

Grade 7 Social Studies Year-Long Overview

Students in social studies should explore key questions through multiple sources to develop claims about social studies content. As such, teachers must create instructional opportunities that delve deeply into **content** and guide students in developing and supporting **claims** about social studies concepts.

Grade 7 Content Focus	Grade 7 Claims
<ul style="list-style-type: none"> • Evolution of U.S. domestic and foreign policy • Transformation of American society • Changes in understandings of equality and citizenship in the United States • Development of U.S. society through conflict and expansion 	<ul style="list-style-type: none"> • What are the causal relationships between events in U.S. history? • How have America’s interactions with other nations changed over time? • How has American society been impacted by geography, conflict, expansion, historical events, politics, and the economy? • To what degree have the principles of America’s founding documents come to fruition?

Content: Students understand the democratic foundations that shaped the early history of the United States of America. By examining how the young nation responded to challenges from its declaration of independence from Britain through the Reconstruction, students can explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and principles found in the United States. To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
- Corroborate sources and evaluate evidence by considering author, occasion, and purpose

Claims: Students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place. Students evaluate primary and secondary sources to deepen their understanding and to support their own claims about the content. To accomplish this, they

- Recognize recurring themes and patterns in history, geography, economics, and civics
- Evaluate the causes and consequences of events and developments

Sample Scope and Sequence

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>	<u>Unit 6</u>
Road to Independence (1763-1783)	A New Nation (1777-1800)	Expansion and Conflict (1800-1850)	The Age of Reform (1800-1861)	The Civil War (1861-1865)	Reconstruction (1865-1896)
August-September	October-December	January – Mid-February	Mid –February - Mid-March	Mid-March - Mid-April	Mid-April - May
<u>GLEs</u> ¹ : 7.1.1-5, 7.2.1-2, 7.5.1-3, 7.6.1-4, 7.7.1, 7.9.1-2, 7.11.1-2	<u>GLEs</u> : 7.1.1-5, 7.2.3-4, 7.6.1, 7.6.4, 7.7.1, 7.8.1-9, 7.9.2-3, 7.10.1-5, 7.11.2-3	<u>GLEs</u> : 7.1.1-5, 7.3.1-2, 7.3.4-5, 7.5.1-3, 7.6.1-4, 7.7.1, 7.8.4, 7.9.1-3, 7.10.1, 7.11.1-3	<u>GLEs</u> : 7.1.1-5, 7.3.3-5, 7.5.1-3, 7.6.1-4, 7.8.8, 7.10.1-2, 7.10.5, 7.11.1-2	<u>GLEs</u> : 7.1.1-5, 7.3.5, 7.4.1-2, 7.5.1-3, 7.6.1-4, 7.8.8, 7.9.2-3, 7.10.5, 7.11.1-3	<u>GLEs</u> : 7.1.1-5, 7.4.2-3, 7.5.1-3, 7.6.1, 7.6.3-4, 7.7.1, 7.8.1, 7.8.4-5, 7.8.7-9, 7.10.1-2, 7.10.4-5, 7.11.1-3

¹ Note: The GLEs apply to every unit as they describe the historical thinking skills students should use to learn and demonstrate understanding of social studies content.

Unit 1: Road to Independence (1763-1783)

(August–September)

