

# Grade 7

United States History Era 1: Beginnings through Era 4: 1850

## Social Studies Academic Standards

Revised 2022

## Grade 7 Social Studies Academic Standards & Disciplinary Concepts

### Course Focus and Content

Grade 7 Social Studies builds on the foundational knowledge of civics, economics, geography, and history, gained in Grades K-6. Social studies skills move from basic to more sophisticated and are used in combination to access and comprehend social studies content. Students develop foundational knowledge regarding patterns of change over time and ways people view, construct, and interpret history. The Grade 7 history strand focuses on U.S. History from the beginnings through the Revolutionary Period. The history strand in Grades 7 is organized chronologically using the Eras and time periods from the National Center for History in the Schools (NCHS). The civics, economics, and geography strands correlate to the historic eras.

### Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

### Related Laws for Social Studies

- A.C.A. § 1-5-109. Prisoners of War Remembrance Day.
- A.C.A. § 1-5-112. POW/MIA Recognition Day.
- A.C.A. § 1-5-113. Native American Heritage Week.
- A.C.A. § 1-5-114. Juneteenth Independence Day.
- A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.
- A.C.A. § 6-16-101. Celebrate Freedom Week.
- A.C.A. § 6-16-105. United States Flag.
- A.C.A. § 6-16-106. Arkansas Flag.
- A.C.A. § 6-16-107. Patriotic Observances Generally.
- A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.
- A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.
- A.C.A. § 6-16-121. African-American History – Teaching materials.
- A.C.A. § 6-16-122. American Heritage.
- A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.
- A.C.A. § 6-16-154. Holocaust Education.
- A.C.A. § 6-16-124. Arkansas History – Required Social Studies Course.
- A.C.A. § 6-17-703. Arkansas History Professional Development.

**Teacher Note:** Not all state statutes apply to the current grade level content.

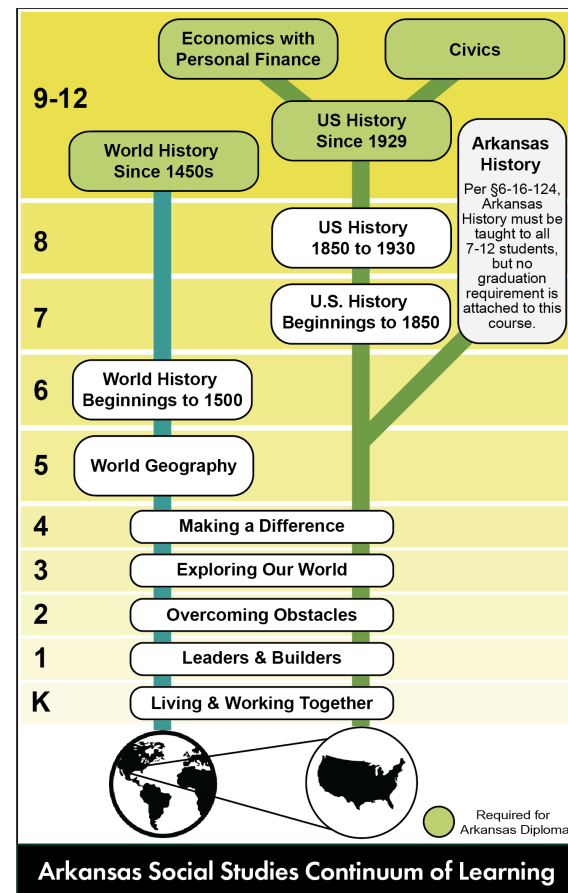



Figure 1


# Grade 7 Social Studies Academic Standards & Disciplinary Concepts

## Skills and Application

Throughout the course, students will develop and apply geographic thinking skills as well as disciplinary literacy skills. Some of these skills include map reading, spatial thinking, analyzing data, comparing and contrasting, and researching. As students interact with primary and secondary sources and show their understanding in a variety of ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze issues from multiple perspectives. After this course, students will have foundational skills to use in their subsequent social studies courses. *Grade 7 Social Studies is required by the Standards for Accreditation.*

