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| **DATE TAUGHT** | **STANDARD** |
|  | **History: Historical Thinking Skills** Students use information and concepts to interpret, analyze, and draw conclusions about United States history from 1763–1877. |
|  | 7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks: • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product  |
|  | 7.1.2 Explain patterns and recurring themes in United States history |
|  | 7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States |
|  | 7.1.4 Interpret and construct timelines of key events, people and ideas |
|  | 7.1.5 Analyze primary and secondary sources to answer questions related to United States history |
|  | **Revolution and the New Nation** Students analyze the impact of key events, ideas, and people on the economic, political, and social development of the United States from 1763–1800. |
|  | 7.2.1 Identify and describe the impact of key events, ideas, and people that led to the American Revolution  |
|  | 7.2.2 Analyze important turning points and major developments of the American Revolution |
|  | 7.2.3 Evaluate the development of the United States government from the First Continental Congress through the ratification of the United States Constitution |
|  | 7.2.4 Describe the major political and economic events, and policies of the Washington and Adams presidencies |
|  | **The Expanding Nation** Students analyze the impact of key events, ideas, and people on the economic, political, and social development of the United States from 1800–1850. |
|  | 7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850  |
|  | 7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850 |
|  | 7.3.3 Examine the motivations and influence of major American reform movements during the 19th century |
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|  | 7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States |
|  | 7.3.5 Explain reasons for the expansion of slavery in the South after 1800 and describe the life of enslaved African Americans, and their responses to slavery |
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| **DATE TAUGHT** | **STANDARD** |
|  | **Geography: Geography Skills** Students analyze physical and political geography that influenced the growth of the United States from 1763– 1877 using maps, charts, graphs, databases, and other technological tools. |
|  | 7.5.1 Analyze the physical and political features of the United States  |
|  | 7.5.2 Create maps, charts, and graphs of the United States from 1763–1877 |
|  | 7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877 |
|  | **Immigration and Cultural Diversity** Students examine patterns of migration, immigration, and land use that influenced the cultural development of the United States from 1763–1877. |
|  | 7.6.1 Analyze settlement patterns of racial and ethnic groups in the United States from 1763–1877  |
|  | 7.6.2 Describe motivations of immigrants to the United States from 1763–1877 and the obstacles they faced |
|  | 7.6.3 Analyze patterns, motivations, and the impact of rural and urban migration in the United States from 1763–1877 |
|  | 7.6.4 Explain how differences in land use influenced cultural characteristics among regions in the United States from 1763–1877 |
|  | **Environment** Students identify and describe how physical environments influenced the economic, political, and cultural development of the United States from 1763–1877. |
|  | 7.7.1 Explain how Americans adapted and transformed various physical environments in the United States to expand its growth and influence |
|  | **Civics: Government:** Purposes, Foundation, and Structure Students understand the purposes, foundation, and structure of the United States government. |
|  | 7.8.1 Evaluate the major purposes of government according to the Preamble to the Constitution of the United States  |
|  | 7.8.2 Differentiate between various forms of government |
|  | 7.8.3 Explain how key ideas expressed in historical documents influenced the formation of U.S. government |
|  | 7.8.4 Evaluate the principles of government embodied in the United States Constitution |
|  | 7.8.5 Describe the structure and powers of the three branches of the federal government |
|  | 7.8.6 Illustrate how a bill becomes a law at the federal level |
|  | 7.8.7 Describe the process used to amend the Constitution |
|  | 7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877 |
|  | 7.8.9 Explain how federal officials are elected or appointed |
| **DATE TAUGHT** | **STANDARD** |
|  | **Global Awareness** Students develop an understanding of United States foreign policy from 1763–1877 by evaluating the influence of key historic events, people, and ideas |
|  | 7.9.1 Compare and contrast political divisions of the world from 1763–1877  |
|  | 7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877 |
|  | 7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877 |
|  | **Civic Literacy** Students examine the roles, rights, and responsibilities of citizenship in order to develop civic literacy |
|  | 7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms  |
|  | 7.10.2 Identify and describe ways in which citizens influence change in a democratic society |
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|  | 7.10.3 Explain the duties and responsibilities of United States citizens |
|  | 7.10.4 Describe the qualifications or requirements for United States citizenship |
|  | 7.10.5 Describe the development and roles of political parties and special interest groups in the United States from 1787–1877 |
|  | **Economics Resources, Interdependence, and Decision-Making** Students examine the development and interdependence of the United States economy from 1763–1877. |
|  | 7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States  |
|  | 7.11.2 Explain how economic interdependence developed between regions of the United States and with foreign countries |
|  | 7.11.3 Describe government policies that influenced the United States economy |
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