Unit overview: In this unit students explore why the United States declared independence from Great Britain and how they succeeded. This unit’s focus is on the critical concepts and principles of the founding leaders that led to the formation of the government of the United States.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
35 days	<ul style="list-style-type: none"> • What was life like in the colonies for different groups of people before and during the Revolutionary War? (7.2.1-2, 7.5.3, 7.6.1-4, 7.7.1, 7.9.1-2, 7.11.1-2) • What were the key events, ideas and differing viewpoints that led to America’s declaration of independence from Britain and the resulting war? (7.1.2-4, 7.2.1, 7.6.4, 7.9.1-2, 7.11.1-2) • Who were some of our founding fathers and how did their principles impact the outcome of the revolution? (7.2.1) • How did viewpoints about independence differ and shift among individuals and groups before and during the war? (7.2.1-2, 7.5.3, 7.6.4, 7.11.2-3) • What were the major turning points of the American Revolution and how are they significant to the United States’ independence? (7.2.2, 7.5.1-3, 7.7.1) • How did U.S. interactions with other nations change as a result of declaring independence from Britain? (7.9.1-2, 7.11.2) • How do the results of the American Revolution impact us today? (7.2.2) 	<p>Sample tasks</p> <ul style="list-style-type: none"> • Instructional tasks from the Stanford History Education Group <ul style="list-style-type: none"> ○ Stamp Act ○ Loyalists ○ Declaration of Independence ○ Battle of Lexington <p>Possible Sources</p> <ul style="list-style-type: none"> • The Declaration of Independence, Thomas Jefferson • <i>Give Me Liberty</i>, Russell Freedman • <i>Understanding the Declaration of Independence</i>, Sally Senzell Isaacs • <i>The Revolutionary War (Letters from the Battlefield)</i>, Virginia Schomp • <i>Great Women of the American Revolution</i>, Michael Burgan • <i>Patriots in Petticoats</i>, Shirley-Raye Redmond • <i>Daily Life during the American Revolution</i>, Dale Anderson • American Revolution, History.com • <i>Heroes of the American Revolution</i>, Mary Hertz Scarbrough • <i>American Revolution</i>, John Davenport • “For Crown or Colony” Interactive video game and Educator’s Guide • <i>Revolutionary War</i>, Scott Marquette • “Liberty or Death,” Patrick Henry • <i>A Revolutionary War Timeline</i>, Elizabeth Raum • <i>American Revolution: Writings from the War of Independence</i>, John H. Rhodehamel • Common Sense, Thomas Paine

Unit 2: A New Nation (1777-1800)

(October–December)

Unit overview: In this unit students explore the creation of the United States constitution and system of government. In addition, students explore the challenges the new nation faced after becoming an independent country. This sets the stage for the next unit where students look at the challenges the United States faced as it expanded into western territories.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
50 days	<ul style="list-style-type: none"> Why was the Constitution written and how did conflicting viewpoints influence the development of U.S. government? (7.2.3-4, 7.6.1, 7.6.4, 7.7.1, 7.8.1-6, 7.9.2, 7.10.1-2, 7.10.5, 7.11.3) What changed as a result of the ratification of the U.S. Constitution? (7.2.3-4, 7.5.3, 7.8.4-9, 7.9.3, 7.10.5, 7.11.2-3) To what extent does the Constitution reflect the ideas expressed in the Declaration of Independence and other historical documents? (7.2.3, 7.8.3-4) What are the purposes and principles of government in a society? What are the similarities and differences between different types of governments? (7.8.1-2, 7.8.4, 7.11.3) How is power divided and shared in the United States government (federal, local, state)? (7.8.5) What processes are used to elect or appoint federal officials, create laws at the federal level, and amend the Constitution? (7.8.6-7, 7.8.9) What are the requirements, rights, and responsibilities of a U.S. citizen and how have they changed over time? (7.10.1-4) 	<p>Sample tasks</p> <ul style="list-style-type: none"> Instructional tasks from the Stanford History Education Group <ul style="list-style-type: none"> Federalists and Anti-Federalists Separation of Powers <p>Possible Sources</p> <ul style="list-style-type: none"> Types of Government, Mocomi Major Themes at the Constitutional Convention, Teaching American History “Foundations of American Government,” U.S. History The Constitution of the United States, James Madison <i>The Constitution</i> (Cornerstones of Freedom), Marilyn Prolman United States Constitution, History for Kids <i>Building a New Nation: The Federalist Era (1789-1801)</i>, Christopher Collier & James Lincoln Collier “America Gets a Constitution,” History.com The Bill of Rights, James Madison <i>The Bill of Rights</i>, R. Conrad Stein <i>The Bill of Rights and Beyond</i>, Herbert Atherton, ed. The Bill of Rights, History for Kids Powers of the Federal Government, Congress for Kids Checks and Balances, Congress for Kids “I’m Just a Bill,” Schoolhouse Rock! “The First Administration,” U.S. History Inaugural Address, George Washington “The Adams Presidency,” U.S. History “What Does it Take to Become a U.S. Citizen?” Congress for Kids

