

**Berlin Brothersvalley School District
Berlin Brothersvalley Middle School
7th Grade American History Curriculum Framework
Full Year Course**

Big Idea(s) for 1st nine weeks	Concept(s) of 1st nine weeks	Competencies of 1st nine weeks	Essential Questions for 1st nine weeks
<p>The study of history requires critical thinking, literacy, and writing skills.</p> <p>Colonial America is the precursor to the creation of the United States.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> ● the different ways people study history ● the reasons for the creation of the colonies ● how people lived in Colonial America ● the circumstances and events leading to the Revolutionary War 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● distinguish between a primary source and a secondary source ● determine how the context of historical events affect how events are viewed ● identify and explain why people were creating colonies and moving to colonies ● categorize the different types of colonies ● analyze and discuss the experiences of those who lived in Colonial America ● create and justify a thesis statement using historical evidence ● explain how physical geography impacted how Colonial Americans made a living ● articulate how African slavery started to expand in colonial times ● demonstrate the various beliefs of governments through discussion and projects 	<p>How do we study history?</p> <p>What were the reasons different colonies were created?</p> <p>How did people make money in Colonial America?</p> <p>How did Colonial America govern itself?</p> <p>What was day-to-day life like for Colonial Americans?</p> <p>How did conflict and cooperation shape people's lives?</p>

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		<ul style="list-style-type: none"> • create and present a project highlighting the technology achievements during the colonial era • describe religious beliefs of Colonial Americans • recognize the causes and effects the French and Indian War had on the Road to Revolution • summarize why Britain created new taxes for the 13 colonies • design a project highlighting the new taxes and policies' complaints • interpret primary sources from the time period • compare and contrast American and British views of events during the 1760s and 1770s • organize a timeline of events that lead to the Revolutionary War 	
<p style="text-align: center;"><u>Unit/Chapter/Selection of Study</u></p> <p>Introduction: How To Study History</p>	<p style="text-align: center;"><u>Approx # of weeks - % of time</u></p> <p style="text-align: center;">1 week</p>	<p style="text-align: center;"><u>PA Academic Standards for History</u></p> <p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p>8.1.7.B. Identify and use primary and</p>	<p style="text-align: center;"><u>Assessment Anchors & Eligible Content</u></p> <p style="text-align: center;">N/A</p>

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		<p>secondary sources to analyze multiple points of view for historical events.</p> <p>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)</p>	
<p style="text-align: center;"><u>Unit/Chapter/Selection of Study</u></p> <p>Early Colonial America</p>	<p style="text-align: center;"><u>Approx # of weeks - % of time</u></p> <p style="text-align: center;">3 weeks</p>	<p style="text-align: center;"><u>PA Academic Standards for History</u></p> <p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p>8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.</p> <p>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)</p> <p>8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.</p> <p>8.3.7.B. Examine the importance of significant historical documents,</p>	<p style="text-align: center;"><u>Assessment Anchors & Eligible Content</u></p> <p style="text-align: center;">N/A</p>

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		<p>artifacts, and places critical to United States history.</p> <p>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</p> <p>8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p>	
<p style="text-align: center;"><u>Unit/Chapter/Selection of Study</u></p> <p>Life in Colonial America</p>	<p style="text-align: center;"><u>Approx # of weeks - % of time</u></p> <p style="text-align: center;">3 weeks</p>	<p style="text-align: center;"><u>PA Academic Standards for History</u></p> <p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p>8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.</p> <p>8.1.7.C. Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5</p>	<p style="text-align: center;"><u>Assessment Anchors & Eligible Content</u></p> <p style="text-align: center;">N/A</p>

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		<p>Research)</p> <p>8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.</p> <p>8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>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</p> <p>8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p>	
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<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Academic Standards for History</u>	<u>Assessment Anchors & Eligible Content</u>
Road to the Revolution	2 weeks	<p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p>8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.</p> <p>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)</p> <p>8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.</p> <p>8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>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</p>	N/A

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		<p>organizations</p> <p>8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p>	
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Big Idea(s) for 2nd nine weeks	Concept(s) of 2nd nine weeks	Competencies of 2nd nine weeks	Essential Questions for 2nd nine weeks
<p>The United States needed to win the Revolutionary War to become an independent nation.</p> <p>The Founding Fathers of the United States had to compromise to create a government.</p> <p>The federal government is divided into three branches that check and balance each other.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> ● the impact of the Revolutionary War and America's success ● the framework of the new government ● the usages of the Constitution 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● create a project that highlights the achievements of a Revolutionary era figure ● compare advantages and disadvantages of the United States and Great Britain ● explain the significance of major battles in the war ● compare experiences of men, women, Native Americans, and African Americans ● explain and rephrase the major ideas of The Declaration of Independence ● Interpret primary source from the time period ● summarize why the United 	<p>Why did the United States and Great Britain go to war?</p> <p>Why did the United States declare independence from Great Britain?</p> <p>What individuals played an important role in the Revolutionary War?</p> <p>How was the United States able to win the Revolutionary War?</p> <p>How did the United States' experience under British rule shape the United States' government?</p> <p>How is the United States' Constitution a plan of government made from</p>

