

Grade: 7		Civics & Government	History
Unit	Timeline	Priority Standards	Priority Standards
1: Research & Settlement	1st marking period		CC.8.6.6-8.F - 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.
2: 13 Colonies	1st marking period		8.1.7.C - Form a thesis statement on an assigned topic using appropriate primary and secondary sources.
			8.2.8.A - Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.
3: Causes of the American Revolution	2nd marking period		8.3.7.C - Compare how continuity and change have impacted U.S. history. Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.
4: American Revolution	2nd marking period		CC.8.5.6-8I - Analyze the relationship between a primary and secondary source on the same topic.
5: Foundations of Gov't	3rd marking period		8.3.7.B - Examine the importance of significant historical documents, artifacts, and places critical to United States history.
		5.3.8.A - Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.	
			8.3.7.C - Compare how continuity and change have impacted U.S. history. Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.
6: 1st Presidents	3rd marking period		8.2.8.B - Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.
			8.3.7.C - Compare how continuity and change have impacted U.S. history. Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.

7: American Growth	4th marking period		CC.8.6.6-8.G. - 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.
			8.3.7.C - Compare how continuity and change have impacted U.S. history. Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.
8: Antebellum	4th marking period		CC.8.5.6-8.H - Distinguish among fact, opinion, and reasoned judgment in a text.

Research Standard

CVSD Social Studies Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
CC8.6.6-8.F - 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.	
Taught in Unit(s)	
Unit 1 - Research & Settlement	
Explanation/Example of Standard	
Students will be able to construct a Research Paper/Presentation/Etc. with a functioning thesis and bibliography. Writing a functioning thesis statement maintains the writer's focus and controls the subject of the paper/presentation.	
Common Misconceptions	
Students will not be permitted to plagiarize and neglect to attribute sources. They will be able to synthesize information from multiple sources and establish original ideas.	
Big Idea(s)	Essential Question(s)
<p>A thesis statement answers a question and appears in the introduction of a report.</p> <p>A thesis statement is supported by multiple pieces of evidence.</p> <p>Evidence must be evaluated for validity, authenticity, and reliability.</p> <p>Evidence is made stronger by corroboration with other sources.</p>	<p>How does one study history?</p> <p>Why should sources be evaluated?</p> <p>Why is contextualization of sources important?</p> <p>How does contextualization, corroboration, and sourcing affect the study of history?</p> <p>How does one construct an effect thesis statement?</p>
Assessments	
5-paragraph research paper/presentation/podcast/etc. with bibliography.	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Research</p> <p>Resource distinction</p> <p>Persuasion</p> <p>Citation</p> <p>Thesis</p>	<p>Conduct individual research.</p> <p>Distinguish between trustworthy and untrustworthy sources.</p> <p>Construct a thesis statement.</p> <p>Properly cite sources.</p>

Thesis Standard

CVSD Social Studies Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
8.1.7.C. Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)	
Taught in Unit(s)	
Unit 2 - 13 Colonies	
Explanation/Example of Standard	
Students will be able to construct a Research Paper/Presentation/Etc. with a functioning thesis and bibliography.	
Common Misconceptions	
Students will not be permitted to plagiarize and neglect to attribute sources. They will be able to synthesize information from multiple sources and establish original ideas.	
Big Idea(s)	Essential Question(s)
<p>A thesis statement summarizes the main points of a report and prepares the reader for what is to come.</p> <p>A quality thesis statement is supported by multiple pieces of evidence.</p> <p>All research must cite origin with a clear MLA formatted bibliography.</p>	<p>How does one develop a thesis statement, introduction paragraph and concluding paragraph?</p> <p>Why is a thesis statement placed in the introduction?</p> <p>How does one use multiple sources to support a thesis statement?</p>
Assessments	
5-paragraph research paper/presentation/podcast/etc. with bibliography	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Thesis statement construction</p> <p>Introductory techniques</p> <p>Persuasion</p>	<p>Draft a persuasive, multi-leveled thesis statement.</p> <p>Use captivating introductory techniques to introduce their topic.</p> <p>Attribute their thesis statement throughout their paper by using main ideas / topic sentences / etc.</p> <p>Work to prove their thesis statement.</p>