	<ul style="list-style-type: none">• How did individuals, political parties, and special interest groups influence changes during this period? (7.10.2, 7.10.5)• How are modern understandings of citizenship different from when the Constitution was ratified? (7.10.1-4)• What impact did the political and economic policies of the Washington and Adams presidencies have on the foundation of U.S. government and foreign policy? (7.1.3, 7.2.4)	
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Unit 3: Expansion and Conflict (1800-1860)

(January-Mid February)

Unit overview: In this unit students explore how America responds to challenges of growth. This sets the stage for the unit to follow where students begin looking at America’s Age of Reform.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
25 days	<ul style="list-style-type: none"> How and why did the United States expand territorially and economically? (7.3.1-2, 7.3.4-5, 7.5.1-3, 7.6.1, 7.6.3-4, 7.7.1, 7.8.8, 7.9.2-3, 7.11.1-3) What political, social, and economic factors led to western expansion from 1800-1850? (7.3.1, 7.7.1) How did the United States adapt and transform the physical environment to expand their growth and influence? (7.1.3, 7.3.1, 7.7.1) Why did slavery expand? Who should be considered complicit? (7.3.1, 7.3.4-5, 7.5.3, 7.6.1, 7.6.4, 7.7.1, 7.8.4, 7.8.8, 7.11.2) What role did geography and technology play in settlement, economic development, and regional diversity and interdependence? (7.3.4, 7.5.1, 7.5.3, 7.6.1, 7.6.4, 7.7.1, 7.11.1-2) Why did territorial and economic expansion create conflict and how were these conflicts resolved? (7.3.1-2, 7.3.4-5, 7.5.3, 7.6.1, 7.6.3-4, 7.7.1, 7.8.8, 7.9.2-3, 7.10.5, 7.11.1-3) What patterns emerged in the settlements of racial and ethnic groups and how did those patterns influence differences among regions of the U.S.? (7.3.4, 7.5.1, 	<p>Sample tasks</p> <ul style="list-style-type: none"> Instructional tasks from the Stanford History Education Group <ul style="list-style-type: none"> Louisiana Purchase Lewis and Clark Indian Removal Manifest Destiny Irish Immigration Immigration: Challenges for New Americans <p>Possible Sources</p> <ul style="list-style-type: none"> <i>Expanding a Nation: Causes and Effects of the Louisiana Purchase</i>, Elizabeth Raum <i>The Louisiana Purchase</i>, James A. Corrick Louisiana Purchase, History.com <i>The Louisiana Purchase</i>, Christy Steele <i>The Louisiana Purchase in American History</i>, Ann Graham Gaines <i>America in the Time of Lewis and Clark: 1801-1850</i>, Sally Senzell Isaacs Lewis and Clark, National Geographic <i>The Mexican-American War: A Primary Source History of the Expansion of the Western Lands of the United States</i> (Primary Sources in American History), Liz Sonneborn The War of 1812, PBS Mexican-American War, History.com Trail of Tears, LPB “A Cheyenne Odyssey” Interactive video game and Educator’s Guide <i>Manifest Destiny: A Primary Source History of America’s Territorial Expansion in the 19th Century</i> (Primary Sources in American History), Jesse Jarnow, J. T. Moriarty, and J. T. Mor <i>The California Gold Rush</i>, Barbara Saffer

	<p>7.6.1, 7.6.4, 7.7.1)</p> <ul style="list-style-type: none">• How did U.S. foreign policy develop during this time period and what was the impact of interactions with other nations? (7.3.2, 7.9.1-3)• Did Westward Expansion help or hinder democracy? Consider the Native Americans, slaves and the environment. (7.6.4, 7.8.4, 7.10.1)	<ul style="list-style-type: none">• The Gold Rush of 1849, History.com
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Unit 4: The Age of Reform (1800-1861)

(Mid – February-Mid March)

