

Southern Cayuga Central School District-Curriculum Map

Subject- Social Studies 7 (American History)

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School Year- 2023-2024

Title/Topics/Content Standards	Essential Questions and Vocabulary	Content Skills	Major Assessments	Time Frame
Unit 1: Introduction and Geography-Native Americans 7.1a-Geography and Climate influenced the migration and cultural development of Native Americans.	Essential Questions: What is Social Studies? How does geography impact culture? Vocabulary: Primary Source Secondary Source Latitude Longitude History Nomad Economics Migration Beringia Artifact Culture Climate Geography Haudenosaunee/Iroquois	Primary source analysis Map reading and interpreting Paragraph writing using a graphic organizer and primary source documents. Latitude and Longitude	Written Assessment, End of Unit Assessment: Native American Paragraphs using primary source documents. (Enduring Issue/Short Essay Question) Baseline Assessment	2-3 Weeks
Unit 2.1: Age of Exploration 7.2a Social, economic, and scientific improvements helped European nations launch an Age of Exploration	Essential Questions: How does technology impact society? Why do people explore? Was Columbus a hero or a villain? Vocabulary: Columbian Exchange	Primary source analysis Paragraph writing using a graphic organizer and primary source documents. Map reading/creation Group Activities-Jigsaw activity, stations activity.	Written Assessment: Google Earth Exploration Map Project Vocabulary and Multiple Choice Question Set Quiz	2 Weeks

	Genocide astrolabe Magnetic Compass “New World” Northwest Passage Conquistador Colony Triangular Trade Mother Country Mercantilism			
Unit 2.2: European Settlements 7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership. 7.2c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies. 7.2d In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting.	Essential Questions: How did European nations impact the culture of different regions today? What impact did exploration have on Native Americans? Vocabulary: Disease Genocide Colony Missionary Mother Country Columbian Exchange Conquistador Northwest Passage	presentations Internet research and Google slideshow organization Jigsaw Activity	End of Unit Assessment: Test	2 Weeks
Unit 3: Growth of the 13 British Colonies	Essential Questions: Why did different nations	Venn Diagram -Jamestown and Roanoke	End of Unit Assessment: Test	3 Weeks

<p>7.2c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.</p> <p>7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.</p>	<p>begin to colonize the New World? How did an American Identity grow in the British colonies? Vocabulary: Economy Mercantilism Religious Tolerance/Freedom Puritan Pilgrim Quaker Mayflower Compact Great Migration House of Burgesses Tobacco Plantation Slave Indentured Servant Triangular Trade Middle Passage</p>	<p>Reading for information/comprehension Project Map Skills/Geography Inquiry using primary sources RAFT America The Story of Us-"Rebels"-video analysis</p>	<p>Project Assessment: Colonial Regions Google Slides Project</p>	
<p>Unit 4.1: Causes of the American Revolution</p> <ul style="list-style-type: none"> ● The French and Indian War ● Taxes/Acts ● Declaration of Independence <p>7.3a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.</p> <p>7.3b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.</p>	<p>Essential Questions: How can conflict lead to more conflict? What is independence? When is war justified?</p> <p>Vocabulary: Propaganda Boycott Taxes Proclamation of 1763 Treaty of Paris 1763 Repeal</p>	<p>Reading comprehension Think Pair Share Partner/Group Work Stations-timeline Primary Source analysis Political Cartoons DBQ Essay writing/writing process Peer editing Creative Writing America the Story of Us-Revolution Liberty Kids-Boston Tea Party</p>	<p>Mid Unit Assessment: Vocabulary Quiz</p> <p>Writing Assessment(s): Civic Literacy Essay/Enduring Issue Essay Primary Source Document Analysis</p> <p>End of Unit Assessment: Test</p>	<p>3 Weeks</p>

