

7th Grade Scope and Sequence Implementation

This scope and sequence provides flexibility for teachers to determine appropriate time frames for each unit and the option to combine units as necessary. The relevant content and aligned resources are suggestions to assist you in planning your units in support of the NVACS-SS.

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 7<sup>th</sup> Grade US History (1<sup>st</sup> Semester)

\*Revised 8/2019

**7<sup>th</sup> GRADE US HISTORY ESSENTIAL QUESTIONS**

<b>What does it mean to be an American?</b> How does history shape identity?	How can political and social power be limited or expanded? How do resources affect cooperation and conflict?	Why do inequalities and oppression exist and how should it be addressed? How do cultural and physical geography shape decision-making?
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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
<b>Unit #1 (2-3 Weeks)</b> <b>American Revolution: An Experiment in Democracy</b>	<b>History</b> <b>SS.6-8.EUSH.13.</b> Investigate the factors that shaped group and national identity in early U.S. history, and how that relates to views of American identity today. <b>SS.6-8.EUSH.21.</b> Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective. <b>SS.6-8.EUSH.22.</b> Investigate the causes, impacts, and attitudes towards conflict and war from various points of view throughout early U.S. history.	French and Indian War Loyalist v. Patriots American aid from France, Spain, Prussia, Netherlands Guerilla Warfare Treaty of Paris	<b>DBQ</b> <ul style="list-style-type: none"> <li>Valley Forge; would you have quit?</li> </ul> <b>Project TAHOE</b> <ul style="list-style-type: none"> <li><u>March 5th 1770 Massacre or Mob</u> (Discussion 8, 9)</li> <li><u>Was the Stamp Act fair</u> (Discussion 8, 9)</li> <li><u>Patrick Henry: Give Liberty or Give Me Death</u> (Close Read)</li> <li><u>Thomas Paine and African Slavery</u> (Close Read)</li> <li><u>Crevecoeur What is an American</u> (Close Read)</li> <li><u>Analyzing the Declaration of Independence</u> (Argumentative Writing 6)</li> <li><u>The Boston Massacre: Were the British Soldiers Justified?</u> (DBQ 3, 6, 7, 8, 9, 10)</li> <li><u>What were the reasons colonists rebelled against the King in 1776?</u> (DBQ 3, 6, 7, 8, 9, 10)</li> <li><u>Footsteps to the Revolution</u> (Evidence Ranking 6)</li> </ul>
	<b>Multi-Cultural</b> <b>SS.6-8.EUSH.24.</b> Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history.	Role of Women Slavery Issues	
	<b>Civics</b> <b>SS.6-8.EUSH.32.</b> Analyze the expansion of representative government throughout early U.S. history.	Continental Congress “Common Sense” Declaration of Independence	
	<b>Geography</b> <b>SS.6-8.EUSH.39.</b> Explain how global circumstances affect changes in immigration, land use, and population distribution in various regions across early U.S history.	Disputes over land use	<b>C3 Inquiry Lesson</b> <ul style="list-style-type: none"> <li><u>Was the American Revolution avoidable?</u> (2, 4, 6, 7, 8, 9, 10, 11)</li> </ul>
	<b>Economics</b> <b>SS.6-8.EUSH.42.</b> Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors.	Taxation Boycotts British Blockade	<b>Simulation</b> <ul style="list-style-type: none"> <li><u>Mission 1: For Crown or Colony?</u> (4)</li> <li><u>Bewashington.org</u> – Student simulation (4)</li> </ul> <b>University of Michigan Investigation</b> <ul style="list-style-type: none"> <li><u>Was there a common experience for women in colonial North America?</u> (2, 4, 5, 6, 7, 8, 9, 10, 11)</li> </ul>