### Nomenclature Explained



 icon indicates KPEs or SPEs that focus on topics in K-6 which relate to Arkansas and may be used to fulfill A.C.A. § 6-16-124

"C.1" indicates the first civics disciplinary standard

"2" specifies that it is an expectation for 2nd grade

"3" indicates which knowledge or skill performance expectation

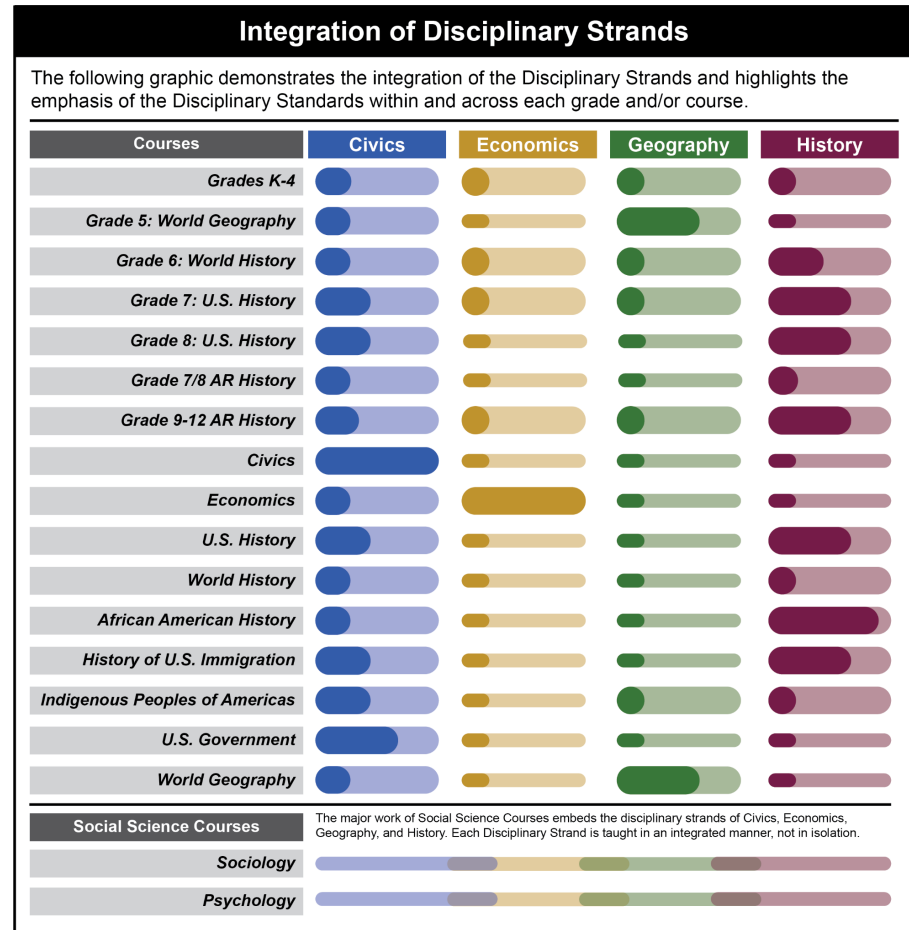
Standard

Grade or Course

KPE or SPE

## Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.



