

**TOMS RIVER REGIONAL SCHOOLS
SOCIAL STUDIES CURRICULUM**

Content Area: Social Studies

Course Title: World History/Global Studies

Grade Level: 7

Expanding Exchanges and Encounters

1st and 2nd Quarters

Date Created:

Board Approved on:

Unit Overview	
Content Area: Social Studies	
Unit 4 Title: Expanding Exchanges and Encounters	
Target Course/Grade Level: 6/7	
<p>Unit Summary: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p> <p>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p> <p>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.</p>	
Learning Targets	
Content Standards	
<p>Standard 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Standard 6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.A.4.b	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
6.2.8.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.c	Determine how Africa’s physical geography and natural resources posed challenges and opportunities for trade and development.
6.2.8.B.4.d	Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the

	positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.f	Explain how the geographies of China and Japan influenced their development and their relationship with one another.
6.2.8.C.4.a	Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
6.2.8.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
6.2.8.C.4.c	Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
6.2.8.C.4.d	Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.
6.2.8.C.4.e	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
6.2.8.D.4.a	Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
6.2.8.D.4.b	Analyze how religion both unified and divided people.
6.2.8.D.4.c	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
6.2.8.D.4.e	Assess the demographic, economic, and religious impact of the plague on Europe.
6.2.8.D.4.f	Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.D.4.g	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
6.2.8.D.4.i	Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.
6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
	Common Core Standards
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
WHST.6-8.1	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style and objective tone. • Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.
WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Unit Essential Questions	Unit Enduring Understandings <i>Students will understand that...</i>

<ul style="list-style-type: none"> • Why do people migrate and what happens when they do? • How are religion and culture connected? • How should we handle conflict? • What are the positives and negatives of trade? • What is power and who should have it? 	<ul style="list-style-type: none"> • People migrate for political, economic, and religious reasons, and absorb or pass on ideas. • Religion can influence culture and government and provide stability to society. • Religious disagreements can lead to conflict, oppression, and intolerance. • Negotiation and compromise are two ways to handle conflict. • Trading partners shared ideas, customs, and can become enemies. • Trade networks led to new ways of doing business. • Power may come through political, economic, religious, or military strength and be held by individuals or groups. • Those not in power may lack influence. • Abuses of power can lead to conflict. • Sharing power tends to limit its abuse.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The regions of Africa • Trade was important in developing societies. • The cultural organization of African societies. • Cultural traditions that have carried over into modern day • Mongol rulers allowed trade to flourish along the Silk Road. • Mongol rulers kept Chinese traditions, but changed China's government. • The people of Japan depended on the sea as a major food source. • Japanese clans were strongly influence in China. • Rival warriors ruled Japan for centuries. • Feudal society was highly organized and marked by military values. • Religion influenced feudal Japanese society. • How invasions created disorder in Europe. • That Feudalism and manorism brought social and economic order in Europe. • How monasteries and religious orders helped spread Christianity. • That the church became the center of 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Explain the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society. • Identify major areas of ancient Africa. • Analyze the importance of trade in ancient Africa. • Summarize African social structure. • Identify and locate major cities and regions of ancient Africa. • Sequence events related to the Mongol empire. • Compare viewpoints involving Chinese rights under Mongol reign. • Sequence events involving early attempts to unify Japan. • Generate new ideas about governing. • Analyze the causes and effects of feudalism. • Summarize the achievements of a samurai. • Identify main ideas and details about European feudalism. • Categorize information to review the order brought by feudalism and manorism. • Understand important ideas about how limits on monarchy evolved in England. • Identify the effects of the Norman Conquest and the Magna Carta. • Sequence events related to the Crusades.

<p>authority in medieval Europe.</p> <ul style="list-style-type: none">• The Norman Conquest of England.• The rights protected under the Magna Carta.• The development of the English Parliament.• Reasons for the Crusades in the Middle Ages• The social, economic, and cultural impact of religious campaigns.• Medieval farming methods that increased food supplies.• The effects of crop surpluses.• The role of trade in bringing about change.• The effects of religious faith on art and values.• The effects of famine, war, and plague on medieval society.	<ul style="list-style-type: none">• Synthesize information about one of the Crusades.• Compare and contrast farming and trading.• Identify evidence on town-versus-country life.• Summarize the impact of religion on art and learning.• Draw conclusions about the consequences of famine, war, and plague.• Explain how the development of new business practices and banking systems impacted global trade and the merchant class.
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Evidence of Learning

Formative Assessments

- Teacher Observations
- Performance Assessments
- Exit Slips/Slate Assessments
- Daily Class work
- Pre-Assessments
- Temperature Gauges

Summative Assessments

- Tests
- Quizzes
- Quarterly Exams
- Writing assessments (DBQ/RST, Open Ended, Research paper/project)
- Performance Assessments (projects, choice boards)
- National/State/District Wide Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Discovering Our Past, History of the World, Early Ages – Print Edition

Discovering Our Past, History of the World, Early Ages – Online Edition

Nystrom Atlas of World History

World History Shorts

Junior Scholastic (Print and online)

Week In Rap

Cicero

Ocean County Library Online Databases

SHEG

Mr. Donn

Slideshare

Historyonthenet.com

Readworks

Mr. Dowling

Mr. Foughton

British Museum

PBS.org

TeacherTube

Discovery Education Media <http://www.discoveryeducation.com>

Promethean Planet <http://www.prometheanplanet.com/en-us/>

Related Primary Source Documents from the National Archives Compiled by the National Archives at New York City <http://www.archives.gov/northeast/nyc.com>

Social Studies Central <http://www.socialstudiescentral.com>

Social Studies for Kids <http://socialstudiesforkids.com>