

## Pine Hill Public Schools Curriculum

Content Area:		<b>Social Studies</b>	
Course Title/ Grade Level:		<b>US History: Grade 7</b>	
Unit 1:	<b>Early Exploration</b>	Month:	<b>September/October</b>
Unit 2:	<b>Colonial America</b>	Month:	<b>November/December</b>
Unit 3:	<b>Road to Revolution</b>	Month:	<b>January/February/March</b>
Unit 4:	<b>American Revolution</b>	Month:	<b>April/May/June</b>
Date Created or Revised:		June 2012	
BOE Approval Date:		8/28/12	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Early Exploration</b>		<b>Unit #: 1</b>
<b>Course or Grade Level: 7<sup>th</sup> Grade</b>		<b>Length of Time: 2 months</b>
<b>Pacing</b>	September/October	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How did different cultures &amp; traditions develop around the world?</li> <li>• What were the causes and effects of European exploration of the Americas?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• First Inhabitants</li> <li>• Aztecs, Incas, Mayas</li> <li>• European Explorers               <ul style="list-style-type: none"> <li>*Silk Road</li> <li>*Northwest Passage</li> </ul> </li> <li>• The Renaissance</li> <li>• Protestant Reformation</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Label a world map &amp; key countries involved in early exploration</li> <li>• Compare and contrast forms of government, belief systems, and family structures among the Aztecs, Incas, &amp; Mayas</li> <li>• Discuss how trade linked Europe, Africa, &amp; Asia</li> <li>• Identify the origins of the Age of Exploration, tying in the Crusades, Renaissance, &amp; Protestant Reformation</li> <li>• Create a timeline for European Exploration</li> <li>• Describe Christopher Columbus and his impact on America</li> <li>• Read and analyze primary source documents from various explorers</li> <li>• Identify new technologies that helped with exploration</li> <li>• Create a chart classifying explorers &amp; their accomplishments</li> <li>• Use maps to trace the routes of the explorers &amp; explain their interaction with other cultures</li> <li>• Explain the importance of the Columbian Exchange</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Create a poster or PowerPoint of an explorer</li> <li>• Create a timeline</li> <li>• Create a chart</li> <li>• Write current events analyzing newspaper and magazine articles</li> <li>• Tests, quizzes, rubrics</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Watch videos on explorers</li> <li>• Create a poster or power point presentation</li> <li>• Art</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math: timeline activities; charts and graphs</li> <li>• Art: Native American craft</li> <li>• Language arts (writing activities &amp; vocabulary)</li> <li>• Reading (Accelerated Reader)</li> <li>•</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• student textbook</li> <li>• teacher made resources (notes, handouts, projects)</li> <li>• internet (BrainPop)</li> <li>• Junior Scholastic &amp; Time for Kids Magazines</li> <li>• library (Accelerated Reader Program, novels)</li> <li>• video conferencing</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard:</b> 6.1 U.S. History: America in the World.		
<b>Strand(s):</b> A. Civics, Government, & Human Rights      B. Geography, People, and the Environment C. Economics, Innovation, and Technology      D. History, Culture, and Perspectives		
<b>Content Statement(s):</b> Three Worlds Meet		<b>CPI # / CPI(s):</b> 6.1.8.A.1.a; 6.1.8.A.1.b; 6.1.8.A.1.c

<b><u>21<sup>st</sup> Century Themes</u></b>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