Unit overview: In this unit students explore what life was like for different groups of people during the antebellum period, why reform movements developed, and how effective they were. This sets the stage for the unit to follow where students look at the Civil War and its immediate causes.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
20 days	<ul style="list-style-type: none"> • Why did people immigrate to and migrate within the United States during this time period? How did this movement affect society? (7.3.4-5, 7.5.1-3, 7.6.1-3) • What impact did reform movements have on U.S. society during this period and how successful were they? (7.3.3, 7.3.5, 7.10.2, 7.10.5) • How did people from different social classes interact and how much social mobility existed? (7.3.4-5, 7.6.1-4, 7.7.1) • How did the United States interact with other nations? (7.3.2, 7.9.1-3, 7.11.2) • What religious and political ideals inspired the reform movements? (7.3.3, 7.3.5, 7.10.1) • Why did reform-minded leaders emerge during this period and how successful were their reform movements? (7.3.3, 7.3.5, 7.10.2, 7.10.5) • What was the role of government in implementing reforms and how did key legislation influence the course of the reform movements? (7.3.3, 7.8.8, 7.10.5) • Why did slavery expand in the U.S. after 1800? (7.3.5, 7.6.1, 7.6.3, 7.11.1-2) 	<p>Sample tasks</p> <ul style="list-style-type: none"> • Louisiana Instructional Task <ul style="list-style-type: none"> ○ Abolition • Instructional tasks from the Stanford History Education Group <ul style="list-style-type: none"> ○ Abolitionist Movement <p>Possible Sources</p> <ul style="list-style-type: none"> • <i>The Abolitionist Movement</i>, Stephen Currie • The Abolitionist Movement, History.com • Abolitionist Movement, American Historama • Abolition, Library of Congress • <i>Black Abolitionists</i>, Karin Coddon, ed. • “Religious Transformation and the Second Great Awakening,” U.S. History • “New Roles for White Women,” U.S. History • <i>Prohibition</i>, John M. Dunn • The Second Great Awakening and the Age of Reform, Teach U.S. History • <i>Sojourner Truth's "Ain't I a Woman?" Speech: A Primary Source Investigation</i>, Corona Brezina • The Second Great Awakening, American Historama • Temperance Reform in the Early 19th Century, Teach U.S. History • Roots of Prohibition, LPB

Unit 5: The Civil War (1820-1865)

(Mid-March–Mid-April)

Unit overview: In this unit students explore the Civil War beginning with its immediate causes from the preceding decade to the Confederate attack on Fort Sumter. This sets the stage for the unit to follow where students look at Reconstruction.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
25 days	<ul style="list-style-type: none"> • In what ways were early compromises over slavery ineffective and what impact did they have on different regions of the United States? Why did the conflict over slavery result in war in 1861? (7.4.1, 7.8.8, 7.10.5) • What role did the election of Abraham Lincoln play in leading to the Civil War? (7.4.1, 7.10.5) • Which events should be considered the most significant turning points in the Civil War? (7.4.2, 7.5.3, 7.9.2-3, 7.10.5, 7.11.2-3) • What was life like for different groups of people over the course of the Civil War? Why did life change for some during the war? (7.3.5, 7.4.2, 7.6.1-3, 7.11.3) • Who were the key people leading up to the Civil War and what was their significance? (7.4.1, 7.10.2) • What key events contributed to the division between the states that led to war? (7.3.5, 7.4.1, 7.5.1-3, 7.6.3-4, 7.7.1, 7.8.8) • In what ways was the U.S. becoming a nation divided politically, geographically, and economically? (7.4.1, 7.6.4, 7.11.1-2) • Why did legislative efforts dealing 	<p>Sample tasks</p> <ul style="list-style-type: none"> • Louisiana Instructional Task <ul style="list-style-type: none"> ○ Sectionalism Prior to the Civil War • Instructional tasks from the Stanford History Education Group <ul style="list-style-type: none"> ○ Sectionalism ○ John Brown ○ Abraham Lincoln ○ Emancipation Proclamation <p>Possible Sources</p> <ul style="list-style-type: none"> • <i>To Preserve the Union: Causes and Effects of the Missouri Compromise</i>, KaaVonia Hinton • “Flight to Freedom” Interactive video game and Educator’s Guide • <i>The Civil War (Letters from the Battlefield)</i>, Virginia Schomp • Memories of a Teenage Girl, Tillie Pierce • <i>A Soldier’s Life in the Civil War</i>, Dale Anderson • Civil War Technology, History.com • <i>The Diary of William Bircher, A Civil War Drummer</i>, William Bircher • <i>The Diary of Charlotte Forten, A Free Black Girl before the Civil War</i>, Charlotte Forten • <i>The Diary of Carrie Berry, A Confederate Girl</i>, Carrie Berry • <i>A Separate Battle: Women and the Civil War</i> (Young Readers' History of the Civil War), Ina Chang • <i>The Causes of the Civil War</i>, Dale Anderson • “Civil War Technology,” History.com • <i>The Brothers War: Civil War Voices in Verse</i>, J. Patrick Lewis • Civil War, Smithsonian