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**The College, Career, and Civic Life C3 Framework for Social Studies State Standards**

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills.
- **Dimension 2** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

<b>Dimension 1</b> <b>Developing Questions and Planning Inquiries</b>	<b>Dimension 3</b> <b>Evaluating Sources and Using Evidence</b>	<b>Dimension 4</b> <b>Communicating Conclusions and Taking Informed Action</b>
<ol style="list-style-type: none"> <li>1. Construct compelling questions that promote inquiry around key ideas and issues</li> <li>2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</li> <li>3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</li> </ol>	<ol style="list-style-type: none"> <li>4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</li> <li>5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</li> </ol>	<ol style="list-style-type: none"> <li>6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</li> <li>7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</li> <li>8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes</li> </ol>

<b>Dimension 2<sup>1</sup></b> <b>Applying Disciplinary Concepts and Tools</b>				
Civics	Economics	Geography	History	Social Sciences
<ul style="list-style-type: none"> <li>● Civic and Political Institutions</li> <li>● Participation and Deliberation</li> <li>● Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>● Economic Decision-Making</li> <li>● Exchange and Markets</li> <li>● Growth and Stability</li> <li>● The National Economy</li> <li>● The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>● Geographic Representations: <i>Spatial Views of the World</i></li> <li>● Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>● Human Populations: <i>Spatial Patterns and Movements</i></li> <li>● Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>● Change, Continuity, and Context</li> <li>● Perspectives</li> <li>● Historical Sources and Evidence</li> <li>● Causation and Argumentation</li> </ul>	<ul style="list-style-type: none"> <li>● Psychology</li> <li>● Sociology</li> </ul>

<sup>1</sup> Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

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**K-12 Disciplinary Standards Overview**

Civics	Economics	Geography	History
<p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p>	<p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p>	<p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p>

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**Disciplinary Standards At a Glance**

<b>Disciplinary Strand</b>	Disciplinary Standard
<b>Disciplinary Component</b>	<ul style="list-style-type: none"> <li>Grade or Course Specific Components</li> </ul>

<b>Civics</b>	<p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p>
	Establishing a Government
<b>Civic and Political Institutions</b>	<ul style="list-style-type: none"> <li>Foundational documents</li> <li>Three branches of government</li> </ul>
<b>Participation and Deliberation</b>	<ul style="list-style-type: none"> <li>Civic participation</li> </ul>
<b>Processes, Rules, and Laws</b>	<ul style="list-style-type: none"> <li>Leaders and builders of the government</li> </ul>

<b>Economics</b>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p>
	Establishing an Economy
<b>Economic Decision-Making</b>	<ul style="list-style-type: none"> <li>Historical development in pre-colonial America</li> </ul>
<b>Exchange and Markets</b>	<ul style="list-style-type: none"> <li>Free market system and a diverse labor force</li> </ul>
<b>Growth and Stability</b>	<ul style="list-style-type: none"> <li>Early financial institutions</li> <li>Taxation</li> <li>Effects of war</li> </ul>
<b>Global Economy</b>	<ul style="list-style-type: none"> <li>Economic interdependence and trade</li> </ul>

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<b>Geography</b>	G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
	Establishing a Country
<b>Geographic Representations</b>	<ul style="list-style-type: none"> <li>• Trade routes and waterways</li> </ul>
<b>Human-Environment Interaction</b>	<ul style="list-style-type: none"> <li>• Climate and cultural characteristics that affect population distribution</li> </ul>
<b>Spatial Patterns and Movement</b>	<ul style="list-style-type: none"> <li>• Geographic barriers</li> </ul>
<b>Global Interconnections</b>	<ul style="list-style-type: none"> <li>• Effects of human-generated changes</li> </ul>

<b>History</b>	H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.
	United States Beginnings through 1850 (Era 1 through Era 4)
<b>Era 1: Beginnings to 1620</b>	<ul style="list-style-type: none"> <li>• Beginnings to 1620 (E1)</li> </ul>
<b>Era 2: 1585-1763</b>	<ul style="list-style-type: none"> <li>• Colonization and Settlement (E2)</li> </ul>
<b>Era 3: 1754 through the 1820s</b>	<ul style="list-style-type: none"> <li>• Revolution and the New Nation (E3)</li> </ul>
<b>Era 4: 1801 through 1850</b>	<ul style="list-style-type: none"> <li>• Expansion and Reform (E4)</li> </ul>

