania?</li> </ul>	<b>Concepts/Understandings (Students Will Know That...):</b> <ul style="list-style-type: none"> <li>Read and interpret different types of maps, including political maps and physical maps.</li> <li>Use geographic tools such as a compass rose, scale, and map legend to locate places and understand spatial relationships.</li> <li>How geography influenced historical events and decisions, such as the locations of early settlements, the westward expansion, and territorial conflicts (e.g., the Louisiana Purchase, the Trail of Tears).</li> <li>The political boundaries of the United States, including the states, capitals, and territories.</li> </ul>
<b>Vocabulary:</b> river, mountain, peninsula, lake, plain, capital, continental divide, map key, physical map, political map	<b>Competencies/Skills (Students Will Be Able To...):</b> <ul style="list-style-type: none"> <li>Students will be able to identify major rivers, mountains, lakes, and other physical features of the U.S.</li> <li>Students will be able to identify all fifty states and their capitals</li> <li>Students will be able to identify major rivers, mountains, lakes and other physical features of Pennsylvania</li> </ul>
<b>Possible Content Extensions:</b> N/A	<b>Resources:</b> <ul style="list-style-type: none"> <li><i>Prentice Hall America History of Our Nation</i> (Beginnings through 1877) Textbook</li> <li>Atlas of U.S. history</li> <li>Classroom maps</li> </ul>

<p><b><u>PA Career Education and Work (CEW) Standards:</u></b></p> <ul style="list-style-type: none"><li>• 3.3.8.A - Determine attitudes and work habits that support career retention and advancement.</li><li>• 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations.</li></ul>	<p><b><u>Authentic Assessments:</u></b></p> <ul style="list-style-type: none"><li>• U.S. geography quizzes</li></ul>
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<b>Grade, Subject (Course):</b> 7th, Social Studies (Early American History, 1492-1850)	
<b>Unit:</b> Exploration to Colonization	
<b>Big Idea:</b> What were the causes and effects of European exploration of the Americas?	<b>Pacing:</b> 4 weeks
<p><b>PA Content Standards:</b></p> <p><i>Economics</i></p> <ul style="list-style-type: none"> <li>6.1.6-8.J - Explain how trade may improve a society’s standard of living.</li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>7.2.7.A: Explain the characteristics of places and regions.</li> <li>7.3.7.A: Describe the human characteristics of places and regions using the following criteria:</li> <li>7.4.7.B - Describe and explain the effects of people on the physical systems within regions.</li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li>8.1.7.A: Demonstrate continuity and change over time using sequential order and context of events.</li> <li>8.2.7.C: Explain how continuity and change have impacted Pennsylvania history as related to local communities.</li> <li>8.2.7.D: Identify local connections and examples of conflict and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.</li> <li>8.3.7.C: Compare how continuity and change have impacted U.S. history.</li> <li>8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.</li> <li>8.4.7.B: Explain the importance of historical documents, artifacts, and sites which are critical to world history.</li> <li>8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.</li> </ul>	<p><b>PA Common Core Standards (for History and Social Studies):</b></p> <ul style="list-style-type: none"> <li>CC.8.5.6-8.C - Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</li> <li>CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>CC.8.5.6-8.J - By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</li> <li>CC.8.6.6-8.A - Write arguments focused on discipline-specific content.</li> <li>CC.8.6.6-8.B - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How did the search for a water route to Asia affect Europe, Africa and the Americas?</li> <li>How did Spain and France establish an empire in the Americas?</li> <li>How did the British establish an empire in the Americas?</li> </ul>	<p><b>Concepts/Understandings (SWKT...):</b></p> <ul style="list-style-type: none"> <li>The impact of the search of a water route to Asia had on the Americas</li> <li>The development of the exchange of ideas between the Eastern and Western worlds</li> <li>The differences between Spanish, French and British colonization of the Americas</li> <li>The development of the thirteen British colonies in North America</li> </ul>

