CURRICULUM MAP Grade 7
North Smithfield School Department

UNIT	Social Studies GSEs/Standards	
UNIT 1 **Three Worlds Meet** Essential Questions *How did American, African, and European societies differ from one another before 1500?* *How did Europeans transform life in the Americas?*	**Civics and Government** • Expressing/defending an informed opinion and presenting their opinion to an audience. **C&G 4(7-8) –2a** • Demonstrating an understanding and empathy for the opinions of others. **C&G 4(7-8) –3a** • Tracing/explaining social, technological, geographical, economical, cultural connections for a society **C&G 5(7-8) –1a** • Identifying, describing, explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected. **C&G 5(7-8) –1b** • Identifying/ discussing factors that lead breakdown of order among societies resulting consequences. **C&G 5(7-8) –2a** • Considering competing interests on issues that benefit some people and cause other people to suffer. **C&G 5(7-8) –2b** **Historical Perspective** • Identifying key events and people of a particular historical era or time. **HP 2 (7-8) –2a** • Explaining the impact of interactions. **HP 4 (7-8) –2b** • Describing how inventions and technological improvements. **HP 4 (7-8) –2c** • Identifying how movement impacts cultural diversity. **HP 5 (7-8) –1a** **Economics** **Geography** • Identifying and utilizing a variety of maps. **G 1 (7-8) –1a** • Analyzing multiple maps (to draw inferences about the development of societies. **G 1 (7-8) –2a** • Explaining/ connecting how/why the geographical features influenced population **G 2 (7-8) –1a** **Reading** **Key Ideas and Details (RH)** • RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source. • RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies • **Craft and Structure (RH)** • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose . **Integration of Knowledge and Ideas (RH)** • RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. Range of Reading (RH) • RH.6-8.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band **Writing** • Text Types and Purposes: argument and informational **(WHST)** • Production and Distribution **(WHST)** • Research • Range of Writing **(WHST)**	**HISTORICAL THINKING** • Chronological thinking • Historical comprehension • Historical analysis and interpretation, historical research capabilities • Historical research capabilities • Historical issues – analysis and decision-making
UNIT 2 **The English Colonies** Essential Questions *How did the experience of the early colonists shape America's political and social ideals?* *What factors allowed each colonial region to*	**Civics and Government** • Identifying and explaining the origins and basic functions of government. **C&G 1 (7-8) –1a** • Comparing and contrasting different forms of government. **C&G 1 (7-8) –1b** • Explaining what happens when political structures do or do not meet the needs of people. **C&G 1 (7-8) –1c** • Comparing/contrasting key stages of development of the rule of law, as presented in various documents**C&G1 (7-8) –d** • Defining and identifying the nature of authority and sources of power **C&G 1 (7-8) –2c** • Explaining how democratic values are reflected in enduring documents political speeches/group actions. **C&G 2(7-8) –2a** • Exhibiting and explaining what it means to be a responsible citizen in the state and nation. **C&G 2 (7-8) –2c** • Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) –1e** • Expressing/defending an informed opinion and presenting their opinion to an audience. **C&G 4(7-8) –2a** • Demonstrating an understanding and empathy for the opinions of others. **C&G 4(7-8) –3a** • Recognizing the cause(s) and effect(s) of taking a civil action. **C&G 4(7-8) –3c** • Utilizing a variety of reliable sources to develop an informed opinion. **C&G 4(7-8) –3d** • Identifying/ discussing factors that lead breakdown of order among societies resulting consequences. **C&G 5(7-8) –2a** • Considering competing interests on issues that benefit some people and cause other people to suffer. **C&G 5(7-8) –2b** • Summarizing a significant situation; proposing and defending actions to be taken or not taken. **C&G 5(7-8) –3b** **Historical Perspective** • Identifying appropriate sources and using evidence to substantiate specific accounts of human activity. **HP 1 (7-8) –1a** • Drawing inferences from Rhode Island History about the larger context of history. **HP 1 (7-8) –1b** • **I**nvestigating/analyzing historical and visual data in order to draw connections between a series of events. **HP1(7-8) –2a** • Developing, expanding, and supporting an historical thesis, based on a series of events **HP 1 (7-8) –2b** • Determining the cause(s) and effect(s) of specific historical events that impact RI today. **HP 2 (7-8) –1a** • Identifying key events and people of a particular historical era or time. **HP 2 (7-8) –2a** • Correlating key events to understand the historical perspective of the time period in which they occurred. **HP2(7-8) –2b**	