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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
<b>Unit #2 (4-5 Weeks)</b> <b>Forming a New Nation: The Constitution &amp; Bill of Rights</b>	History	<b>SS.6-8.EUSH.12.</b> Assess the impact of diverse ideologies on politics, society, and culture in early U.S. history. <b>SS.6-8.EUSH.17.</b> Analyze the impact of the political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.	Articles of Confederation Constitutional Convention Debates Virginia and New Jersey Plans Great Compromise (Connecticut Compromise) Federalists vs. Antifederalists	<b>DBQ</b> <ul style="list-style-type: none"> <li>How does the Constitution guard against tyranny?</li> </ul> <b>Project TAHOE</b> <ul style="list-style-type: none"> <li><u>When are public protests appropriate</u> (Discussion 8, 9)</li> <li><u>The Electoral College Should it be altered or abolished</u> (Discussion 8, 9)</li> <li><u>Democrats and Republicans Infographic</u> (Visual Analysis)</li> <li><u>Democrats and Republicans Infographic Questions</u> (Visual Analysis)</li> </ul> <b>SHEG</b> <ul style="list-style-type: none"> <li><u>Why did the Founding Fathers keep slavery in the Constitution?</u> (Primary Source 4, 9)</li> <li><u>How did Americans react to Shay's Rebellion?</u> (Primary Source 4, 9)</li> <li><u>What types of government did Federalists and Anti-Federalists prefer?</u> (Primary Source 4, 9)</li> </ul> <b>C3 Inquiry Lesson</b> <ul style="list-style-type: none"> <li><u>Is compromise always fair? (The Constitution)</u> (2, 4, 6, 7, 8, 9, 10, 11)</li> </ul> <b>Extended Curriculum Programs</b> <ul style="list-style-type: none"> <li><u>We The People Team Competition</u></li> <li><u>Project R.E.A.L Play by the Rules</u></li> <li><u>Project R.E.A.L.- Your Day in Court</u></li> <li><u>iCivics games and activities</u></li> </ul>
	Multi-Cultural	<b>SS.6-8.EUSH.24.</b> Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history.	Slavery Issues 3/5 <sup>th</sup> Compromise	
	Civics	<b>SS.6-8.EUSH.32.</b> Analyze the expansion of representative government throughout early U.S. history. <b>SS.6-8.EUSH.33.</b> Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes. <b>SS.6-8.EUSH.34.</b> Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history	3 Branches of Government Enumerated/ Implied Powers Federalism Checks and Balances Separation of Powers Amendment Bill of Rights: Rights of the Citizens Electoral College	
	Economics	<b>SS.6-8.EUSH.41.</b> Evaluate how economic policies impact individuals, businesses, and society.	3/5 <sup>th</sup> Compromise Inflation/Depression	

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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
<b>Unit #3 (2-3 Weeks)</b> <b>The Early Years: George Washington to James Madison</b>	History <b>SS.6-8.EUSH.13.</b> Investigate the factors that shaped group and national identity in early U.S. history and how that relates to views of American identity today. <b>SS.6-8.EUSH.17.</b> Analyze the impact of the political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history. <b>SS.6-8.EUSH.21.</b> Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.	Precedents in Executive Branch Alien and Sedition Acts War of 1812	<b>Project TAHOE</b> <ul style="list-style-type: none"> <li>• <a href="#">The Inauguration of George Washington 1789 (One Pager)</a></li> <li>• <a href="#">Thanksgiving Proclamation of 1789 (One Pager 13, 17)</a></li> </ul> <b>WEB Sources</b> <ul style="list-style-type: none"> <li>• <a href="#">Farewell Address: Giving Advice and Leaving a Legacy (Primary source 13, 33)</a></li> <li>• <a href="#">Washington's 1799 Will and Testament Concerning National Education (Primary source)</a></li> <li>• <a href="#">George Washington and Civic Virtue (Primary source 13)</a></li> <li>• <a href="#">The Constitution as a Job Description (Primary source)</a></li> <li>• <a href="#">War of 1812 Border Lesson (Visual Analysis, 21, 35)</a></li> <li>• <a href="#">Symbols, Sayings, and Slogans (Primary source 13)</a></li> </ul> <b>Simulation:</b> <ul style="list-style-type: none"> <li>• <a href="http://Bewashington.org">Bewashington.org</a></li> </ul> <b>University of Michigan Investigation</b> <ul style="list-style-type: none"> <li>• <a href="#">Which sources help us understand the relationship between the Hemmings and Jefferson families? (2, 4, 5, 6, 7, 8, 11)</a></li> </ul>
	Multi-Cultural <b>SS.6-8.EUSH.26.</b> Assess the impacts of cultural diffusion when diverse groups interact within early U.S. history.	Native American interactions and treaties	
	Civics <b>SS.6-8.EUSH.31.</b> Describe the different political, civil, religious, and economic organizations throughout U.S. history.	Loose v. Strict Constructionist Early legal precedents Political Parties	
	Geography <b>SS.6-8.EUSH.35.</b> Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early U.S history.	Northwest Ordinance Admission of new states	
	Economics <b>SS.6-8.EUSH.41.</b> Evaluate how economic policies impact individuals, businesses, and society including, but not limited to: Louisiana Purchase, the slave trade, plantation economy, Reconstruction. <b>SS.6-8.EUSH.42.</b> Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors.	The National Bank Early US trade	