<p><b><u>Vocabulary:</u></b>                  strait, circumnavigate, conquistador, mercantilism, charter, pilgrim, triangular trade</p>	<p><b><u>Competencies/Skills (SWBAT...):</u></b></p> <ul style="list-style-type: none"> <li>● Understanding and identify the different types of goods exchanged between the two hemispheres</li> <li>● Identify the different methods to developing colonies by the Spanish, French, and British</li> <li>● Understanding the geographical differences of the colonies, specifically Pennsylvania through a map</li> <li>● Understand how the Atlantic Slave Trade developed and explain why it became part of the colonial economy</li> </ul>
<p><b><u>Possible Content Extensions:</u></b></p> <ul style="list-style-type: none"> <li>● Is colonialism beneficial or detrimental to colonized peoples?</li> <li>● Why did global exploration begin with the Iberian kingdoms?</li> <li>● What role did the Italian Renaissance have in driving European explorations?</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Prentice Hall America History of Our Nation</i> (Beginnings through 1877) Textbook</li> <li>● Various <i>Newsela</i> Articles</li> <li>● EdPuzzle</li> </ul>
<p><b><u>PA Career Education and Work (CEW) Standards:</u></b></p> <ul style="list-style-type: none"> <li>● 3.3.8.A - Determine attitudes and work habits that support career retention and advancement.</li> <li>● 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations.</li> </ul>	<p><b><u>Authentic Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Unit test</li> </ul>

<b>Grade, Subject (Course):</b> 7th, Social Studies (Early American History, 1492-1850)	
<b>Unit:</b> Road to Revolution	
<b>Big Idea:</b> How did the relationship between Great Britain and her American colonies fall apart?	<b>Pacing:</b> 5 weeks
<p><b>PA Content Standards:</b></p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> <li>5.1.7.B - Identify the different types of government and the processes they use in making laws.</li> <li>5.1.7.C - Explain how the principles and ideals shape local, state, and national government.</li> <li>5.1.7.F - Describe how the media uses political symbols to influence public opinion.</li> </ul> <p><i>Economics</i></p> <ul style="list-style-type: none"> <li>6.2.6-8.C - Identify historical examples of monopolies in the United States.</li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>7.2.7.A - Explain the characteristics of places and regions.</li> <li>7.4.7.A - Describe and explain the effects of the physical systems on people within regions.</li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li>8.1.7.C - Form a thesis statement on an assigned topic using appropriate primary and secondary sources.</li> <li>8.2.7.A - Identify the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.</li> <li>8.3.7.C - Compare how continuity and change have impacted U.S. history.</li> <li>8.4.7.D - Explain how conflict and cooperation among groups and organizations have impacted the history of the world.</li> </ul>	<p><b>PA Common Core Standards (for History and Social Studies):</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>CC.8.5.6-8.C - Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered)</li> <li>CC.8.5.6-8.D - Determine the meaning of words and phrases and they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>CC.8.5.6-8.F - Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language inclusion or avoidance of particular facts)</li> <li>CC.8.5.6-8.H - Distinguish among fact, opinion and reasoned judgement in a text.</li> <li>CC.8.6.6-8.A - Write arguments focused on discipline-specific content.</li> <li>CC.8.6.6-8.B - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How did the British gain French territory in North America?</li> <li>How did the French and Indian War draw the colonists closer together but increase friction with Britain?</li> <li>How did the British tax policies move the colonists from protest to rebellion?</li> <li>How did the American Revolution begin?</li> </ul>	<p><b>Concepts/Understandings (SWKT...):</b></p> <ul style="list-style-type: none"> <li>The British gained French territory in North America.</li> <li>The French and Indian War drew colonists closer together but increased friction with Britain.</li> <li>British policies moved the colonists closer to rebellion.</li> <li>Violence broke out in and around Lexington &amp; Concord (start of the war)</li> </ul>

<p><b><u>Vocabulary:</u></b>                  militia, alliance, cede, duty, boycott, petition, writ of assistance, monopoly, repeal, minutemen, blockade, mercenary</p>	<p><b><u>Competencies/Skills (SWBAT...):</u></b></p> <ul style="list-style-type: none"> <li>● Understand and identify the series of events related to the French and Indian War on a timeline.</li> <li>● Examine varied perspectives of the Boston Massacre.</li> <li>● Interpret political propaganda intended to persuade and unite the colonists against British tyranny.</li> <li>● Work collaboratively to draw conclusions about why a person was considered a patriot, loyalist or fence-sitter.</li> <li>● Understand and illustrate key events leading up to the outbreak of war on a timeline/storyboard.</li> </ul>
<p><b><u>Possible Content Extensions:</u></b></p> <ul style="list-style-type: none"> <li>● Comparisons of historical rebellions</li> <li>● The use of propaganda by independence movements</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Prentice Hall America History of Our Nation</i> (Beginnings through 1877) Textbook</li> <li>● Various <i>Newsela</i> Articles</li> <li>● EdPuzzle</li> </ul>
<p><b><u>PA Career Education and Work (CEW) Standards:</u></b></p> <ul style="list-style-type: none"> <li>● 3.3.8.A - Determine attitudes and work habits that support career retention and advancement.</li> <li>● 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations.</li> </ul>	<p><b><u>Authentic Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Unit test</li> </ul>