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Disciplinary Strand
Disciplinary Standard
Disciplinary Component
<b>Grade</b>
Knowledge and Skill Performance Expectation

<b>Civics</b>
C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
<b>Civic and Political Institutions</b>
<b>Knowledge and Skill Performance Expectations</b>
<b>Grade 7</b>
<p>C.1.7.1            Examine foundational documents of the United States government and the impact they had on the development of a new nation:</p> <ul style="list-style-type: none"> <li>● Magna Carta</li> <li>● English Bill of Rights</li> <li>● Mayflower Compact</li> <li>● Declaration of Independence</li> <li>● Articles of Confederation</li> <li>● United States Constitution</li> </ul>
<p>C.1.7.2            Examine the legislative, executive, and judicial branches of government, including their checks and balances and separation of powers.</p>
<p>C.1.7.3            Explain and compare origins, functions, and structures of different systems of government, including those created by the Arkansas and U.S. Constitutions:</p> <ul style="list-style-type: none"> <li>● Federalism</li> <li>● State powers and national powers</li> <li>● Concurrent and reserved powers</li> </ul>



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**C.1.7.4**  
Examine how the 9th and 10th Amendments entrust social organizations and institutions (e.g., individuals, families, religious/secular groups) with unenumerated rights not listed in the Constitution.

Unenumerated rights may include:

- Parental rights
- Right to travel
- Right to an education
- Rights of religious organizations

**Civics**

C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.

**Participation and Deliberation**

**Knowledge and Skill Performance Expectations**

**Grade 7**

**C.1.7.5**  
Evaluate various ways early historical figures fostered American citizenship and civic virtues.

Historical figures may include:

- Phillis Wheatley
- James Armistead
- Peter Salem
- George Washington
- John Adams
- Abigail Adams
- Salem Poor
- Thomas Jefferson
- Thomas Paine
- Patrick Henry
- Alexis de Tocqueville

**C.1.7.6**  
Demonstrate proper etiquette for interacting with the Arkansas and American flags and evaluate the use of various flags during the early American period (e.g., Betsy Ross flag, Flag of the Green Mountain Boys, First Navy Jack, Great Garrison Flag during War of 1812).

**C.1.7.7**  
Analyze rights, responsibilities, and privileges of citizens and non-citizens in the United States:

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- Bill of Rights
- 14th Amendment
- 15th Amendment
- 19th Amendment
- 26th Amendment

**C.1.7.8**

Examine historical developments that contributed to the rise of civic virtues in the United States, including colonial self-government and individual liberties.

Some notable developments that contributed to the rise of self-government include:

- Mayflower Compact
- Colonial charters
- House of Burgesses (Virginia)
- Great Awakening
- Salutary neglect
- Trial of John Peter Zenger
- Influence of the Iroquois Confederacy/Six Nations

**Civics**

C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.

**Process, Rules, and Laws**

**Knowledge and Skill Performance Expectations**

**Grade 7**

**C.1.7.9**

Compare processes for creating rules and laws at the local, state, and federal levels such as city council, county quorum court, Arkansas General Assembly, and Congress.

**C.1.7.10**

Evaluate ways rules and laws change society and reasons why people repeal or amend them at local, state, and federal levels:

- Article V of the U.S. Constitution
- Arkansas Constitution voter-approved amendment process
- Repeal process

**C.1.7.11**

Explain the development of policies under the Articles of Confederation to address public problems after the Revolutionary War:

- Northwest Ordinance (1787)
- Articles' weaknesses
- Shay's Rebellion

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<b>Economics</b>
E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
<b>Economic Decision-Making</b>
<b>Knowledge and Skill Performance Expectations</b>
<b>Grade 7</b>
E.1.7.1 Analyze historical developments in the interdependent system of commerce between the thirteen colonies, Great Britain, and the rest of the world: <ul style="list-style-type: none"><li>● European exploration and colonization of the Americas</li><li>● Taxation (e.g., Stamp Act, Townshend Duties)</li><li>● Conflict (e.g., French and Indian War, American Revolution)</li><li>● Trade (e.g., triangular trade, Columbian Exchange, Navigation Act of 1651)</li></ul>
<b>Teacher Note:</b> The triangular trade was the transatlantic shipment of goods and people (including sugar, tobacco, cotton, textiles, rum, and enslaved people) among the European, African, and American continents.