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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
<b>Unit #4 (2-3 Weeks)</b> <b>Early Westward Expansion: Lure of the West</b>	History	Manifest Destiny Louisiana Purchase and exploration Mexican-American War and Cession	<b>DBQ</b> <ul style="list-style-type: none"> <li>Was the United States justified in going to war with Mexico?</li> </ul> <b>Lessons</b> <ul style="list-style-type: none"> <li><a href="#">Indian Removal</a> (Close Read)</li> <li><a href="#">Chief Tecumseh's Speech to Gov. William Harrison</a> (Close Read)</li> <li><a href="#">Were Lewis and Clark respectful to the Natives they encountered on their journey?</a> (Discussion 8, 9)</li> <li><a href="#">Was the Indian Removal Act Constitutional?</a> (Discussion 8, 9)</li> <li><a href="#">Indian Removal</a> (Discussion 8, 9)</li> <li><a href="#">PBS- Indian Reaction to Westward Settlement</a></li> </ul> <b>SHEG</b> <ul style="list-style-type: none"> <li><a href="#">Were Lewis and Clark respectful to the Native Americans they met on their journey?</a> (4, 9)</li> <li><a href="#">How did Americans justify Westward Expansion?</a> (4, 9)</li> <li><a href="#">Why did Federalists oppose the Louisiana Purchase?</a> (4, 9)</li> <li><a href="#">Louisiana Purchase</a> (Primary source 13, 22)</li> </ul> <b>Gilder Lehrman</b> <ul style="list-style-type: none"> <li><a href="#">Thomas Jefferson and the Constitutionality of buying the Louisiana Purchase</a> (Mini unit 13, 41)</li> </ul> <b>C3 Inquiry Lesson</b> <ul style="list-style-type: none"> <li><a href="#">Was It Destiny to Move West?</a> (2, 4, 6, 7, 8, 9, 10, 11)</li> </ul> <b>Inquiry Lesson</b> <ul style="list-style-type: none"> <li><a href="#">Did Manifest Destiny Mark the Beginning of the End for Native Americans?</a> (2, 6, 7, 9)</li> </ul> <b>University of Michigan Investigation</b> <ul style="list-style-type: none"> <li><a href="#">What is an important cause of the Trail of Tears that people should know about today?</a> (2, 4, 5, 6, 7, 8, 9, 10, 11)</li> </ul>	
	Multi-Cultural	<b>SS.6-8.EUSH.24.</b> Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history. <b>SS.6-8.EUSH.27.</b> Investigate the ways in which individuals and groups build communities of respect, equity, and diversity throughout early U.S. history. <b>SS.6-8.EUSH.29.</b> Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in early U.S. history.		Trail of Tears Relations with Native Americans Great Basin Tribes
	Civics	<b>SS.6-8.EUSH.32.</b> Analyze the expansion of representative government throughout early U.S. history.		Jacksonian Democracy
	Geography	<b>SS.6-8.EUSH.36.</b> Explain how the human, physical, and environmental characteristics of early U.S. regions influenced and impacted the creation of new cultures. <b>SS.6-8.EUSH.37.</b> Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas throughout early U.S. history. <b>SS.6-8.EUSH.38.</b> Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. history.		Monroe Doctrine
	Economics	<b>SS.6-8.EUSH.41.</b> Evaluate how economic policies impact individuals, businesses, and society. <b>SS.6-8.EUSH.43.</b> Investigate the effects of U.S. foreign economic policy both nationally and globally across early U.S. history.		American System Erie Canal 2 <sup>nd</sup> Bank of the US