7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.	Loyalist Patriot Revenue Arms Militia Parliament Representation “Natural Rights” Inalienable Rights Mercantilism Petition	Cause and Effect Turning Points		
Unit 4.2: The Revolutionary War <ul style="list-style-type: none"> • Advantages/Disadvantages • Leaders • Battles • Outcome <p>7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.</p>	Essential Questions: Why do people fight? Is Revolution ever justified? Vocabulary: Turning Point Treaty of Paris (1783) Independence Government	Note Taking Creative Writing Primary Source Analysis Map Quests/Virtual field trip-Saratoga Google Map Project-geography and research Cause and Effect Turning Points	Project Assessment: Google Map/Google Drawing Project-plotting major battles, Mid Unit Assessment: Vocabulary End of Unit Assessment: Test/Project	2-3 Weeks
Unit 5.1: Forming a New Nation <ul style="list-style-type: none"> • The Articles of Confederation <p>7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of</p>	Essential Questions: Did the founding fathers create a more perfect union? Is a strong national government necessary? Vocabulary: Central/national government Shay’s Rebellion	Reading comprehension True/False questions Problem solving-group work Paragraph writing-making claims, analysis, outside information Cause and Effect Turning Points	Mid Unit Assessment: Vocabulary and 3 branches Assessment End of Unit Assessment: Quiz -vocabulary -Short Essay Writing with	2 Weeks

sovereignty. 7.4b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.	Bill of Rights Political Party Compromise Federalist Anti Federalist Representative Government Executive Branch Judicial Branch Legislative Branch Federalism Checks and Balances Amendment Separation of Powers Elastic Clause Monarchy Democracy Representatives Articles of Confederation Currency Federation Northwest Ordinance Constitutional Convention Ratify Great Compromise Confederation $\frac{3}{4}$ Compromise Bicameral Legislature		documents	
Unit 5.2: Historical Development of the Constitution <ul style="list-style-type: none"> • Constitutional Convention • Great Compromise 	Essential Questions: Is a strong national government necessary?	Primary Source analysis DBQ Essay Essay writing process/peer editing/revision.	Written Assessment: Civic Literacy Essay Project Assessment:	2 Weeks

<ul style="list-style-type: none"> • ¾ Compromise • Bill of Rights • 3 branches • Federalism • Key ideas <p>7.4b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.</p> <p>7.4c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.</p>	<p>Vocabulary:</p> <p>Bill of Rights Political Party Compromise Federalist Anti Federalist Representative Government Executive Branch Judicial Branch Legislative Branch Federalism Checks and Balances Amendment Separation of Powers Elastic Clause</p>	<p>Making claims/analysis Outside information Stations Activity-identifying key ideas from the Constitution</p>	<p>Group Work/Amendments</p> <p>End of Unit Assessment: Test -stimulus-based multiple-choice question sets -Short Essay Questions -Enduring Issue or Civic Literacy Essay Format Documents</p>	
<p>Unit 6: The Constitution in Practice</p> <ul style="list-style-type: none"> • Challenges-National Bank, War of 1812, XYZ Affair-Foreign Policy • George Washington, John Adams, Thomas Jefferson, James Madison, James Monroe <p>7.5a The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments.</p> <p>7.5b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.</p> <p>7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways. The New York State Constitution changed over</p>	<p>Essential Questions:</p> <p>How is the Constitution a “living document”? How was/has the Constitution been tested since it was ratified?</p> <p>Vocabulary:</p> <p>Judicial Review National Bank Cabinet Recession War of 1812 Foreign Policy Precedent Louisiana Purchase Whiskey Rebellion Monroe Doctrine</p>	<p>War of 1812 Stations</p> <p>Reading Comprehension Current Events Discussions Chronological Reasoning Cause and Effect Turning Point</p>	<p>Written Assessment:</p> <p>Enduring Issues: Power and Conflict, Short writing assignments based on challenges and connections to modern day.</p>	<p>2 Weeks</p>

time, with changes in the early 19th century that made it more democratic. 7.5d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.	Neutrality			
Unit 7.1: Westward Expansion <ul style="list-style-type: none"> ● Manifest Destiny ● Conflicts <ul style="list-style-type: none"> ○ Mexican American War ○ Annexation of Texas <p>7.6a Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move.</p> <p>7.6b Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement.</p> <p>7.6c Westward expansion provided opportunities for some groups while harming others.</p>	Essential Questions: Was westward expansion our destiny? How does technology impact society? Vocabulary: Monroe Doctrine Louisiana Purchase Manifest Destiny Erie Canal Expansion Transcontinental Railroad	Stations- Westward Expansion Stations Jigsaw- Andrew Jackson Primary Sources-evaluate and make a claim/thesis practice	End of Unit Assessment Test Written Assessment: Paragraph - Enduring Issue or Civic Literacy Essay.	2-3 Weeks
Unit 7.2: Reform Movements <ul style="list-style-type: none"> ● Religion ● Abolition ● Women's Rights ● Temperance ● Anti-Rent <p>7.7a The Second Great Awakening, which had a strong showing in New York State, inspired reform movements.</p> <p>7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.</p>	Essential Questions: Why do people demand change? Vocabulary: Second Great Awakening Abolition Slavery Rights Seneca Falls Convention Declaration of Sentiments Temperance Ban	Reform Movement Project-Comparison to modern day reform movements. Compare/Contrast Current Events Reform Movement stations activity, anchor chart for each (Google Drawing)	Mid Unit Assessment: Vocabulary Quiz	1 week