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		<ul style="list-style-type: none"> • States was able to win the war • describe the challenges facing the United States • evaluate the weaknesses of The Article of Confederation • create a price of writing that explains the significance of Shays’s rebellion • compare and contrast the different plans about representation, slavery, picking a president, the Constitutional Convention, etc. • analyze the compromises made at the Constitutional Convention • identify and define key political terms • examine the beliefs of the Federalists and the Anti-Federalists • list the powers of the national and state governments and the powers that they share • explain how the electoral college works • write a position paper on the electoral college • create a project highlighting a significant presidential election • analyze and deceive the difference branches of 	<p>compromise?</p> <p>How is power divided between the national governments and state governments?</p> <p>How is the President of the United States elected?</p> <p>What powers does each branch of government possess?</p>
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		government <ul style="list-style-type: none"> identify and evaluate the system of checks and balances 	
<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Academic Standards for History</u>	<u>Assessment Anchors & Eligible Content</u>
Revolutionary War	3 weeks	<p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p>8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.</p> <p>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)</p> <p>8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.</p> <p>8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>8.3.7.C. Compare how continuity and</p>	N/A

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		<p>change have impacted U.S. history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations</p> <p>8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Creating a New Government</p>	<p><u>Approx # of weeks - % of time</u></p> <p>3 weeks</p>	<p><u>PA Academic Standards for Civics and Government</u></p> <p>5.1.7.A. Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.</p> <p>5.1.7.B. Identify the different types of government and the processes they use in making laws.</p> <p>5.1.7.C. Explain how the principles and ideals shape local, state, and national government. • Liberty / Freedom • Democracy • Justice • Equality</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

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		<p>5.1.7.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution</p> <p>5.1.7.E. Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.</p> <p>5.2.7.A Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.</p> <p>5.2.7.B. Compare the methods citizens use to resolve conflicts in society and government.</p> <p>5.2.7.C. Describe the role of political leadership and public service.</p> <p>5.2.7.D. Describe the citizen's role in the political process.</p> <p>5.3.7.A. Compare and contrast the responsibilities and powers of the three branches of government.</p> <p>5.3.7.B. Define and compare the role and structure of local, state, and</p>	
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		<p>national governments.</p> <p>5.3.7.C. Describe how local, state, and national governments provide services.</p> <p>5.3.7.D. Identify leadership positions and the role of political party affiliation at the local, state, and national levels.</p> <p>5.3.7.F. Identify the different levels of the court system.</p> <p>5.3.7.J. Identify various types of governments.</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>The Constitution in Action</p>	<p><u>Approx # of weeks - % of time</u></p> <p>3 weeks</p>	<p><u>PA Academic Standards for Civics and Government</u></p> <p>5.1.7.A. Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.</p> <p>5.1.7.B. Identify the different types of government and the processes they use in making laws.</p> <p>5.1.7.C. Explain how the principles and ideals shape local, state, and national government. • Liberty / Freedom • Democracy • Justice •</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

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		<p>Equality</p> <p>5.1.7.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution</p> <p>5.1.7.E. Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.</p> <p>5.2.7.A Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.</p> <p>5.2.7.B. Compare the methods citizens use to resolve conflicts in society and government.</p> <p>5.2.7.C. Describe the role of political leadership and public service.</p> <p>5.2.7.D. Describe the citizen's role in the political process.</p> <p>5.3.7.A. Compare and contrast the responsibilities and powers of the three branches of government.</p>	
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		<p>5.3.7.B. Define and compare the role and structure of local, state, and national governments.</p> <p>5.3.7.C. Describe how local, state, and national governments provide services.</p> <p>5.3.7.D. Identify leadership positions and the role of political party affiliation at the local, state, and national levels.</p> <p>5.3.7.F. Identify the different levels of the court system.</p> <p>5.3.7.J. Identify various types of governments.</p>	
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Big Idea(s) for 3rd nine weeks	Concept(s) of 3rd nine weeks	Competencies of 3rd nine weeks	Essential Questions for 3rd nine weeks
<p>Many of Americans' most essential rights are enshrined in The Constitution.</p> <p>Presidents share leadership qualities but also have different leadership qualities.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> ● The Bill of Rights and real-world application ● The Federalist Era and the presidencies of George Washington and John Adams 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● list the first 10 amendments of the Constitution, The Bill of Rights ● apply the Bill of Rights to specific scenarios ● analyze significant court cases 	<p>What rights are guaranteed to American citizens?</p> <p>What rights do students have in school?</p> <p>How did George Washington shape</p>