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<b>Unit #5 (4-5 Weeks)</b> <b>Antebellum America: A Nation in Crisis</b>	<b>History</b> <b>SS.6-8.EUSH.14.</b> Interpret historical events from a variety of historical and cultural perspectives. <b>SS.6-8.EUSH.15.</b> Evaluate the causes and effects of regional differences in early U.S. history. <b>SS.6-8.EUSH.16.</b> Analyze the influence of diverse cultural traditions on early American society. <b>SS.6-8.EUSH.22.</b> Investigate the causes, impacts, and attitudes towards conflict and war from various points of view throughout early U.S. history.	Underground Railroad Lincoln – Douglas Debates Supreme Court & Dred Scott Slave Rebellion Fugitive Slave Act	<b>DBQ</b> <ul style="list-style-type: none"> <li>How free were free blacks in the North?</li> <li>What was Harriet Tubman's greatest achievement?</li> </ul> <b>Project TAHOE</b> <ul style="list-style-type: none"> <li><a href="#">Forms of Slave Resistance</a> (One Pager)</li> <li><a href="#">Slave Treatment and Rations</a> (One Pager)</li> <li><a href="#">Oloadah Equiano</a> (One Pager)</li> <li><a href="#">The Emancipation of Slaves</a> (One Pager)</li> <li>Victorian Society and Antebellum America</li> <li><a href="#">Slave Resistance Infographic</a> (Visual Analysis)                             <ul style="list-style-type: none"> <li><a href="#">Slave Resistance Questions</a></li> <li><a href="#">Slave Resistance Documents</a></li> </ul> </li> <li><a href="#">Robert E Lee Letter</a> (Close Read)</li> </ul> <b>SHEG</b> <ul style="list-style-type: none"> <li><a href="#">Was Nat Turner a Hero or a Madman?</a> (4, 9)</li> <li><a href="#">Was John Brown a "misguided fanatic"?</a> (4, 9)</li> </ul> <b>Inquiry Lessons</b> <ul style="list-style-type: none"> <li><a href="#">Can words lead to war?</a> (2,4, 6, 7, 8, 9, 10, 11)</li> <li><a href="#">What were the true costs of American slavery?</a> (1, 2, 4, 6, 9)</li> </ul> <b>Simulation</b> <ul style="list-style-type: none"> <li><a href="#">Mission 2: Flight to Freedom</a> (4)</li> </ul>
	<b>Multi-Cultural</b> <b>SS.6-8.EUSH.23.</b> Analyze the causes, impact, and abolition of slavery in U.S. history. <b>SS.6-8.EUSH.24.</b> Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history. <b>SS.6-8.EUSH.25.</b> Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.	Abolitionists Slave Codes Changing roles of women Early women's suffrage	
	<b>Civics</b> <b>SS.6-8.EUSH.30.</b> Examine the role the media has played in shaping public perception and policies throughout early U.S. history. <b>SS.6-8.EUSH.31.</b> Describe the different political, civil, religious, and economic organizations throughout U.S. history. <b>SS.6-8.EUSH.34.</b> Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history.	Slavery compromises Popular Sovereignty Republican Party	
	<b>Geography</b> <b>SS.6-8.EUSH.35.</b> Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early U.S history. <b>SS.6-8.EUSH.38.</b> Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. history.	Sectionalism: North/South/West	
	<b>Economics</b> <b>SS.6-8.EUSH.41.</b> Evaluate how economic policies impact individuals, businesses, and society. <b>SS.6-8.EUSH.42.</b> Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors.	First Industrial Revolution Cotton Kingdom Transportation Revolution Developing class system	