	with slavery and expansion fail to avoid a constitutional crisis? (7.4.1, 7.8.1, 7.8.4, 7.8.8, 7.10.1)	
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Unit 6: Reconstruction (1865-1896)

(Mid-April–May)

Unit overview: In this unit students explore how the United States addressed the problems caused by the Civil War.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
20 days	<ul style="list-style-type: none"> • What problems existed at the end of the Civil War that needed to be resolved? (7.4.2-3, 7.5.3, 7.6.1, 7.6.3-4, 7.8.1, 7.8.5, 7.8.9, 7.10.4, 7.11.2) • Which events should be considered turning points during Reconstruction? (7.4.2-3, 7.5.3, 7.6.1, 7.6.3-4, 7.7.1, 7.8.7-8, 7.11.2) • What were the different approaches to Reconstruction and what methods were most successful? (7.4.3, 7.5.1-3, 7.6.4, 7.10.5, 7.11.3) • How did Reconstruction affect people’s lives in the short- and long-term? (7.4.2-3, 7.5.3, 7.6.1, 7.6.3-4, 7.7.1, 7.10.1, 7.10.4-5, 7.11.1-3) • What role did key leaders and groups play in the Reconstruction process? (7.4.2-3, 7.5.3, 7.6.1, 7.6.3-4, 7.7.1, 7.8.5, 7.8.7-8, 7.10.1-2, 7.10.5, 7.11.2-3) • Why was the promise of Reconstruction unfulfilled? (7.4.2-3, 7.5.3, 7.6.1, 7.6.3-4, 7.7.1, 7.8.1, 7.8.4, 7.8.8, 7.10.1, 7.10.4-5, 7.11.2-3) 	<p>Sample tasks</p> <ul style="list-style-type: none"> • Instructional tasks from the Stanford History Education Group <ul style="list-style-type: none"> ○ Radical Reconstruction ○ Reconstruction ○ Sharecropping <p>Possible Sources</p> <ul style="list-style-type: none"> • <i>The Aftermath of the Civil War</i>, Dale Anderson • <i>The American Civil War and Reconstruction: 1850-1890</i>, Jeff Wallenfeldt, ed. • Reconstruction, History.com • <i>Reconstruction: Outcomes of the Civil War</i>, Amanda Koplín • <i>The Reconstruction Amendments</i>, Michael Burgan • <i>The Reconstruction Era</i>, Katie Marsico • <i>Reconstruction</i>, Alan Pierce • Reconstruction, U.S. History • <i>The Reconstruction Era</i>, Susan M. Latta • <i>Reconstruction and the Aftermath of the Civil War</i>, Reagan Miller & Lisa Colozza Cocca • <i>Civil War and Reconstruction</i>, Amy Van Zee

History

Standard 1 – 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:
- 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

Standard 2 – 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

Standard 3 – 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
- 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

Standard 4 – War and Reconstruction

Students analyze key people, events, and ideas which led to the Civil War and Reconstruction.

- 7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War
- 7.4.2 Analyze important turning points and major developments during the Civil War
- 7.4.3 Describe long-term and short-term outcomes of Reconstruction

Geography

Standard 5 – 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

Standard 6 – 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

Standard 7 – 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

Standard 8 – 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

Standard 9 – 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

Standard 10 – 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
- 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

Standard 11 – 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