<b>Economics</b>
E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
<b>Exchange and Markets</b>
<b>Knowledge and Skill Performance Expectations</b>
<b>Grade 7</b>
E.1.7.2 Examine the economic characteristics of the colonial regions (New England, Middle, and Southern), including their diverse labor force, use and trade-offs of natural resources, and human and capital resources used to deliver goods and services.
E.1.7.3 Evaluate the development of a free market system within the thirteen colonies and early United States: <ul style="list-style-type: none"><li>● Mercantilism</li><li>● Property rights</li><li>● Free enterprise</li></ul>

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**Economics**

E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.

**Growth and Stability**

**Knowledge and Skill Performance Expectations**

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**E.1.7.4**

Analyze the forms and purposes of currency in early America through the Revolutionary period:

- Continental currency vs. state currency
- Early forms of currency in Indigenous nations

**E.1.7.5**

Discuss roles of early financial institutions on the economy of the United States:

- National Bank by Alexander Hamilton
- Jackson's veto of the National Bank
- State banks

**E.1.7.6**

Explain ways state and federal governments paid for the goods and services they provided through the early 1800s:

- Taxation to provide for an army
- Postal services
- Building of roads
- Tariffs

**E.1.7.7**

Discuss the effects of war and conflict on the economy of the United States from the colonial period to the early 1800s, including government printing of money, inflation, scarcity of resources, and smuggling.

**Economics**

E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.

**Global Economy**

**Knowledge and Skill Performance Expectations**

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E.1.7.8

Explain effects of increasing economic interdependence between the United States and other nations and regions:

- Growth: (e.g., First Industrial Revolution, Louisiana Purchase, population growth, westward expansion, triangular trade, increased wealth, cooperation with other nations)
- Conflict: (e.g., competition with other nations, Barbary Wars, Tecumseh's War, War of 1812)

**Teacher Note:** The Monroe Doctrine helped guide U.S. foreign and economic policy towards nations in Europe and nations in the Western Hemisphere.

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<b>Geography</b>
G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
<b>Geographic Representations</b>
<b>Knowledge and Skill Performance Expectations</b>
<b>Grade 7</b>
G.1.5.1 Describe locations, environmental characteristics, and cultures of pre-Columbian Indigenous populations using maps and geographic representations.
G.1.5.2 Analyze human movement and economic activities over time using maps and other geographic representations: <ul style="list-style-type: none"><li>● Pre-Columbian Indigenous Nations' settlement patterns</li><li>● Triangular trade and other trade routes</li><li>● Columbian exchange</li><li>● Regions of European exploration</li><li>● Colonial settlement</li></ul>
G.1.5.3 Synthesize information from a variety of sources to construct maps and other geographic representations of the United States from the original thirteen colonies to 1850.

<b>Geography</b>
G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
<b>Human-Environment Interaction</b>
<b>Knowledge and Skill Performance Expectations</b>
<b>Grade 7</b>
G.1.5.4 Analyze ways cultural and environmental characteristics influenced population, settlement, and movement of goods in the American colonies: <ul style="list-style-type: none"><li>● Cultural (e.g., religious affiliations, language and ethnic groups, locations of various Indigenous nations)</li></ul>

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- Economic (e.g., sources of labor)
- Geographic (e.g., environmental characteristics, climate, topography, soil type, water access, etc.)
- Governance (e.g., royal, charter, proprietary)

**Geography**

G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.