<b>Grade, Subject (Course):</b> 7th, Social Studies (Early American History, 1492-1850)	
<b>Unit:</b> The American Revolution	
<b>Big Idea:</b> How did the American colonists gain their independence?	<b>Pacing:</b> 5 weeks
<p><b>PA Content Standards:</b></p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> <li>5.1.7.C - Explain how the principles and ideals shape local, state, and national government.</li> <li>5.1.7.F - Describe how the media uses political symbols to influence public opinion.</li> <li>5.3.7.J - Identify various types of governments.</li> <li>5.4.7.A - Identify how countries have varying interests.</li> <li>5.4.7.B - Describe how countries coexist in the world community.</li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>7.2.7.A - Explain the characteristics of places and regions.</li> <li>7.4.7.A - Describe and explain the effects of the physical systems on people within regions</li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li>8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.</li> <li>8.1.7.B - Identify and use primary and secondary sources to analyze multiple points of view for historical events.</li> <li>8.2.7.A - Identify the social, cultural, and economic contributions of specific individuals and groups from Pennsylvania.</li> <li>8.2.7.D - Identify local connections and examples of conflict and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania: ethnicity and race, working conditions, immigration, military conflict, economic stability.</li> <li>8.3.7.A - Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.</li> <li>8.3.7.B - Examine the importance of significant historical documents, artifacts, and places critical to United States history.</li> <li>8.4.7.C - Differentiate how continuity and change have impacted world history: belief systems and religions,</li> </ul>	<p><b>PA Core Standards/Essential:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>CC.8.5.6-8.F - Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</li> <li>CC.8.5.6-8.I - Analyze the relationship between a primary and secondary source on the same topic.</li> <li>CC.8.6.6-8.A - Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>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.</li> <li>CC.8.6.6-8.F - Conduct short research projects to answer a question (including self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> </ul>

<p>commerce and industry, technology, politics and government, physical and human geography, social organizations.</p> <ul style="list-style-type: none"> <li>● 8.4.7.D - Explain how conflict and cooperation among groups and organizations have impacted the history of the world.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why did many colonists favor declaring independence?</li> <li>● How were the early years of the war a critical time?</li> <li>● Why was Saratoga a turning point in the war?</li> <li>● How did the Americans win the war and make peace?</li> </ul>	<p><b>Concepts/Understandings (SWKT...):</b></p> <ul style="list-style-type: none"> <li>● American colonists declared their independence from Britain.</li> <li>● The early years of the Revolutionary War was a critical time for the Continental Army.</li> <li>● Saratoga and Yorktown were key victories that led to the American victory.</li> <li>● The Americans won the war and it greatly affected the world.</li> </ul>
<p><b>Vocabulary:</b>                  resolution, preamble, grievance, mercenary, alliance, cavalry, privateer, guerrilla, enlist</p>	<p><b>Competencies/Skills (SWBAT...):</b></p> <ul style="list-style-type: none"> <li>● Students will work collaboratively to analyze the Declaration of Independence as a foundational document in American history.</li> <li>● Students will understand the key events and people leading up to the ratification of the Declaration.</li> <li>● Students will use map/charts and analyze the sequence of key events leading up to the American victory in the Revolutionary War.</li> <li>● Students will explain how the three key events contributed to the American victory</li> <li>● Students will choose other topics related to the war to research</li> </ul>
<p><b>Possible Content Extensions</b></p> <ul style="list-style-type: none"> <li>● Valley Forge and Trenton - Washington’s early successes</li> <li>● Comparison of wars for independence throughout history</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● <i>Prentice Hall America History of Our Nation</i> (Beginnings through 1877) Textbook</li> <li>● Various <i>Newsela</i> Articles</li> <li>● EdPuzzle</li> </ul>
<p><b>PA Career Education and Work (CEW) Standards:</b></p> <ul style="list-style-type: none"> <li>● 3.3.8.A - Determine attitudes and work habits that support career retention and advancement.</li> <li>● 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations.</li> </ul>	<p><b>Authentic Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit test</li> </ul>

