

Grades 7-8 Social Studies: United States and New York State History

Grade 7

NYS Learning/Core Standards And Standards for Literacy in History/Social Studies	Content (What needs to be taught?)	Curriculum Materials Used	(All) Assessments Used (Daily/Weekly/Benchmarks)	Time Line
<p>NYS 1,2,3,4,5</p> <p>R6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>R6-8.2. 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>W6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>R6-8.6. 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).</p> <p>R6-8.4. 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>Unit One: The Global Heritage of the American People prior to 1500</p> <p>*History and the Social Science</p> <p>* Geographic Factors influence Culture</p> <p>*Iroquois culture</p> <p>*European Conceptions of the World in 1500</p> <p>Key Vocabulary: natural resources, primary source, secondary source, social sciences, authenticity, artifact, civics, free enterprise system, economics, consumer, culture, diffusion, League of Five Nations, Renaissance</p>	<p><i>The American Nation</i> Chapters 1, 2, 3</p> <p>Hakim, J. <i>A History of US. 3rd revised edition.</i> Volume 1</p>	<p>Tests, quizzes web quests projects</p>	<p>September/ October</p>

<p>NYS 1,2,3,4,5</p> <p>W6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>R6-8.4. 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>R6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>W6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>Unit Two: European Exploration and Colonization of the Americas</p> <p>*European Exploration and Settlement</p> <p>*Colonial Settlement: Geographic, Political and Economic Factors</p> <p>*Life in Colonial Colonies</p> <p>Key Vocabulary: Columbian Exchange, mission, plantation, Northwest Passage, conquistador, Protestant Reformation, colony, cash crop, House of Burgesses, representative government, Parliament, Mayflower Compact, persecution, town meeting, religious tolerance, Middle Passage, export, import, triangular trade, mercantilism</p>	<p><i>The American Nation</i> Chapters 3-4</p> <p>Primary Source Documents</p> <p>Hakim, J. <i>A History of US. 3rd revised edition.</i> Volume 1 and 2</p>	<p>tests projects quizzes</p>	<p>October/ November</p>
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<p>NYS 1,2,3,4,5</p> <p>R6-8.4. 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>R6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>W6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>R6-8.4. 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>W6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p>	<p>Unit Three: A Nation is Created</p> <p>*Background causes of the American Revolution</p> <p>*The Shift from Protest to Separation</p> <p>*Early attempts to govern the newly independent states</p> <p>*Military and Political aspects of the Revolution</p> <p>*Economic, Political and Social changes brought about by the American Revolution</p> <p>Key Vocabulary: Albany Plan of Union, Proclamation of 1763, Stamp Act, Sugar Act, "No taxation without Representation", Boston Massacre, writ of assistance, boycott, repeal, minutemen, Boston Tea Party, First Continental Congress, Intolerable Acts, Tea Act, militia, Lexington and Concord, Second Continental Congress, petition, blockade, Common Sense, natural rights, Declaration of Independence, Battle of Saratoga, guerilla tactics, Valley Forge</p>	<p><i>The American Nation</i> Chapters 4-6</p> <p>Hakim, J. <i>A History of US. 3rd revised edition.</i> Volume 3: <i>From Colonies to Country.</i></p>	<p>tests quizzes, projects Revolutionary War Timeline</p>	<p>December/ January</p>
<p>NYS 1,2,3,4,5</p> <p>W6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the</p>	<p>Unit Four: Experiments in Government</p> <p>*Articles of Confederation and the Critical Period</p>	<p><i>The American Nation</i> Chapters 7-8</p> <p>Documents</p>	<p>tests projects Web Quest: Constitution DBQ Constitution</p>	

<p>credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W6-8.1. Write arguments focused on <i>discipline-specific content</i>. 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.</p> <p>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>R6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally)</p> <p>R6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill</p>	<p>*The Writing, Structure and Adoption of the U.S. Constitution</p> <p>Key Vocabulary: Articles of Confederation, constitution, Great Compromise, legislative, executive and judicial branches, Three-Fifths Compromise, separation of powers, Bill of Rights, amend, checks and balances, popular sovereignty, Cabinet, federalism, republic, electoral college, impeach, Elastic Clause, ratify, Limited Government, civics</p>	<p>Hakim, J. <i>A History of US. 3rd revised edition.</i> Volume 3.</p>		<p>February/ March</p>
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<p>becomes law, how interest rates are raised or lowered</p> <p>NYS 1,2,3,4,5</p> <p>W6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>W6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>R6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>R6-8.2. 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>Unit Five: Life in the New Nation</p> <ul style="list-style-type: none"> *New Government in Operation *The Age of Jackson *Preindustrial Age *Reforms <p>Key Vocabulary: national debt, tariff, nullify, laissez-faire, unconstitutional, judicial review, neutrality, Louisiana Purchase, nationalism, embargo, Industrial Revolution, capital, interchangeable parts, urbanization, Erie Canal, Monroe Doctrine, suffrage, precedent, Trail of Tears, Manifest Destiny, annex, immigrant, nativist, temperance, reform, Seneca Falls Convention, abolition</p>	<p><i>The American Nation</i> Chapters 9-15</p> <p>Hakim, J. <i>A History of US. 3rd revised edition.</i> Volumes 4 and 5.</p>	<p>Tests, quizzes projects web quests Final Project /SLO .</p>	<p>April/May/ June</p>
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