

2011

# Social Studies Curriculum Guide

Catholic Diocese of Wilmington, Delaware

## Grade 7 Standards

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## **What is Social Studies?**

The National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as:

*...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.\**

## **Why Is Social Studies important?**

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Although civic competence is not the only responsibility of social studies nor is it exclusive to the field, it is more central to social studies than to any other subject area in schools. By making civic competence a central aim, NCSS has long recognized the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires the abilities to use knowledge about one’s community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.\*

## **Social Studies in the Catholic School**

In Catholic education social studies not only assists in the formation of good citizens but also strives to form moral persons who live their Catholic faith. A strong faith life inspired by Gospel values compels Catholics to act accordingly with respect for cultural diversity and in cooperation with others in a democratic society to meet the needs of all in an increasingly interdependent world.

\*National Council for the Social Studies. (2010). National curriculum standards for social studies: A framework for teaching, learning, and assessments. Washington, DC.:NCSS.

## ***Scope and Sequence***

- K – Self
- 1 – Family and School
- 2 – Neighborhoods
- 3 – Communities
- 4 – United States Regions (2 trimesters) and home State Studies (1 trimester)
- 5 – Survey of United States History (Emphasis on Age of Exploration and Discovery and Colonial Life – 2 trimesters) and Western Hemisphere Geography (1 trimester)
- 6 – World Civilizations
- 7 – United States History (Setting the Stage for the American Revolution to Reconstruction)
- 8 – United States History (Settlement of West to Present Day)
- 9 – World History I\*
- 10 – World History II\*
- 11 – United States History (Emphasis on 20<sup>th</sup> Century to Present Day)\*
- 12 – Elective\*

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\*Secondary courses may vary as to which year a particular course is required.

***Grade 7 Standards – United States History: Setting the Stage for the American Revolution to Reconstruction, including the Constitution***

**History**

- H1** Describe how the events on four continents, Europe, Africa, and the Americas, led to the exploration of the Americas and the meeting of peoples from diverse cultures.
- H2** Identify the leading European explorers and explain the effects of European colonization on the global and local, i.e. Native Americans, balance of power.
- H3** Describe the consolidation of English power in North America.
- H4** Describe the origins and development of slavery in the colonies.
- H5** Identify the political and social values shared by British colonists and explain how these values and historical events led to the growth of a representative government and a new American identity.
- H6** Explain the events that pushed Great Britain and the American colonies apart and ultimately led to the signing of the Declaration of Independence.
- H7** Organize the events of the American Revolution in chronological sequence and analyze the causes that led to an American victory.
- H8** Describe the crucial events leading to the Constitutional Convention, the creation of the Constitution, and the debate over its ratification.

- H9** Summarize the major policies and political developments that took place during the Federalist (Washington and Adams) period.
- H10** Describe how the Louisiana Purchase and the War of 1812 affected the nation.
- H11** Analyze the ways the Industrial Revolution changed American society, encouraged the expansion of slavery, and contributed to both nationalism and sectionalism in the first half of the 1800s.
- H12** Evaluate the beginning of the immigration era and identify immigrant groups and the transmission of their cultures.
- H13** Explain the conflicts that pulled the North and South apart and the attempts to resolve the issues dividing the country.
- H14** Analyze the roles and policies of Civil War leaders; describe the important Civil War battles and events; and evaluate the various effects of the conflict.
- H15** Describe the political conflict over Reconstruction and evaluate its impact on African Americans and other Southerners.
- H16** Describe the role of the Catholic Church in events of each historical period.

## **Geography**

- G1** Identify the areas of colonization by European countries.
  
- G2** Identify on a map of North America the thirteen original English colonies.
  
- G3** Identify the states crucial to the ratification of the Constitution.
  
- G4** Locate and explain the expansion of slave and free states throughout our country.
  
- G5** Identify on a map the Union and Confederate states, including border states, at the outbreak of the Civil War.
  
- G6** Analyze and interpret a map of America's expansion through the Reconstruction Period.

## **Civics**

- C1** Explain the origins of representative government including the House of Burgesses and the Mayflower Compact.
  
- C2** Explain the reasons for the rise of colonial protests during the pre-Revolutionary era.
  
- C3** Explain the reasons for the adoption of the Articles of Confederation, including its strengths and weaknesses.
  
- C4** Analyze the Constitution and the importance of the addition of the Bill of Rights.
  
- C5** Describe America’s growing diplomatic assertiveness, including the Monroe Doctrine.
  
- C6** Analyze the rising levels of political participation and the expansion of suffrage in antebellum America.
  
- C7** Evaluate the impact of reform movements during the mid 1800s.
  
- C8** Analyze Abraham Lincoln’s presidency, the Emancipation Proclamation, his views on slavery, and the political obstacles he encountered.
  
- C9** Explain the policies and consequences of Reconstruction.
  
- C10** Analyze group and institutional influences on people, events, and elements of culture, including current events.

**C11** Initiate, plan, and participate in service learning projects.



## **Economics**

- E1** Review the impact of the Columbian Exchange with people, goods, and ideas.
  
- E2** Compare the three colonial regions regarding agriculture and industry.
  
- E3** Trace the introduction and spread of slavery.
  
- E4** Explain the factors that contributed to the American Revolution.
  
- E5** Describe the causes, course, and consequences of America's westward expansion.
  
- E6** Explain the importance of the transportation revolution of the 19<sup>th</sup> century, including the stimulus it provided to the growth of a market economy.
  
- E7** Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics which led to the Civil War.
  
- E8** Evaluate the impact of land reform, sharecropping, and the contract system during and after Reconstruction in the South.

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