<b>Grade, Subject (Course):</b> 7th, Social Studies (Early American History, 1492-1850)	
<b>Unit:</b> The Articles of Confederation and the United States Constitution	
<b>Big Idea:</b> How did the U.S. Constitution overcome the weaknesses of the Articles of Confederation and provide for the organization of the new government?	<b>Pacing:</b> 4 weeks
<p><b>PA Content Standards:</b></p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> <li>● 5.1.7.A - Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.</li> <li>● 5.1.7.C - Explain how the principles and ideals shape local, state, and national government.</li> <li>● 5.1.7.D - Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents.</li> <li>● 5.1.7.E: Compare and contrast the individual rights guaranteed by the PA Constitution vs. the U.S. Constitution</li> <li>● 5.2.7.A: Compare and contrast rights and responsibilities of citizenship in the community, state and nation.</li> <li>● 5.2.7.B: Compare the methods citizens use to resolve conflicts in society and government.</li> <li>● 5.2.7.C - Describe the role of political leadership and public service.</li> <li>● 5.2.7.D - Describe the citizen’s role in the political process.</li> <li>● 5.3.7.A: Compare and contrast the responsibilities and powers of the three branches of government</li> <li>● 5.3.7.B: Define and compare the role and structure of local, state, and national governments.</li> <li>● 5.3.7.E - Describe the closed primary voting process in Pennsylvania.</li> <li>● 5.3.7.F - Identify the different levels of the court system.</li> <li>● 5.3.7.G - Explain the role of interest groups in local and Pennsylvania governments.</li> </ul> <p><i>Economics</i></p> <ul style="list-style-type: none"> <li>● 6.3.6-8.B - Describe historical examples of expansion, recession and depression in the United States.</li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li>● 8.2.7.A - Identify the social, political, cultural, and economic</li> </ul>	<p><b>PA Common Core Standards (for History and Social Studies):</b></p> <ul style="list-style-type: none"> <li>● CC.8.5.6-8.A - Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>● 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.</li> <li>● 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.</li> <li>● CC.8.6.6-8.A - Write arguments focused on discipline-specific content.</li> <li>● CC.8.6.6-8.B - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.</li> </ul>

<p>contributions of specific individuals and groups from Pennsylvania.</p> <ul style="list-style-type: none"> <li>● 8.3.7.C - Compare how continuity and change have impacted U.S. history.</li> <li>● 8.4.7.B - Explain the importance of historical documents, artifacts, and sites which are critical to world history.</li> </ul>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>● What were the successes and failures of the government under the Articles of Confederation?</li> <li>● What role did compromise play in the creation of the United States Constitution?</li> <li>● How did those in favor of the Constitution achieve its ratification?</li> <li>● What are the major goals and ideas of the Constitution?</li> </ul>	<p><b><u>Concepts/Understandings (SWKT...):</u></b></p> <ul style="list-style-type: none"> <li>● The type of government the U.S. established and the problems that developed with it.</li> <li>● The role that compromise played in the creation of the U.S. Constitution. How those in favor of the U.S. Constitution achieved its ratification.</li> <li>● The main goals and ideas of the U.S. Constitution and Bill of Rights.</li> </ul>
<p><b><u>Vocabulary:</u></b>          constitution, executive, economic depression, confederation, compromise, ratify, amendment, separation of powers, checks &amp; balances</p>	<p><b><u>Competencies/Skills (SWBAT...):</u></b></p> <ul style="list-style-type: none"> <li>● Students will write a unified paragraph explaining the problems that developed with the Articles of Confederation.</li> <li>● Students will compare and contrast the different ideas about fixing the government and how compromise was essential.</li> <li>● Students will work collaboratively to examine the different perspectives over ratification of the Constitution</li> <li>● Students will work collaboratively to memorize the goals of the Constitution.</li> </ul>
<p><b><u>Possible Content Extensions:</u></b></p> <ul style="list-style-type: none"> <li>● Constitutional Convention simulation</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Prentice Hall America History of Our Nation</i> (Beginnings through 1877) Textbook</li> <li>● Various <i>Newsela</i> Articles</li> <li>● EdPuzzle</li> </ul>
<p><b><u>PA Career Education and Work (CEW) Standards:</u></b></p> <ul style="list-style-type: none"> <li>● 3.3.8.A - Determine attitudes and work habits that support career retention and advancement.</li> <li>● 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations.</li> </ul>	<p><b><u>Authentic Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Unit test</li> </ul>