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	<ul style="list-style-type: none"> • The changes of the era of The Age of Jefferson 	<p>that pertain to the Bill of Rights</p> <ul style="list-style-type: none"> • describe how George Washington shaped The office of the presidency • draw conclusions about how the American economy developed under Alexander Hamilton • identify and analyze how George Washington handled different crises during his administration • create a project describing an important event from the time period • compare and contrast the views of the developing political parties • interpret primary sources from the time period • describe American relations with European countries under George Washington and John Adams • identify and analyze issues that developed under John Adams' presidency • compare the election of 1800 with modern elections • describe how SCOTUS became a more powerful institution during Jefferson's 	<p>the office of the presidency?</p> <p>What conflicts did our early presidents face?</p> <p>How did the first political parties form?</p> <p>What are the characteristics of a leader?</p>
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		<p>presidency</p> <ul style="list-style-type: none"> • compare and contrast Jefferson’s political beliefs and actions • determine cause and effect about how events in Europe and Haiti affected the United States • identify point of view about Native American rights • identify the beliefs of the Warhawks • describe and analyze the events of the War of 1812 • interpret primary sources from the time period 	
<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Academic Standards for Civics and Government</u>	<u>Assessment Anchors & Eligible Content</u>
The Bill of Rights	3 weeks	<p>5.1.7.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution</p>	N/A

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<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Academic Standards</u>	<u>Assessment Anchors & Eligible Content</u>
The Federalist Era	3 weeks	<p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p>8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.</p> <p>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)</p> <p>8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.</p> <p>8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>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</p>	N/A

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		<p>organizations</p> <p>8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>The Age of Jefferson</p>	<p><u>Approx # of weeks - % of time</u></p> <p>3 weeks</p>	<p><u>PA Academic Standards</u></p> <p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p>8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.</p> <p>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)</p> <p>8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.</p> <p>8.3.7.B. Examine the importance of</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

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		<p>significant historical documents, artifacts, and places critical to United States history.</p> <p>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</p> <p>8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p>	
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Big Idea(s) for 4th nine weeks	Concept(s) of 4th nine weeks	Competencies of 4th nine weeks	Essential Questions for 4th nine weeks
<p>The United States was undergoing great change culturally, politically, and geographically in the early 1800s.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> ● what the Jacksonian Democracy entails ● factors that lead to the events of the Westward Expansion ● what life in the North was like in the mid-1800s 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● explain how democracy was changing in the 19th century ● evaluate the role of campaign tactics in the early 1800s ● identify the main principles of Jacksonian Democracy ● analyze the reasons for and the conclusion of the Nullification Crisis ● assess the impact of Native American removal policies ● explain and describe Jackson's war with the 2nd bank of the United States ● evaluate Jackson's legacy as a hero or villain ● analyze the main factors of the Westward Expansion ● evaluate and judge the concept and justification of Manifest Destiny ● identify points of view in the Texas War of Independence ● analyze arguments for and against going to war with Mexico ● investigate the cause and 	<p>Was Andrew Jackson a hero, villain, or something in between?</p> <p>How was democracy changing during the early 19th century?</p> <p>How did removal policies impact Native Americans?</p> <p>Why was the country expanding West?</p> <p>How did immigration impact the northern cities during the mid 1900s?</p> <p>How did industrialization change the country?</p>

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		<p>effect relationships following the discovery of gold in California</p> <ul style="list-style-type: none"> ● identify the Mormons and analyze why they settled in Utah ● identify and evaluate how different innovations in industry, travel, and communications changed American lives in the 1800s ● understand cause and effect relationships between immigration and its impact on cities and industry in the North ● define and analyze push and pull factors ● interpret primary sources from the time period 	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Jacksonian Democracy</p>	<p><u>Approx # of weeks - % of time</u></p> <p>3 weeks</p>	<p><u>PA Academic Standards</u></p> <p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p>8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.</p> <p>8.1.7.C. Form a thesis statement on an assigned topic using appropriate</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

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		<p>primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)</p> <p>8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.</p> <p>8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>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</p> <p>8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p>	
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<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Academic Standards</u>	<u>Assessment Anchors & Eligible Content</u>
Westward Expansion	3 weeks	<p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p>8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.</p> <p>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)</p> <p>8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.</p> <p>8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>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</p>	N/A

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		<p>organizations</p> <p>8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Life in the North</p>	<p><u>Approx # of weeks - % of time</u></p> <p>3 weeks</p>	<p><u>PA Academic Standards</u></p> <p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p>8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.</p> <p>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)</p> <p>8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.</p> <p>8.3.7.B. Examine the importance of</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

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		<p>significant historical documents, artifacts, and places critical to United States history.</p> <p>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</p> <p>8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p>	
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Standards Legend: Essential Important Supplementary

Revised 3/19/24