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Unit #6 (4-5 Weeks) Civil War: A Nation Torn Apart	History	<p><b>SS.6-8.EUSH.14.</b> Interpret historical events from a variety of historical and cultural perspectives.</p> <p><b>SS.6-8.EUSH.18.</b> Explain how individuals and events in Nevada's history both influence and are influenced by the larger national context.</p> <p><b>SS.6-8.EUSH.22.</b> Investigate the causes, impacts, and attitudes towards conflict and war from various points of view throughout early U.S. history.</p>	Secession Total War War-related advancements Civil War leadership Nevada Statehood	<p><b>DBQ</b></p> <ul style="list-style-type: none"> <li>Battle of Gettysburg; why was it a turning point?</li> <li>Did Abolitionism Help Cause the Civil War? (DBQ,- 4, 6, 7, 8, 9)</li> </ul> <p><b>Project Tahoe</b></p> <ul style="list-style-type: none"> <li><u>Reparations For Slavery Discussion Lesson</u> (3, 6, 7 8,9, 10)</li> <li><u>Does Lincoln deserve the title the "Great-Emancipator?"</u> (DBQ - 4, 6, 7, 8, 9)</li> <li><u>Was slavery the most important cause of the Civil-War?</u> (DBQ – 4, 6, 7, 8, 9)</li> <li><u>What really happened at Fort Sumter?</u> (OUT 4, 6, 7, 8, 9, 10, 22)</li> </ul> <p><b>C3 Inquiry Lesson</b></p> <ul style="list-style-type: none"> <li><u>Can Words Lead to War?</u> (2, 4, 6, 7, 8, 9, 10, 11)</li> </ul> <p><b>SHEG</b></p> <ul style="list-style-type: none"> <li><u>What can we learn about slavery from interviews with former slaves?</u> (4, 7)</li> <li><u>Why do historians refer to the slave trade within the United States as the Second Middle Passage?</u> (4, 6, 7, 8, 9)</li> <li><u>What kind of person was Nat Turner?</u> (4, 6, 7, 8, 9)</li> <li><u>Was John Brown a "misguided fanatic"?</u> (4, 6, 7, 8, 9)</li> </ul>
	Multi-Cultural	<p><b>SS.6-8.EUSH.23.</b> Analyze the causes, impact, and abolition of slavery in U.S. history.</p> <p><b>SS.6-8.EUSH.28.</b> Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation.</p>	Emancipation Proclamation 13 <sup>th</sup> Amendment African Americans in war	
	Civics	<p><b>SS.6-8.EUSH.33.</b> Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes.</p>	States' Rights Gettysburg Address	
	Geography	<p><b>SS.6-8.EUSH.37.</b> Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas throughout early U.S. history.</p>	Border States Nevada geography	