<b>Grade, Subject (Course):</b> 7th, Social Studies (Early American History, 1492-1850)	
<b>Unit:</b> Beginning of the New Government	
<b>Big Idea:</b> How did Americans respond to challenges in the United States and throughout the world under the new government?	<b>Pacing:</b> 6 weeks
<p><b>PA Content Standards:</b></p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> <li>5.2.7.D - Describe the citizen’s role in the political process.</li> <li>5.3.7.D - Identify leadership positions and the role of political party affiliation at the local, state and national levels.</li> <li>5.3.7.H - Describe the influence of mass media on society.</li> <li>5.3.7.I - Identify types of local, state and national taxes.</li> </ul> <p><i>Economics</i></p> <ul style="list-style-type: none"> <li>6.1.6-8.K - Explain why governments sometimes subsidize or restrict trade (i.e., tariffs or quotas)</li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>7.2.7.A - Explain the characteristics of places and regions.</li> <li>7.4.7.B - Describe and explain the effects of people on the physical systems within regions.</li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li>8.4.7.A - Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.</li> <li>8.4.7.B - Explain the importance of historical documents, artifacts, and sites which are critical to world history.</li> <li>8.4.7.D - Explain how conflict and cooperation among groups and organizations have impacted the history of the world.</li> </ul>	<p><b>PA Common Core Standards (for History and Social Studies):</b></p> <ul style="list-style-type: none"> <li>CC.8.5.6-8.B - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>CC.8.5.6-8.C - Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered)</li> <li>CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>CC.8.5.6-8.J - By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</li> <li>CC.8.6.6-8.A - Write arguments focused on discipline-specific content.</li> <li>CC.8.6.6-8.B - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.</li> <li>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.</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How did President Washington set the course for the new nation as the first president?</li> <li>How did political parties emerge?</li> <li>How did President Adams respond to challenges at home and abroad?</li> <li>How did Jefferson chart a new course for the government?</li> <li>What was the importance of the purchase and exploration of the Louisiana Purchase?</li> <li>What were the causes and effects of the War of 1812?</li> </ul>	<p><b>Concepts/Understandings (SWKT...):</b></p> <ul style="list-style-type: none"> <li>President Washington played an important role in shaping the new nation and world. President Adams' policies played a role shaping the new nation and world.</li> <li>Two main political parties began to emerge.</li> <li>President Jefferson charted a new course for the United States.</li> <li>Policies of presidents led to the outbreak of war with Great Britain.</li> </ul>

<p><b><u>Vocabulary:</u></b>          inauguration, precedent, bond, tariff, faction, impressment, sedition, laissez-faire, continental divide, tribute, embargo, war hawk</p>	<p><b><u>Competencies/Skills (SWBAT...):</u></b></p> <ul style="list-style-type: none"> <li>● Students will write a unified paragraph explaining how President Washington set precedents and moved the country in a positive domestic and foreign direction.</li> <li>● Students will examine the varied perspectives of government and how they developed into political parties.</li> <li>● Students will provide evidence of how Jefferson helped to heighten American prestige in the U.S. and around the world.</li> <li>● Students will use maps/charts to identify the geographical features of the Louisiana Purchase and draw conclusions on the impact it had.</li> <li>● Students will understand and be able to explain the main events (on a storyboard activity) of the War of 1812 and the impact it had on the young nation.</li> </ul>
<p><b><u>Possible Content Extensions</u></b></p> <ul style="list-style-type: none"> <li>● Washington’s Farewell Address</li> <li>● XYZ Affair/Quasi-War</li> <li>● Lewis &amp; Clark expedition</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Prentice Hall America History of Our Nation</i> (Beginnings through 1877) Textbook</li> <li>● Various <i>Newsela</i> Articles</li> <li>● EdPuzzle</li> </ul>
<p><b><u>PA Career Education and Work (CEW) Standards:</u></b></p> <ul style="list-style-type: none"> <li>● 3.3.8.A - Determine attitudes and work habits that support career retention and advancement.</li> <li>● 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations.</li> </ul>	<p><b><u>Authentic Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Unit test</li> </ul>

