**Class Title: Social Studies  
Grade Level: 7th**

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| Nine Weeks:1st 9 Weeks  Unit: What were the Founders’ basic ideas about government? | |
| Concepts/Content | Desired Outcomes |
| Colonial Life  Founding Fathers  Need for Governments  Republic government  Democracy v Representative government  Constitutional government and higher law  Checks and balances and separation of power  Branches of government | Students will be able to:   * Describe who the original inhabitants of the American continent were and how they lived. * Describe who the colonists were and how they lived in the British colonies in America. * Explain the colonist's ideas about government and how the way they lived influenced their ideas. * Name some of the Founders and explain what they did. * Understand the natural rights philosophy. * Explain why governments exist. * Explain what a republican government is. * What are the advantages and disadvantages of a republican government? * Explain the difference between a direct democracy and a representative democracy. * Explain the concepts of a constitution, constitutional government, and higher law. Students should also be able to explain the difference between a constitutional government and a dictatorial government. * Be able to explain checks and balances and separation of powers. * Describe the three branches of government. |

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| Nine Weeks: 1st and 2nd  Unit: What shaped the founders thinking about government? | |
| Concepts/Content | Desired Outcomes |
| Ideas for the Constitution  Colonial constitutions  Colonial resistance to British control  Declaration of Independence  Loyalists  Revolutionary War  Popular sovereignty  Bill of rights  Articles of Confederation  Shay’s Rebellion | Students will be able to:   * Explain how various British documents influenced the writing of the U.S. Constitution. * Why was the creation of Parliament important? * Be able to identify the basic ideas of constitutional government embodied in the American colonial governments. * Describe British policies and why the colonists began to resist British control. * Explain the basic ideas about government that are contained in the Declaration of Independence. * Be able to explain why the colonists felt justified in declaring independence. * Be able to explain why some people remained loyal to Britain * Why did the Second Continental Congress have problems governing during the Revolutionary War? * Describe how the war went for the Americans and the outcome of the war. * Describe the basic features of the new state constitutions and explain the concept of popular sovereignty. * Explain the difference between the Massachusetts constitution and the other state constitutions. * Explain the importance of a bill of rights. * Why did we need a national government? * Explain the ideas and events that influenced the writing of the Articles of Confederation. * What did the Articles of Confederation accomplish? What major problems did it have? * Describe the causes and effects of Shay’s Rebellion |

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| Nine Weeks: 2nd  Unit: What happened at the Philadelphia Convention? | |
| Concepts/Content | Desired Outcomes |
| Philadelphia Convention  Equal and proportional representation  Great Compromise  Economic differences  Slavery issues  Separation of powers  Congressional power  Executive power  Judicial power | Students will be able to:   * Be able to explain why the Philadelphia Convention was called. * Be able to name some important people who were there. Also name some important people who were not there and why they did not come. * Be able to explain what took place at the convention. * Be able to explain why the states argued about representation in Congress and explain the difference between equal and proportional representation. * Be able to explain how the conflict was resolved. * Describe the key features of the Great Compromise. * Explain the differences between the economies of the Northern and the Southern states. * Explain the conflicts about tariffs and slavery and how they were resolved. * Be able to explain the reasons why the Framers were uncertain about how much power to give the three branches of the national government. * Be able to explain the powers that the Constitution gives Congress. * Describe how other branches of government check the power of Congress. * Be able to explain the powers and how the powers of the executive branch are limited. * Describe the process for electing the president. * Explain the powers of the judicial branch. |

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| Nine Weeks:2nd and 3rd  Unit: How was the Constitution used to establish our government? | |
| Concepts/Content | Desired Outcomes |
| Government styles  Federalism  Constitutional ratification  Branches of government set up  Political parties  Judicial review | Students will be able to:   * Be able to explain the differences between unitary, confederate, and federal systems of government. * Explain what powers the Constitution delegates to the federal government and what powers it delegates to the state governments. * Explain how the Constitution gives the federal government supreme power over the state governments? * Explain why the ratification process was important. * Describe the arguments for and against approving the Constitution. * Explain why the Federalists agreed to a bill of rights. * Explain how Congress and the president organized the executive and judicial branches of government. * Explain why the Framers opposed the development of political parties. * Describe the two original political parties, their leaders, and the issues that divided them. * Describe the role and purpose of political parties today. * Explain what is meant by judicial review. * Describe the approaches used by the Supreme Court to decide what the Constitution means. |

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| Nine Weeks:3rd and 4th  Unit: How does the Constitution protect our basic rights? | |
| Concepts/Content | Desired Outcomes |
| 1st Amendment Rights  Voting Rights  Equal protection clause  14th Amendment  Due Process | Students will be able to:   * **Describe the freedoms included in the First Amendment.** * **Explain the importance of freedom of expression.** * **Describe some situations in which it might be reasonable and fair to place limitations on freedom of expression.** * **Explain the importance of freedom of religion and the difference between the establishment clause and the free exercise clause.** * **Describe situations in which religious practices may be limited.** * **Explain some guidelines the U.S. Supreme Court has used to decide issues related to religion and public school.** * **List groups who were denied the right to vote in the past.** * **Explain how voting rights were extended by changes to state voting laws, amendments to the Constitution, acts of Congress, and decisions of the U.S. Supreme Court.** * **Suggest some ways to generate greater voter participation in elections.** * **Explain the purpose of the equal protection clause.** * **Explain the 14th Amendment and the Jim Crow Laws.** * **Describe some steps that Congress, the executive branch, the U.S. Supreme Court, and citizens have taken to end unfair discrimination in our nation.** * **Explain in general terms what due process means.** * **Explain the difference between the Fifth and Fourteenth Amendment and describe why the Fourteenth Amendment was needed.** |

**Class Title: U.S. History  
Grade Level: 7th**

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| Nine Weeks: 4th  Unit: The Jefferson’s Presidency and the War of 1812 | |
| Concepts/Content | Desired Outcomes |
| Concepts/Content |  |
| * XYZ Affair * Marbury vs. Madison * Judicial Review * Impressment * Embargo Act of 1807 * Tecumseh * War Hawks * War of 1812 * Battle of Lake Erie * Battle of Thames * Burning of Washington * Treaty of Ghent * Battle of New Orleans * Lewis and Clark Expedition | **Main Ideas:**   1. Students will be able explicate how Thomas Jefferson’s Presidency shaped and impacted the US. 2. Students will be able to identify the main results of the War of 1812 and how it shaped the growth of American society.   **Power standards:**   * Students will understand the key philosophies of the Federalist and Antifederalist. * Students will be able to explain the Outcome of the Presidential Election of 1800. * Students will be able to explain how John Adams limit the success of Jefferson's presidency before Jefferson even took Office. * Students will be able to elucidate the outcome of Marbury vs. Madison and what did it establish. * Students will be able to explain why purchasing the Louisiana territory was in direct violation of Jefferson's principles. * Students will be able to explain why it important for the Lewis and Clark Expedition to have Sacagawea’s help. * Students will be able to explain what the goals and accomplishments of the Lewis and Clark Expedition. * Students will be able to explain the results of the Embargo Act of 1807 and why was it unpopular. * Students will be able to identify and explain some of the causes for the War of 1812. * Students will be able to explain the results of the Battle of Thames (immediate and long term). * Students will be able to explain why the Battle of New Orleans an important American victory.   • Students will be able to explain some of the effects of the War of 1812 and how it impacted the growth of America. |
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