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grow and prosper? *What traditions, events, and forces helped form an American identity?*	• Establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative. **HP 2 (7-8) –3a** • Analyzing a social movement from its inception, its impacts on us today, its implications for the future .**HP 3 (7-8) –1a** • Recognizing how the similarities of human issues across time periods influence own personal histories **HP 3 (7-8) –2a** • Recognizing how the differences of human issues across time periods influence own personal histories. **HP 3 (7-8) –2b** • Comparing and contrasting the cultural influences that shape individuals and historical events. **HP 3 (7-8) –2c** • Citing specific evidence to explain how factors impacted a civilization's adaptation, development. **HP 4 (7-8) –1a** • Identifying/ describing how traits of civilization develop to innovations, inventions, change, expansion. **HP 4 (7-8) –2a** • Explaining the impact of interactions. **HP 4 (7-8) –2b** • Describing how inventions and technological improvements. **HP 4 (7-8) –2c** • Identifying how movement impacts cultural diversity. **HP 5 (7-8) –1a** • Applying demographic factors. **HP 5 (7-8) –1b** • Comparing/contrasting cultural expectations in different communities/societies. **HP 5 (7-8) – 2a** • Describing how diversity contributes to cultural diffusion, acculturation, or assimilation. **HP 5 (7-8) – 2b** • Describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation. **HP 5 (7-8) – 2b** • Describing how and why various factors impact an individual or a group's perspective of events. **HP 5 (7-8) – 3a** **Economics** • Explaining the relationship between resources and industry. **E 1 (7-8) – 1a** • Researching and analyzing the impact of surplus, subsistence, and scarcity. **E 1 (7-8) – 1c** • Describing how inventions, innovations, and technology stimulate economic growth. **E 2 (7-8) – 2a** • Explaining the cyclical relationship of the participants within an economy. **E 3 (7-8) – 1a** • Identifying/evaluating the benefits/cost of alternative public. **E 3 (7-8) – 2b** **Geography** • Identifying and utilizing a variety of maps. **G 1 (7-8) –1a** • Analyzing multiple maps (to draw inferences about the development of societies. **G 1 (7-8) –2a** **Reading** **Key Ideas and Details (RH)** • RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source. • RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies • **Craft and Structure (RH)** • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose . **Integration of Knowledge and Ideas (RH)** • RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. Range of Reading (RH) • RH.6-8.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band **Writing** • Text Types and Purposes: argument and informational **(WHST)** • Production and Distribution **(WHST)** • **Research** • Range of Writing **(WHST)**	
UNIT 3 **American Revolution** Essential Questions *What drove the colonists to declare independence from Great*	**Civics and Government** • Explaining what happens when political structures do or do not meet the needs of people. **C&G 1 (7-8) –1c** • Explaining why the rule of law is necessary to the role of government. **C&G 1 (7-8) –2b** • Identifying the functions of the three branches of government **C&G 2 (7-8) –1a** • Explaining how and why power is divided and shared among the levels of government. **C&G 2 (7-8) –1b** • Tracing the process of how an idea transforms into a bill and then becomes a law **C&G 2 (7-8) –1c** • Explaining how democratic values are reflected in enduring documents political speeches/ group actions. **C&G 2(7-8) –2a** • Using a variety of sources to identify and defend a position on a democratic principle. **C&G 2 (7-8) –2b** • Identifying conflicts between individual rights and the common good. **C&G 3 (7-8) –1d** • Identifying/explaining how an action taken by an individual or a group impacts the rights of others. **C&G 3 (7-8) –2b** • Describing how and why individuals identify themselves politically. **C&G 4(7-8) –1b** • Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) –1e** • Expressing/defending an informed opinion and presenting their opinion to an audience. **C&G 4(7-8) –2a** • Demonstrating an understanding and empathy for the opinions of others. **C&G 4(7-8) –3a** • Utilizing a variety of reliable sources to develop an informed opinion. **C&G 4(7-8) –3d** • Summarizing a significant situation; proposing and defending actions to be taken or not taken. **C&G 5(7-8) –3b** **Historical Perspective** • Drawing inferences from Rhode Island History about the larger context of history. **HP 1 (7-8) –1b**	

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Britain? *How was it possible that American Patriots gained their independence from the powerful British Empire?*	• Developing, expanding, and supporting an historical thesis, based on a series of events **HP 1 (7-8) –2b** • Determining the cause(s) and effect(s) of specific historical events that impact RI today. **HP 2 (7-8) –1a** • Identifying key events and people of a particular historical era or time. **HP 2 (7-8) –2a** • Correlating key events to understand the historical perspective of the time period in which they occurred. **HP2(7-8) –2b** • Establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative. **HP 2 (7-8) –3a** • Explaining the impact of interactions. **HP 4 (7-8) –2b** • Applying demographic factors. **HP 5 (7-8) –1b** • Comparing/contrasting cultural expectations in different communities/societies. **HP 5 (7-8) – 2a** • Describing how and why various factors impact an individual or a group's perspective of events. **HP 5 (7-8) – 3a** • Explaining/ analyzing how changing perspectives impact history using primary documents as evidence. **HP 5 (7-8) – 3b** **Economics** • Identifying/evaluating the benefits/cost of alternative public. **E 3 (7-8) – 2b** **Geography** • Identifying and utilizing a variety of maps. **G 1 (7-8) –1a** • Analyzing multiple maps (to draw inferences about the development of societies. **G 1 (7-8) –2a** **Reading** **Key Ideas and Details (RH)** • RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source. • RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies • **Craft and Structure (RH)** • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose . **Integration of Knowledge and Ideas (RH)** • RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. Range of Reading (RH) • RH.6-8.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band **Writing** • Text Types and Purposes: argument and informational **(WHST)** • Production and Distribution **(WHST)** • **Research** • Range of Writing **(WHST)**	