<b>Grade, Subject (Course):</b> 7th, Social Studies (Early American History, 1492-1850)	
<b>Unit:</b> A Young Nation Develops	
<b>Big Idea:</b> How did the nation reflect a growing sense of national pride and identity?	<b>Pacing:</b> 5 weeks
<p><b>PA Content Standards:</b></p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> <li>5.3.7.C. - Describe how local, state, and national governments provide services.</li> <li>5.4.7.D - Identify mass media sources and how they report world events.</li> </ul> <p><i>Economics</i></p> <ul style="list-style-type: none"> <li>6.2.6-8.E - Explain how the location of resources, transportation, and technology have affected United States economic patterns.</li> <li>6.3.6-8.F - Compare the taxation policies of local, state and national government levels in the economy.</li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>7.1.7.A - Explain how common geographic tools are used to organize and interpret information about people, places, and environment.</li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li>8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.</li> <li>8.1.7.B - Identify and use primary and secondary sources to analyze multiple points of view for historical events.</li> <li>8.2.7.B - Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.</li> <li>8.3.7.B - Examine the importance of significant historical documents, artifacts, and places critical to United States history.</li> <li>8.4.7.A - Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.</li> <li>8.4.7.D - Explain how conflict and cooperation among groups and organizations have impacted the history of the world.</li> </ul>	<p><b>PA Common Core Standards (for History and Social Studies):</b></p> <ul style="list-style-type: none"> <li>CC.8.5.6-8.B - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>CC.8.5.6-8.C - Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).</li> <li>CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>CC.8.5.6-8.J - By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</li> <li>CC.8.6.6-8.A - Write arguments focused on discipline-specific content.</li> <li>CC.8.6.6-8.B - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.</li> </ul>

<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>● How was the power of the federal government strengthened during the Era of Good Feelings?</li> <li>● How did U.S. foreign affairs reflect new national confidence?</li> <li>● How did the people gain more power during the Age of Jackson?</li> <li>● Why did Jackson use force to remove Native Americans from the Southeast?</li> <li>● How did old issues take a new shape in the conflict over a national bank and tariffs?</li> </ul>	<p><b><u>Concepts/Understandings (SWKT...):</u></b></p> <ul style="list-style-type: none"> <li>● President Monroe guided the U.S. through an Era of Good Feelings and strengthened the power of the federal government</li> <li>● A “corrupt bargain” led to controversy in the Election of 1824</li> <li>● The Age of Jackson brought changes in politics/elections and challenges from Southern states who argued states’ rights and Native Americans</li> <li>● New technologies were developed with the introduction of the Industrial Revolution in the U.S.</li> </ul>
<p><b><u>Vocabulary:</u></b> nationalism, charter, dumping, capitalist, doctrine, factory, mass production, suffrage, caucus, spoils system</p>	<p><b><u>Competencies/Skills (SWBAT...):</u></b></p> <ul style="list-style-type: none"> <li>● Students will analyze two Supreme Court cases to explain/understand how they increased the power of the federal government.</li> <li>● Students will use maps/charts to understand the impact of the Missouri Compromise and its relation to slavery in the U.S.</li> <li>● Students will read and illustrate Neverending Trail to better understand the Trail of Tears and its impact</li> <li>● Students will research one of the new technologies and create an advertisement</li> </ul>
<p><b><u>Possible Content Extensions</u></b></p> <ul style="list-style-type: none"> <li>● Development of the Third Party System</li> <li>● The American System</li> <li>● Nullification Crisis</li> <li>● <i>United States v. Schooner Amistad</i></li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Prentice Hall America History of Our Nation</i> (Beginnings through 1877) Textbook</li> <li>● Various <i>Newsela</i> Articles</li> <li>● EdPuzzle</li> </ul>
<p><b><u>PA Career Education and Work (CEW) Standards:</u></b></p> <ul style="list-style-type: none"> <li>● 3.3.8.A - Determine attitudes and work habits that support career retention and advancement.</li> <li>● 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations.</li> </ul>	<p><b><u>Authentic Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Unit test</li> </ul>