Contributions of Groups and Individuals

CVSD Social Studies Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
8.2.8.A. Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.	
Taught in Unit(s)	
Unit 2 - 13 Colonies	
Explanation/Example of Standard	
Students will be able to compare and contrast the contributions of individuals and groups to the social, political, cultural, and economic foundation of Pennsylvania.	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
<p>There was a large influence of a variety of groups, who founded Pennsylvania, such as Quakers / William Penn, Germans, American Indians, and more.</p> <p>There were varying levels of religious freedom in Pennsylvania as compared to other colonies.</p>	<p>Was William Penn fair to the people (both indigenous and immigrant) in his colony?</p> <p>How did other individuals and groups transform the Quaker colony?</p> <p>What do these groups have in common?</p> <p>What are different amongst these groups?</p>
Assessments	
Venn Diagram and/or letter to one of these individuals / groups	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Compare and contrast</p> <p>Development of venn diagrams</p> <p>Analysis of groups</p> <p>Political influence</p> <p>Social influence</p> <p>Economic influence</p>	<p>Identify similarities amongst Pennsylvanian groups and individuals.</p> <p>Identify differences between Pennsylvanian groups and individuals.</p> <p>Construct a Venn Diagram.</p>

Continuity and Change Standard

CVSD Social Studies Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
8.3.7.C. Compare how continuity and change have impacted U.S. history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations	
Taught in Unit(s)	
Unit 3 Causes of the American Revolution Unit 5 Foundations of Government Unit 6 First Presidents Unit 7 American Growth	
Explanation/Example of Standard	
Students will be able to demonstrate how changes in politics, geography, and commerce impacted the United States.	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
Political changes lead to expansion of American borders and control of natural resources. Commerce between America and other nations lead to the growth of America. Natural resources are a significant component to the prosperity of America. Improvement of technology aided in the growth of American industry and commerce. Representative Government is the foundation of American democracy.	What is significant about the relationships America has with other nations? Why is controlling natural resources important for the growth of America? How did the belief in Manifest Destiny influence American history? How does the growth of other nations influenced American development and development? How did American's feelings towards other cultural groups vary over time?
Assessments	
Timeline, quizzes, tests, papers, etc.	
Concepts (what students need to know)	Skills (what students must be able to do)
Different viewpoints regarding the structure of government Relationships among American social groups Relationship between America and other governments Technological Revolutions	Build argumentative support from evidence. Explain the importance of alliances, treaties, proclamations, and laws on citizens. Compare and contrast various political views. Describe the cause and effect of major events.

	Calculate and interpret charts, graphs and maps using statistics.
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Primary Sources
CVSD Social Studies Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.	
Taught in Unit(s)	
Unit 4 - American Revolution	
Explanation/Example of Standard	
Being able to compare and contrast primary and secondary sources is essential to the study of Social Studies. When students analyze and contextualize sources they are able to have a deeper understanding of topics. It is important to be able to identify bias in these sources as well.	
Common Misconceptions	
Students often have trouble reading and interpreting language from other periods of history.	
Big Idea(s)	Essential Question(s)
<p>It is important to corroborate sources. Students should be able to support an argument with what people involved (primary) and historians (secondary) have said?</p> <p>Identifying quality resources in comparison to a biased, untimely one is key to understanding resources.</p> <p>Contextualization of sources helps students understand history. How can one think about the era of when a source was written and how it affects the interpretation of the source (like calling the American Revolution "an act of terror," for example)?</p>	<p>How do primary sources best "tell the story?"</p> <p>What makes a source reliable?</p> <p>Why is it important to understand the bias of sources when they were written?</p>
Assessments	
Comparative analysis of sources (quiz / essay)	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Analyzation of primary and secondary sources</p> <p>Close reading</p> <p>Context clues</p> <p>Different perspectives on an event</p> <p>Bias in sources</p>	<p>Students can discern between and identify primary and secondary sources</p> <p>Students can analyze primary sources and their potential bias</p> <p>Students can contextualize primary and secondary sources</p>

Compare/Contrast Government

CVSD Social Studies Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
5.3.8.A - Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.	
Taught in Unit(s)	
Unit 5 - Foundations of Government	
Explanation/Example of Standard	
Federalism has an impact in separating the government between 3 different levels (local, state, and national), and having a working memory of the 3 branches in each (legislative, executive, and judicial) is essential to understanding not just the foundation of our government system, but its application today	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
Federalism - how and why the powers of government divided between local, state, and national levels (e.g. roads, schools, etc.)	How and why are the powers of government divided between local, state, and national levels?
Separation of powers - how and why the powers of government divided between different branches	How and why are the powers of government divided between different branches?
Assessments	
Letter to an elected official	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Knowing where to find the addresses of elected officials will help facilitate communication and participation in government.</p> <p>The computer can be used to facilitate communication with elected officials.</p> <p>Being able to compose a coherent letter is important in many facets of life.</p> <p>How to identify an issue that concerns the students at a local, state, and/or national level.</p>	<p>Identify who their elected officials are and how to contact them.</p> <p>Compare and contrast local, state, and federal issues.</p> <p>How to compose, address, and send a letter.</p>