**Spatial Patterns and Movement**

**Knowledge and Skill Performance Expectations**

**Grade 7**

**G.1.5.5**  
Examine the relationships between American colonists and various Indigenous societies, considering the location and use of natural resources and changes to the physical environment.

This may include pelt and fur trading, large-scale farming, use of timber, increased resource consumption, hunting and fishing, and differences on the view of land ownership.

**G.1.5.6**  
Examine reasons for population shifts in early America and the effects on various regions:

- European immigration and colonization
- Diseases in both colonial and Indigenous populations
- Indentured servitude
- Transatlantic slave trade

**Geography**

G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.

**Global Interconnections**

**Knowledge and Skill Performance Expectations**

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**G.1.5.7**

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Analyze cooperation among the colonies and Indigenous communities during and after natural and human-made disasters such as the French and Indian War, American Revolution, disease outbreaks, famine, and weather phenomena.



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**History - United States Beginnings through 1850 (Era 1 through Era 4)**

H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

**Era 1: Beginnings to 1620**

**Knowledge and Skill Performance Expectations**

**Grade 7**

**Era 1**

**■ H.3.7.1**

Research and compare cultural characteristics of major pre-Columbian Indigenous societies within North America through a variety of artwork, journals, archaeological findings, and other artifacts.

Pre-Columbian Indigenous societies might include:

- Mesoamerican groups (e.g., Olmec, Maya, Aztec)
- Mound builders
- Cliff dwellers
- Southwest
- Great Plains
- Pacific Northwest
- Woodland peoples
- Indigenous Peoples of the Arctic and Subarctic
- Mississippians in Arkansas

**H.3.7.2**

Examine economic, political, and religious reasons for European exploration in the Americas:

- Trade and trade routes
- Wealth
- Colonies for empire expansion
- Religious influence and freedom

**■ H.3.7.3**

Evaluate short- and long-term effects of European exploration and settlement ventures in the Americas and Arkansas, including why some experienced hardship and failure.

Reasons may include:

- Conflict with other nations (including Indigenous nations)
- Disease
- Poor climate conditions

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- Economic issues such as the failure of the common store system in Jamestown and Plymouth Colony

**Teacher Note:** Many European expeditions and ventures may be discussed, but some of the most notable ones may include the following:

- Columbus expeditions
- Hernando de Soto expedition
- Ponce de Leon's expedition
- St. Augustine
- Roanoke
- Jamestown
- Plymouth Colony
- Massachusetts Bay
- Quebec
- New Amsterdam
- Arkansas Post

**History - United States Beginnings through 1850 (Era 1 through Era 4)**

H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

**Era 2: 1585-1763, Colonization and Settlement**

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**Era 2**

**H.3.7.4**

Evaluate the economic and cultural effects of indentured servitude and slavery in the New England, Middle, and Southern colonies:

- Conditions of the Middle Passage
- Life and experiences of those who were enslaved versus those who were indentured
- Growth and economic dependence on slavery, especially in Southern colonies
- Early attempts at abolition (e.g., Rhode Island in 1652, Vermont in 1777, Quaker Abolition movement)

**H.3.7.5**

Research the development of the New England, Middle, and Southern colonies through inquiry and questioning.

Inquiry questions may include:

- Why did people settle where they did?
- How did they solve problems?
- Was life better in the colonies than in England?
- Was life better in some colonies than others?

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- How were patterns of settlement influenced by beliefs, economics, and geography?

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**Era 3: 1754 through the 1820s, Revolution and the New Nation**

**Knowledge and Skill Performance Expectations**

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**Era 3**

**H.3.7.6**

Analyze causes and ideas leading to the American Revolution:

- French and Indian War
- Stamp Act, Townshend Duties, and the Intolerable Acts
- Boston Tea Party
- Colonial self-government, representation, and individual liberty

**H32.7.7**

Analyze the Revolutionary movement from the perspective of various groups, which may include patriots, loyalists, British and French leaders, Indigenous people, and indentured or enslaved Americans.