UNIT 4 **Creating a New Nation** Essential Questions *How did Americans create a national government that respected both the independence of states and the rights of individuals?* *How is the Constitution a*	**Civics and Government** • Identifying and explaining the origins and basic functions of government. **C&G 1 (7-8) –1a** • Comparing and contrasting different forms of government. **C&G 1 (7-8) –1b** • Comparing/contrasting key stages of development of the rule of law, as presented in various documents **C&G 1 (7-8) –2a** • Identifying the functions of the three branches of government **C&G 2 (7-8) –1a** • Explaining how and why power is divided and shared among the levels of government. **C&G 2 (7-8) –1b** • Tracing the process of how an idea transforms into a bill and then becomes a law **C&G 2 (7-8) –1c** • Explaining how democratic values are reflected in enduring documents political speeches/ group actions. **C&G 2(7-8) –a** • Defining the concepts: "civic"(*adj.*), "civics"(*n*), "civil," and "citizen" **C&G 3 (7-8) –1a** • Evaluating and defending a position on issues involving *individual rights*. **C&G 3 (7-8) –1b** • Identifying a citizen's responsibilities in a democratic society (personal, economic, legal, and civic). **C&G 3 (7-8) –1c** • Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. **C&G 3 (7-8) –2a** • Evaluating the strengths and weaknesses of various political systems. **C&G 4(7-8) –1c** • Demonstrating the ability to compromise. **C&G 4(7-8) –3b** • Utilizing a variety of reliable sources to develop an informed opinion. **C&G 4(7-8) –3d** **Historical Perspective** • Evaluating alternative courses of action, ethical considerations, interest of those affected by the decision **HP 3 (7-8) –1b** • Recognizing how the similarities of human issues across time periods influence own personal histories. **HP 3 (7-8) –2a** • Explaining/ analyzing how changing perspectives impact history using primary documents as evidence. **HP 5 (7-8) – 3b** **Economics** **Geography** **Reading** **Key Ideas and Details (RH)** • RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source. • RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies	

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"living document"? *How does the Bill of Rights protect individual rights?* *What precedents were set during Washington's presidency?*	**Craft and Structure** **(RH)** • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose . **Integration of Knowledge and Ideas (RH)** • RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. Range of Reading **(RH)** • RH.6-8.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band **Writing** • Text Types and Purposes: argument and informational **(WHST)** • Production and Distribution **(WHST)** • **Research** • Range of Writing **(WHST)**	
UNIT 5 **The Early Republic** Essential Questions *What political traditions and tensions first appeared in the early years of the new republic?* *How did the events of the Jefferson Era strengthen the nation?*	**Civics and Government** • Explaining how and why power is divided and shared among the levels of government. **C&G 2 (7-8) –1b** • Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. **C&G 3 (7-8) –2a** • Identifying/explaining how an action taken by an individual or a group impacts the rights of others. **C&G 3 (7-8) –2b** • Identifying the impact of an historic court case. **C&G 3 (7-8) –2c** • Explaining how various factors affect how leaders are selected or elected through an election process. **C&G 4(7-8) –1a** • Examining how elections are/can be vehicles of change. **C&G 4(7-8) –1d** • Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) –1e** • Recognizing the cause(s) and effect(s) of taking a civil action. **C&G 4(7-8) –3c** **Historical Perspective** • Developing, expanding, and supporting an historical thesis, based on a series of events **HP 1 (7-8) –2b** • Identifying/ describing how traits of civilization develop to innovations, inventions, change, expansion. **HP 4 (7-8) –2a** **Economics** • Explaining how government succeeds or fails to provide support in a market economy. **E 3 (7-8) – 2a** **Geography** • Identifying and utilizing a variety of maps. **G 1 (7-8) –1a** **Reading** **Key Ideas and Details (RH)** • RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source. • RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies • **Craft and Structure (RH)** • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose . **Integration of Knowledge and Ideas (RH)** • RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. Range of Reading **(RH)** • RH.6-8.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band **Writing** • Text Types and Purposes: argument and informational **(WHST)** • Production and Distribution **(WHST)** • **Research** • Range of Writing **(WHST)**	