

**TOMS RIVER REGIONAL SCHOOLS  
SOCIAL STUDIES CURRICULUM**

**Content Area: Social Studies**

**Course Title: US History – 7th**

**Grade Level: 7**

**Unit 1 - Three Worlds Meet**

**3<sup>rd</sup> Quarter**

**Unit 2 - Colonization and Settlement**

**4<sup>th</sup> Quarter**

**Date Created: March 2012**

**Board Approved on:**

**Created by: Christine Morsch, Roy Yakovchuk, Meredith Parlman**

Unit Overview	
<b>Content Area: Social Studies</b>	
<b>Unit Title:</b> Unit 1 – Three Worlds Meet	
<b>Target Course/Grade Level:</b> U.S. History Grade 7/8	
<b>Unit Summary:</b> <b>Indigenous societies in the Western hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.</b> <b>European exploration expanded global economic and cultural exchange into the Western Hemisphere.</b>	
Learning Targets	
<b>Content Standards</b>	
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens.</p> <p>6.3 Active Citizenship in the 21st Century: 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)
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1.8.B.1.b	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.1.8.D.1.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
6.2.8.B.4.h	Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.

**Unit Essential Questions**

- Determine what led to the exploration of new water and land routes.
- What impact did the Columbian Exchange have on Europe, Africa, and North America?
- How did agriculture change the lives of early people?
- How was the way of life of the Native Americans of North America related to their environment?
- Why did European nations establish colonies in North America?
- What events and technological advances paved the way for European exploration?
- Why did European nations establish colonies in North America?

**Unit Enduring Understandings**

*Students will understand that...*

- Traveling to the Middle East during the crusades introduced European nations to new technologies and goods that prompted many nations to seek trade routes with the Far East.
- Interactions among African, European, and Native American groups began a cultural transformation with regards to science, religion, and technology.
- The first Americans were hunters and gatherers who came from Asia and spread throughout the Americas.
- Agriculture changed the way of life for early Americans.
- Protestantism became a powerful religious force in Europe during the 1600's.
- European nations competed to establish colonies in the Americas.

**Unit Objectives**

*Students will know...*

- The geography of the Maya, Aztec, and Inca Empires.
- The culture and economy of the Maya, Aztec, and Inca Empires
- The major technological innovations of the ancient civilizations of Asia, Africa, Europe, and the Americas.
- Native American migration patterns and how they were able to cross from Asia to North America and then migrate throughout North America and South America.
- Gender roles, religion, values, cultural practices, and political systems of Native American regional groups such as the Far North, Northwest, Far West, Southwest, Great Plains, South East, and Eastern Woodlands.
- How the Crusades led to the desire for goods from Asia which in turn led to new trade routes and trading centers in the Atlantic Ocean.
- Henry the Navigator's role in the Age of Exploration.
- The science and navigation technology used during this time period that made cross Atlantic travel possible.
- How the search for a water route to Asia led to the European discovery of two continents and the exchange of resources between the Eastern and Western hemispheres.
- Maps of early land trade routes to maps of early water trade routes and explain why the water routes may have developed.
- What happened to the Vikings who explored Newfoundland?
- The voyages of Christopher