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<b>Unit #7 (4-5 Weeks)</b> <b>Reconstruction</b>	History	<b>SS.6-8.EUSH.12.</b> Assess the impact of diverse ideologies on politics, society, and culture in early U.S. history <b>SS.6-8.EUSH.13.</b> Investigate the factors that shaped group and national identity in early U.S. history and how that relates to views of American identity today. <b>SS.6-8.EUSH.14.</b> Interpret historical events from a variety of historical and cultural perspectives. <b>SS.6-8.EUSH.17.</b> Analyze the impact of the political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.	<b>DBQ</b> <ul style="list-style-type: none"> <li>North or South; Who killed Reconstruction?</li> </ul> <b>Project TAHOE</b> <ul style="list-style-type: none"> <li><a href="#">Reparations for Slavery</a> (Discussion 8, 9)</li> <li><a href="#">Justice For All Segregation in the US</a> (4, 9)</li> <li><a href="#">Separate But Equal</a> (Controversial Issue 4, 9)</li> <li><a href="#">The Lasting Effect of Jim Crow</a> (Controversial Issue 4, 9)</li> <li><a href="#">Was Reconstruction a success or failure for African Americans</a> (DBQ 3, 6, 7, 8, 9, 10)</li> <li><a href="#">African American Equality</a> (Mini-Inquiry 2, 3, 4, 5, 6)</li> </ul> <b>SHEG</b> <ul style="list-style-type: none"> <li><a href="#">Were African Americans free during Reconstruction?</a> (4, 9)</li> <li><a href="#">How accurate is the textbook's description of sharecropping?</a> (4, 9)</li> <li><a href="#">How did Northern attitudes towards freed African Americans change during Reconstruction?</a> (4, 9)</li> <li><a href="#">Why was the Radical Republican plan for Reconstruction considered "radical"?</a> (4, 9)</li> </ul> <b>Inquiry Lessons</b> <ul style="list-style-type: none"> <li><a href="#">Mini Inquiry- Why Didn't It Happen Like That? Modern Day Jim Crow</a> (2, 3, 4, 5, 6, 10)</li> </ul> <b>University of Michigan Investigation</b> <ul style="list-style-type: none"> <li><a href="#">Was Reconstruction mostly a story of triumph or tragedy?</a> (2, 4, 5, 6, 7, 8, 9, 10, 11)</li> </ul>	
	Multi-Cultural	<b>SS.6-8.EUSH.23.</b> Analyze the causes, impact, and abolition of slavery in U.S. history. <b>SS.6-8.EUSH.24.</b> Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history. <b>SS.6-8.EUSH.25.</b> Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.		Segregation Black Codes Jim Crow Laws Freedman's Bureau African American leaders
	Civics	<b>SS.6-8.EUSH.32.</b> Analyze the expansion of representative government throughout early U.S. history. <b>SS.6-8.EUSH.33.</b> Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes. <b>SS.6-8.EUSH.34.</b> Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history		Reconstruction Amendments Voting Restrictions <i>Plessy v. Ferguson</i> Civil Rights Act of 1865
	Geography	<b>SS.6-8.EUSH.36.</b> Explain how the human, physical, and environmental characteristics of early U.S. regions influenced and impacted the creation of new cultures.		Sharecropping/Agriculture
	Economics	<b>SS.6-8.EUSH.41.</b> Evaluate how economic policies impact individuals, businesses, and society.		Sharecroppers

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\*Revised 8/2019

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<b>What does it mean to be an American?</b> How does history shape identity?	How can political and social power be limited or expanded? How do resources affect cooperation and conflict?	Why do inequalities and oppression exist and how should it be addressed? How do cultural and physical geography shape decision-making?
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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
<b>Unit #8 (4-5 Weeks)</b> <b>Closing the Frontier: From Sea to Shining Sea</b>	History	SS.6-8.EUSH.15. Evaluate the causes and effects of regional differences in early U.S. history. SS.6-8.EUSH.18. Explain how individuals and events in Nevada’s history both influence and are influenced by the larger national context. SS.6-8.EUSH.19. Analyze the impact of westward expansion on the Native communities of Nevada. SS.6-8.EUSH.20. Investigate migration and immigration patterns to Nevada as part of U.S. history.	Manifest Destiny Founding of Nevada cities Pyramid Lake Wars	<b>Project TAHOE</b> <ul style="list-style-type: none"> <li><a href="#">American Indians and Buffalo Soldiers</a> (Close Read)</li> <li><a href="#">Indian Boarding Schools Tools of Forced Assimilation</a> (Controversial Issue 2, 4, 6, 7)</li> <li><a href="#">Chinese Exclusion Act of 1882</a> (DBQ 2, 3, 4, 6, 7, 8)</li> </ul> <input type="checkbox"/> <a href="#">Lesson foldable/rubric</a>  <b>SHEG</b> <ul style="list-style-type: none"> <li><a href="#">Who was Responsible for the Battle of Little Bighorn?</a> (2, 4, 6, 7, 8)</li> </ul> <b>Web Sources</b> <ul style="list-style-type: none"> <li>Mission US- <a href="#">Interactive Student Mission on the Cheyenne Odyssey</a> (2, 4, 6, 7, 8)</li> <li>PBS- <a href="#">Perspectives on the Transcontinental Railroad</a> (2, 4, 6, 7, 8)</li> <li>Connecticut TAH- <a href="#">Little Bighorn from multiple perspectives</a> (2, 4, 6, 7, 8)</li> <li>PBS- <a href="#">Impact of Cultural Diffusion in Nevada</a></li> </ul>
	Multi-Cultural	SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history. SS.6-8.EUSH.26. Assess the impacts of cultural diffusion when diverse groups interact within early U.S. history. SS.6-8.EUSH.29. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in early U.S. history.	Chinese Exclusion Act Reservations and Assimilation “Indian Wars” Mormons Ghost Dance Movement	
	Civics	SS.6-8.EUSH.30. Examine the role the media has played in shaping public perception and policies throughout early U.S. history. SS.6-8.EUSH.34. Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history.	Dawes Act Tribal government	
	Geography	SS.6-8.EUSH.35. Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early U.S history. SS.6-8.EUSH.37. Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas throughout early U.S. history. SS.6-8.EUSH.38. Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. history.	Transportation and communication revolution Federal land use legislation Emigration trails west Gold Rush/Comstock Lode	
	Economics	SS.6-8.EUSH.40. Analyze the role of innovations and entrepreneurship in institutions throughout early U.S history.	Ranching/Cattle Drive	