<p>7.7c Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.</p> <p>7.7d The Anti-Rent movement in New York State was an attempt by tenant farmers to protest the landownership system.</p>	Equality Reform			
<p>Unit 7.3: Industrial Revolution</p> <ul style="list-style-type: none"> ● Child Labor ● Early Labor Movements ● Immigration <p>7.8a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government.</p>	<p>Essential Questions: How did new technology impact society?</p> <p>Vocabulary: Factory Textiles Cotton Gin Trade Tariff Import Export</p>	<p>political cartoon analysis reading comprehension Cotton Gin primary sources Station Activity</p>	<p>End of Unit Assessment: Quiz</p> <ul style="list-style-type: none"> - multiple choice - vocabulary - short writing response 	1 week
<p>Unit 8.1: Causes of the Civil War</p> <ul style="list-style-type: none"> ● Compromises and Sectionalism <p>7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.</p> <p>7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.</p>	<p>Essential Questions: Was violence a justifiable means to an end? Was the Civil War inevitable? Why do our words have such an impact?</p> <p>Vocabulary: Sectionalism Slavery Abolition Reform States' Rights Republican Democrat Secession</p>	<p>Enduring Issue Essay writing with partners. Outline, edit, write, edit-writing process. America The Story of Us-Division</p>	<p>Written Assessment: Enduring Issue Essay or Civic Literacy Essay with groups</p>	1-2 Weeks

	Tension			
Unit 8.2: The Civil War-A Nation Divided 7.8d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography. 7.8e The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.	Essential Questions: Was violence a justifiable means to an end? Why do our words have such an impact? Was the Civil War inevitable? Vocabulary: Minie Ball Rifle Infantry Gettysburg Total War Union Confederacy Ku Klux Klan Assassination Popular Sovereignty Emancipation Proclamation	Webquest-Civil War Technology research and presentations Abraham Lincoln speeches-paragraphs Stations-Union vs. Confederacy advantages/disadvantages Political Cartoons America the Story of Us-Civil War Enduring Issue	Group Work Assessment: Civil War Major Battles Google Sites Project Mid Unit Assessments: Quizzes-vocabulary and content based Test	2-3 Weeks
Midterm Exam (January) and Final Exam (May-June)	Mid Year Assessment: Including vocabulary from September-June Year End Assessment: Including most vocabulary words		Multiple-Choice Short Essay Questions Enduring Issue or Civic Literacy Documents and Essay	Full Class Period Tests

Priority Standards – 7th Grade Social Studies

<u>Indicator</u>	<u>Description</u>
EV-7-2	Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts, and graphs, artifacts, oral traditions, and other primary and secondary sources).

EV-7-3	Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.
EV-7-5	Make inferences and draw conclusions from evidence.
CRC-7-3	Identify causes and effects, using examples from current events, grade-level content, and historical events.
CRC-7-4	Identify and analyze the relationship between multiple causes and multiple effects.
CRC-7-5	Distinguish between long-term and immediate causes and effects of an event from current events or history.
CC-7-3	Describe, compare, and evaluate multiple historical developments within the United States in various chronological and geographical contexts.
CC-7-5	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.
GR-7-1	Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections among places, and to evaluate effectively the benefits of particular places for purposeful activities.
GR-7-3	Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.
GR-7-4	Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.

<u>Indicator</u>	<u>Description</u>
ES-7-1	Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.
ES-7-6	Explain how government policies affected the economies in colonial and early United States history.

CP-7-1	Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements, with teacher support.
CP-7-3	Identify and explain different types of political systems and ideologies used at various times in colonial history and the early history of the United States and explain the role of individuals and key groups in those political and social systems.