Historical Documents

CVSD Social Studies Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.	
Taught in Unit(s)	
Unit 5 American Government	
Explanation/Example of Standard	
Students will be able to examine the importance of significant historical documents, artifacts, and places that are critical to United States history.	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
<p>Primary sources provide eyewitness testimony to events in the past.</p> <p>Secondary sources provide analysis of a primary source and may include other pieces of information about past events.</p> <p>Artifacts reveal information about past events.</p> <p>Documents are records of past events.</p>	<p>How do primary source documents compare to secondary sources related to the same topic?</p> <p>What do artifacts reveal about history?</p>
Assessments	
Timeline, quizzes, tests, papers, etc.	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Primary sources vs. Secondary sources</p> <p>Purposes of different sources</p> <p>Interaction with artifacts</p> <p>Important locations to US History</p>	<p>Explain the importance of alliances, treaties, proclamations, and laws on citizens.</p> <p>Compare and contrast various documents.</p> <p>Calculate and interpret charts, graphs and maps using statistics.</p> <p>Locate places that are important to US History.</p>

Analyzing Artifacts

CVSD Social Studies Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
8.2.8.B. Analyzing documents, artifacts, and places important to PA history.	
Taught in Unit(s)	
Unit 6 - First Presidents	
Explanation/Example of Standard	
There are a number of major historical documents (Declaration, Constitution, Mason Dixon Line, etc.) that are important to PA and US history. Students should be able to compare and contrast how different leaders interpret these documents differently. In addition to the documents there are a number of places of significance to 18th-19th century PA history.	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
<p>It is important to analyze a document for a variety of "tellers" (education level of the writer, era of its writing, bias of the writer, etc).</p> <p>Primary respondents (those who experience history) and historians can think differently on the same issue, they have different perspectives.</p> <p>Forming opinions and supporting them with historical facts is key to the study of history.</p>	<p>How did different leaders interpret the same documents in a variety of ways?</p> <p>How did the early presidents set a precedent for others to follow?</p> <p>How did certain groups / people act positively and negatively to these founding documents?</p> <p>How did the early presidents and their administration differ in their interpretation of the major documents?</p>
Assessments	
Persuasive essay / speech: Which of the 1st four presidents best lived up to the ideals of the Declaration of Independence, Constitution, and other important founding documents?	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Analysis of various types of documents</p> <p>Close reading</p> <p>Context clues</p> <p>Persuasive / opinion essay writing</p> <p>Different perspectives</p>	<p>Write a persuasive essay.</p> <p>Analyze documents and identify various points of view.</p> <p>Form opinions and support them with facts.</p>

Gathering Information

CVSD Social Studies Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
CC.8.6.6-8.G - 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.	
Taught in Unit(s)	
Unit 7: American Growth	
Explanation/Example of Standard	
Students will continue to build on their research skills by acquiring, assessing, and interpreting the validity of quality resources.	
Common Misconceptions	
All sources are valid and present accurate historical information.	
All sources can be trusted.	
Big Idea(s)	Essential Question(s)
Information focusing on a central idea should be gathered from multiple sources. Information should be evaluated for credibility and accuracy. Avoiding plagiarism is important in all scholarly writing.	What is a central idea? What makes sources credible? Untrustworthy? How does one cite sources using a standard format?
Assessments	
Source excerpt quiz: Students will be provided excerpts from primary and secondary sources and interpret the authors' intent / bias	
Concepts (what students need to know)	Skills (what students must be able to do)
Interpreting a resource in context Accessing a database properly Identifying plagiarism	Effectively navigate multiple research tools--databases, internet, library, etc. Critically review primary and secondary sources Compile information from multiple sources that focus on a central idea

Fact & Opinion
CVSD Social Studies Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
CC8.5.6-8.H Distinguish among fact, opinion, and reasoned judgment in a text.	
Taught in Unit(s)	
Unit 8 - Antebellum	
Explanation/Example of Standard	
Students will be able to read a primary / secondary text and separate facts, opinions, and reasoned judgments within it.	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
<p>Facts can be identified and can change over time (with new evidence).</p> <p>Opinions can be identified and can change over time (with new facts, revisiting old facts, or current events).</p> <p>Facts and opinions support one another.</p>	<p>What is a fact?</p> <p>What is an opinion?</p> <p>How are facts and opinions used to support one another?</p> <p>How do facts and opinions alter/influence history?</p>
Assessments	
Reading a primary / secondary text and separating facts and opinions using a fact/opinion anchor chart	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>How to judge facts and opinions in a text.</p> <p>How to synthesize and support opinions with facts.</p>	<p>Close reading of primary / secondary sources</p> <p>Discern facts from opinions</p>