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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
<p><b>Unit #9 (1-2 Weeks)</b> <b>Financial Literacy</b></p>	<p><b>Financial Literacy</b></p> <p><b>SS.6-8.FL.1.</b> Prioritize and evaluate personal finance goals based on needs and wants.</p> <p><b>SS.6-8.FL.2.</b> Investigate consequences of potential financial decisions to make reasoned financial choices.</p> <p><b>SS.6-8.FL.3.</b> Describe the services offered by various financial institutions, and government agencies including but not limited to: Matching Grant Money for College, Prepaid College Tuition, 529 College Savings Plan, etc.</p> <p><b>SS.6-8.FL.4.</b> Discuss the components of a personal budget, including income, planned spending, expenses, and saving.</p> <p><b>SS.6-8.FL.5.</b> Explain how debit cards differ from credit cards.</p> <p><b>SS.6-8.FL.6.</b> Explain an individual's rights and responsibilities as a consumer.</p> <p><b>SS.6-8.FL.7.</b> Discuss the cost of borrowing money for different types of goods and services including but not limited to: consumables, vehicles, higher education, and housing.</p> <p><b>SS.6-8.FL.8.</b> Investigate ways to prevent and limit the consequences of identity theft and fraud.</p> <p><b>SS.6-8.FL.9.</b> Explain how some investments differ from traditional savings accounts in potential risks and returns.</p> <p><b>SS.6-8.FL.10.</b> Identify college and career options and their effect on income and unemployment.</p> <p><b>SS.6-8.FL.11.</b> Identify important academic requirements for financing postsecondary programs including but not limited to: Governor Guinn Millennium Scholarship Program, Nevada Prepaid Tuition, 529 College Savings Programs, etc.</p>	<p>Compound and simple interest Debit vs credit Opportunity cost Budgets Investment strategies and risks Credit score College and career planning</p>	<p><b>Everfi (covers all standards)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Everfi Login Page</a></li> <li>• <a href="#">Everfi Course</a></li> </ul> <p><b>ProjectTahoe Lessons</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Financial Literacy Introduction</a></li> </ul> <p><b>Additional online curriculum</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Junior Achievement curriculum</a></li> <li>• <a href="#">Cashcourse.org online education</a></li> <li>• <a href="#">Council of Economic Education curriculum</a></li> <li>• <a href="#">NextGen Personal Finance lessons and resources</a></li> <li>• <a href="#">Stock Market Game online simulation</a></li> <li>• <a href="#">PBS Your Life Your Money resources and game</a></li> <li>• <a href="#">NEFE Class Financial Workshop Kits</a></li> </ul>

\*This unit can be taught in segments or integrated into other units.