<b>Grade, Subject (Course):</b> 7th, Social Studies (Early American History, 1492-1850)	
<b>Unit:</b> Westward Expansion	
<b>Big Idea:</b> How did westward expansion change the geography of the nation and demonstrate the determination of its people?	<b>Pacing:</b> 4 weeks
<p><b>PA Content Standards:</b></p> <p><i>Economics</i></p> <ul style="list-style-type: none"> <li>6.1.7.A - Explain how limited resources and unlimited wants cause scarcity.</li> <li>6.2.7.E - Explain the causes and effects of expansion and contraction of businesses.</li> <li>6.3.7.B - Describe the impact of government involvement in state and national economic activities.</li> <li>6.4.7.D - Explain how transportation, communication networks, and technology contribute to economic interdependence.</li> <li>6.5.7.D - Explain the relationship between risk and reward.</li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>7.4.7.B - Describe and explain the effects of people on the physical systems within regions.</li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li>8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.</li> <li>8.1.7.B - Identify and use primary and secondary sources to analyze multiple points of view for historical events.</li> <li>8.3.7.A - Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.</li> <li>8.3.7.D - Examine conflict and cooperation among groups and organizations in U.S. history.</li> <li>8.4.7.C - Differentiate how continuity and change have impacted world history.</li> <li>8.4.7.D - Explain how conflict and cooperation among groups and organizations have impacted the history of the world.</li> </ul>	<p><b>PA Common Core Standards (for History and Social Studies):</b></p> <ul style="list-style-type: none"> <li>CC.8.5.6-8.B - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>CC.8.5.6-8.C - Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered)</li> <li>CC8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>CC8.5.6-8.J - By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</li> <li>CC.8.6.6-8.A - Write arguments focused on discipline-specific content.</li> <li>CC.8.6.6-8.B - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What cultures and ideas influenced the development of the West?</li> <li>Why did people go West and what challenges did they face?</li> </ul>	<p><b>Concepts/Understandings (SWKT...):</b></p> <ul style="list-style-type: none"> <li>By the mid 1800s, many Americans wanted the nation to extend westward to the Pacific Ocean.</li> <li>To journey westward, traders and settlers had to travel along difficult and</li> </ul>

<ul style="list-style-type: none"> <li>• What were the causes and effects of the Texas War for Independence and the Mexican-American War?</li> <li>• How did the Gold Rush lead to changes in the West?</li> </ul>	<p>dangerous trails.</p> <ul style="list-style-type: none"> <li>• The Texas Revolution led to conflict between the United States and Mexico.</li> </ul>
<p><b><u>Vocabulary:</u></b> frontier, land grant, rancho, expansion, rendezvous, dictatorship, siege, annex, cede, Forty-Niner, vigilante</p>	<p><b><u>Competencies/Skills (SWBAT...):</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe what Americans meant by Manifest Destiny.</li> <li>• Students will be able to analyze maps that demonstrate western settlement.</li> <li>• Students will be able to explain how Texas became independent from Mexico.</li> <li>• Students will be able to summarize the main events in the Mexican-American War.</li> <li>• Students will be able to discuss the effects of the 1849 California Gold Rush</li> </ul>
<p><b><u>Possible Content Extensions</u></b></p> <ul style="list-style-type: none"> <li>• Development of the telegraph system</li> <li>• Transcontinental Railroad</li> <li>• Homestead Act/Sooners</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Prentice Hall America History of Our Nation</i> (Beginnings through 1877) Textbook</li> <li>• Various <i>Newsela</i> Articles</li> <li>• EdPuzzle</li> </ul>
<p><b><u>PA Career Education and Work (CEW) Standards:</u></b></p> <ul style="list-style-type: none"> <li>• 3.3.8.A - Determine attitudes and work habits that support career retention and advancement.</li> <li>• 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations.</li> </ul>	<p><b><u>Authentic Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Unit test</li> </ul>