**Unit Objectives**

*Students will be able to...*

- Compare and contrast the ancient civilizations of Maya, Aztec, and Incas.
- Research the surrounding geography, the main structure and their purposes, the inhabitants, the building materials, the general layout, and any other revealing information or artifacts of the Maya, Aztec, and Inca Empires.
- Consider how culture and local geography influences the Maya, Aztec, and Inca Empires.
- Compare the major technological innovations of the ancient civilizations of Asia, Africa, Europe, and the Americas
- Explain how the development of new business practices and banking systems impacted global trade and the merchant class.
- Analyze maps of Native American migration patterns and explain how they were able to cross from Asia to North America and then migrate throughout North America and South America.
- Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American regional groups such as the Far North, Northwest, Far West, Southwest, Great Plains, South East, and Eastern Woodlands.
- Explain how the Crusades led to the desire for goods from Asia which in turn led to new trade routes and trading centers in the Atlantic Ocean
- Describe Henry the Navigator's role in the Age of Exploration.
- Describe the science and navigation technology used during this time period that made cross Atlantic travel possible.
- Explain how the search for a water route to Asia led to the European discovery of two continents and the exchange of resources between the Eastern and Western hemispheres.
- Compare and contrast maps of early land trade routes to maps of early water trade routes and explain why the water routes may have developed.
- Explain what happened to the Vikings who explored Newfoundland.
- Describe the voyages of Christopher Columbus.
- Discuss the conquest of the Aztec and Inca Empires and the impact it had on the Native American cultures of those areas.
- Compare and contrast forms of governance, belief systems, and family structures exist among African, European, and Native American groups.

Columbus.

- The conquest of the Aztec and Inca Empires and the impact it had on the Native American cultures of those areas.

- Forms of governance, belief systems, and family structures exist among African, European, and Native American groups.

- The interaction along African, European, and Native American groups began a cultural transformation.

- European exploration routes and how they relate to the settlements that formed in the New World.

- The impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

- How major events are related to one another in time.

- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

- Differing interpretations of current and historical events.

- Explain how interaction among African, European, and Native American groups began a cultural transformation.

- Discuss the European exploration routes and how they relate to the settlements that formed in the New World.

- Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

- Explain how major events are related to one another in time.

- Compare and contrast maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

- Compare and contrast differing interpretations of current and historical events.

## 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 United States, Early Years – Print Edition

Discovering Our Past, History of the United States, Early Years – Online Edition

Nystrom Atlas of U.S. History

U.S. History Shorts

Junior Scholastic (Print and online)

Week In Rap

Cicero

Ocean County Library Online Databases

SHEG

Slideshare

Historyonthenet.com

Readworks

Mr. Dowling

Mr. Roughton

PBS.org

TeacherTube

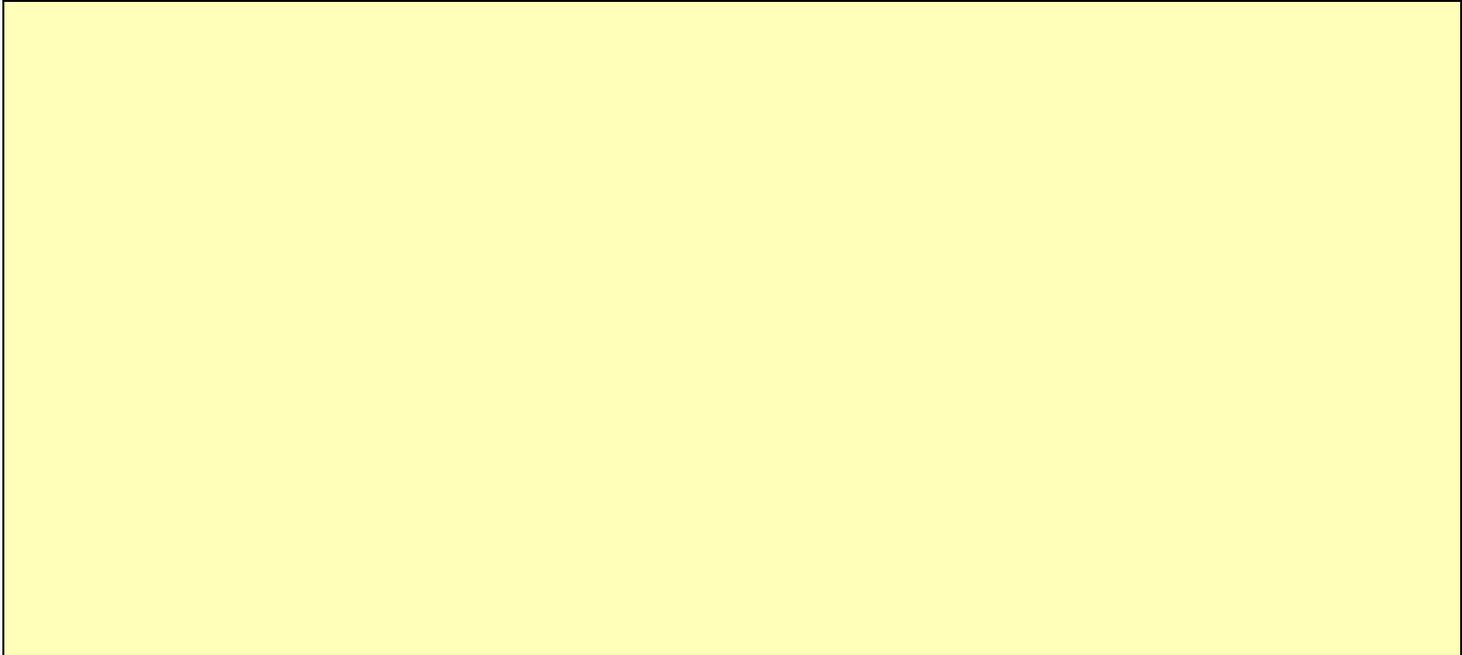
Discovery Education Media <http://www.discoveryeducation.com>