**H.3.7.8**

Evaluate how individuals and groups influenced the American Revolutionary movement:

- Writers & influencers: (e.g., Thomas Paine's "Common Sense," Patrick Henry's "Give Me Liberty" speech, Benjamin Franklin's Join or Die cartoon, Phillis Wheatley, Abigail Adams, Haym Salomon)
- Military & political: (e.g., George Washington, Thomas Jefferson, Paul Revere, Salem Poor, Peter Salem, Deborah Sampson, Mary Ludwig Hays, James Armistead)
- Groups: (e.g., Culper Spy Ring, Sons and Daughters of Liberty)

**H.3.7.9**

Examine the significance of the Declaration of Independence, including key political concepts of natural rights, natural law, social contract theory, right to revolution, right to self-determination, and tyranny.

**H.3.7.10**

Analyze the significance of various battles and military leaders during the American Revolution:

- Battles: Lexington and Concord, Bunker Hill, Saratoga, Yorktown
- Military leaders/groups: George Washington, John Paul Jones, Nathanael Greene, First Rhode Island Regiment

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H.3.7.11

Analyze the effects of the American Revolutionary War on the newly formed United States and the rest of the world:

- National effects: (e.g., vulnerable young nation, colonial independence, creation of the Articles of Confederation expansion of territory via Treaty of Paris, destruction of farmland, significant casualties, loss of life/livelihood, inflation, scarcity of resources)
- International effects: (e.g., international relations, catalyst for international revolutions, loyalists relocation to Canada, interruption of global trade)

H.3.7.12

Examine short- and long-term effects of the drafting and signing of the U.S. Constitution:

- Federalism and the establishment of three branches
- Bicameral house (i.e., the Great Compromise)
- National powers (e.g., coining money, raising an army, power to tax)
- Enumeration of individual rights (e.g., Bill of Rights)
- Amendment process (i.e., design, purpose, and difficulty)

■ H.3.7.13

Evaluate how early Presidents and historical events influenced the development of the new nation:

- Establishment of Washington, D.C., as nation's capital
- Washington's Farewell Address
- Rise of political parties
- Jeffersonian democracy and the Louisiana Purchase
- Judicial power defined through *Marbury vs. Madison*
- Banking and tariff policy on the national economy

H.3.7.14

Examine the impact and significance of the War of 1812, including British impressment of American sailors, the role of James and Dolley Madison, and various battles that contributed to an American identity (e.g., Battle of Fort McHenry and "The Star Spangled Banner," Battle of New Orleans).

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**History - United States Beginnings through 1850 (Era 1 through Era 4)**

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**Era 4: 1801 through 1850, Expansion and Reform**

**Knowledge and Skill Performance Expectations**

**Grade 7**

**Era 4**

**H.3.7.15**

Analyze the concept of Manifest Destiny and the factors that affected territorial expansion and the development of the nation.

Events may include:

- Louisiana Purchase
- Monroe Doctrine
- Adams-Onís Treaty
- Development of the Erie Canal
- Oregon Trail
- Santa Fe Trail
- California Gold Rush
- Panic of 1837
- Rising conflict between settlers and Indigenous groups

**H.3.7.16**

Analyze the development of regional tensions prior to the Civil War:

- Economic development: (e.g., effects of cotton gin invention, Industrial Revolution, growth of manufacturing and railroads in northern states)
- Political actions: (e.g., tariffs, nullification crisis, compromises, disenfranchisement of free blacks)
- Expansion of slavery, immigration, and westward migration

**H.3.7.17**

Analyze major purposes, implementation, and effects of public policies during the Jacksonian presidency, including Jacksonian Democracy, veto of the National Bank, the spoils system, Indian Removal Act, and the Trail of Tears.

**H.3.7.18**

Analyze the effects of the Mexican-American War on the United States, including new territory for the United States and expansion of slavery.