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>



**Unit Overview**

**Content Area: U.S. History**

**Unit Title: Unit 2 - Colonization**

**Target Course/Grade Level: 7/8**

**Learning Targets**

**Content Standards**

**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.3 Active Citizenship in the 21st Century:** 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.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
6.1.8.A.2.c	Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1.8.C.2.a	Relate slavery and indentured servitude to Colonial labor systems.
6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How did the English start colonies with distinct qualities in North America?</li> <li>• What was the role of religion in the early colonies?</li> <li>• What circumstances led to the introduction of slavery into the colonies?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Britain’s first American colonies developed distinct characteristics.</li> <li>• English ideas about government and trade affected the colonies.</li> <li>• The introduction of slavery into American culture occurred for numerous reasons and had a lasting impact on American life.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• The reasons that Britain wanted to establish colonies in North America.</li> <li>• The hardships faced by the settlers at Jamestown, and how tobacco saved the colony.</li> <li>• The religious institutions that developed in the individual New England Colonies.</li> <li>• How and why early government structures developed, and the impact of these early structures on the evolution of American politics and institutions.</li> <li>• What social, economic, religious, and political systems developed in the three colonial regions of the New England, Middle Colonies, and Southern</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• List the reasons that Britain wanted to establish colonies in North America.</li> <li>• Describe the hardships faced by the settlers at Jamestown, and how tobacco saved the colony.</li> <li>• Compare and contrast the religious institutions that developed in the individual New England Colonies.</li> <li>• Explain how and why early government structures developed, and the impact of these early structures on the evolution of American politics and institutions.</li> <li>• Analyze the social, economic, religious, and political systems that developed in the three colonial regions of the New England, Middle, and Southern Colonies.</li> <li>• Analyze and list the natural resources available to the 3 colonial regions and explain how the availability of specific resources shaped their regional industries.</li> </ul>

Colonies?

- What natural resources were available to the 3 colonial regions and explain how the availability of specific natural resources shaped their regional industries.
  - How the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
  - What factors impacted emigration, settlement patterns, and regional identities of the colonies.
  - The social and economic classes that developed in the American Colonies.
  - How the Triangular Trade and Middle Passage impacted multiple nations and groups.
  - Why European nations were involved in a power struggle, and determine its impact on people living in Europe and the Americas.
  - The issues that led the colonists to protest or revolt during Bacon's Rebellion.
- Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
  - Determine the factors that impacted emigration, settlement patterns, and regional identities of the colonies.
  - Compare and contrast the social and economic classes that developed in the American Colonies.
  - Describe the impact of the Triangular Trade system and Middle Passage on multiple nations and groups.
  - Describe the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
  - Determine the issues that led the colonists to protest or revolt.

## Evidence of Learning

### Formative Assessments

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Readworks

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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>