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<b>Unit Title: The Colonies</b>		<b>Unit #: 2</b>
<b>Course or Grade Level: 7<sup>th</sup> Grade</b>		<b>Length of Time: 2 months</b>
<b>Pacing</b>	November/December	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How did the English start colonies with distinct qualities in North America?</li> <li>• How did the colonists develop their own way of life with strong roots in the past?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Roanoke</li> <li>• Jamestown</li> <li>• Plymouth</li> <li>• Colonial Self-Government               <ul style="list-style-type: none"> <li>* House of Burgesses</li> <li>* Mayflower Compact</li> </ul> </li> <li>• Colonial Regions (NE/M/S)</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Discuss the myths surrounding the "Lost Colony" of Roanoke</li> <li>• Explain why the site of Jamestown was not the best location for a colony</li> <li>• Compare and contrast the settlements of Jamestown and Plymouth</li> <li>• Explain the House of Burgesses in Virginia and compare it to the direct democracy established in Massachusetts</li> <li>• Analyze colonial songs to identify why settlers traveled to America</li> <li>• Label a map of the original 13 colonies &amp; compare it to today's United States</li> <li>• Create a power point presentation on one of the 13 colonies</li> <li>• Compare and contrast the climate, industry, settlers, religion, &amp; reason for settlement of the New England, Middle, &amp; Southern Colonies</li> <li>• Identify key people who influenced the establishment of the 13 colonies</li> <li>• Create a colonial toy</li> <li>• Use maps to analyze the impact of triangular trade on multiple nations and groups.</li> <li>• Explain how and why slavery became a part of the colonial economy</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• student led group projects</li> <li>• multi-modal approaches to instruction</li> <li>• modified assignments/assessments</li> <li>• - inclusive teaching practices</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Create art projects</li> <li>• Watch videos on the founding of the colonies</li> <li>• Create a power point presentation</li> <li>• Peer Instruction</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading, writing, vocabulary</li> <li>• Math: population growth (percent); charts and graphs</li> <li>• Music: colonial songs</li> <li>• Art: drawing, crafting</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• student textbook</li> <li>• teacher made resources (notes, handouts, projects)</li> <li>• internet (BrainPop)</li> <li>• Junior Scholastic &amp; Time for Kids Magazines</li> <li>• library (Accelerated Reader Program, novels)</li> <li>• video conferencing</li> </ul>	
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<b>Standard:</b> 6.1 U.S. History: America in the World.		
<b>Strand(s):</b> A. Civics, Government, & Human Rights      B. Geography, People, and the Environment C. Economics, Innovation, and Technology      D. History, Culture, and Perspectives		
<b>Content Statement(s):</b> Colonization and Settlement		<b>CPI # / CPI(s):</b> 6.1.8.A.2.a; 6.1.8.A.2.b; 6.1.8.A.2.c

<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

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<b>Unit Title:</b> Road to Revolution		<b>Unit #: 3</b>
<b>Course or Grade Level:</b> 7 <sup>th</sup> Grade		<b>Length of Time:</b> 2-3 months
<b>Pacing</b>	January/February/March	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How did the relationship between Britain and the colonies fall apart?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• French &amp; Indian War</li> <li>• Intolerable Acts</li> <li>• Boston Massacre</li> <li>• Boston Tea Party</li> <li>• 1<sup>st</sup> &amp; 2<sup>nd</sup> Continental Congresses</li> <li>• Benjamin Franklin</li> <li>• Declaration of Independence</li> <li>• Thomas Jefferson</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain how the French &amp; Indian War impacted the colonies</li> <li>• Identify the various taxes that led the colonies to move toward rebellion (Quartering Act, Sugar Act, Tea Act)</li> <li>• Discuss Ben Franklin's influence on the Road to Revolution</li> <li>• Analyze Ben Franklin's political cartoon, Join or Die</li> <li>• Describe what happened during the Boston Massacre</li> <li>• Analyze the picture of the Boston Massacre</li> <li>• Read a play about the trial of British soldiers who were a part of the Boston Massacre</li> <li>• Explain how colonists protested against British taxes (Boston Tea Party)</li> <li>• Watch Schoolhouse Rock videos to help understand the colonists frustration with Britain</li> <li>• Discuss the 1<sup>st</sup> &amp; 2<sup>nd</sup> Continental Congresses and their effects</li> <li>• Create a visual timeline of important events that lead to the colonies declaring independence</li> <li>• Identify and explain the major parts of the Declaration of Independence and how it impacted the colonies</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• student led group projects</li> <li>• multi-modal approaches to instruction</li> <li>• modified assignments/assessments</li> <li>• inclusive teaching practices</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Watch videos</li> <li>• Create a visual timeline</li> <li>• Read a play</li> <li>• School house Rock</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading, writing, vocabulary</li> <li>• Math: charts and graphs</li> <li>• Art: analyze drawings/pictures</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• student textbook</li> <li>• teacher made resources (notes, handouts, projects)</li> <li>• internet (BrainPop)</li> <li>• Junior Scholastic &amp; Time for Kids Magazines</li> <li>• library (Accelerated Reader Program, novels)</li> <li>• video conferencing</li> </ul>	

**2009 NJCCCS**

**Standard:** 6.1 U.S. History: America in the World.

**Strand(s):** A. Civics, Government, & Human Rights      B. Geography, People, and the Environment  
C. Economics, Innovation, and Technology      D. History, Culture, and Perspectives

**Content Statement(s):** Revolution and the New Nation

**CPI # / CPI(s):** 6.1.8.A.3.a; 6.1.8.B.3.a; 6.1.8.B.3.c; 6.1.8.B.3.d;  
6.1.8.C.3.a; 6.1.8.C.3.b; 6.1.8.D.3.a; 6.1.8.D.3.b;

[21<sup>st</sup> Century Themes](#)

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<u>21<sup>st</sup> Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

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<b>Unit Title:</b> The American Revolution		<b>Unit #: 4</b>
<b>Course or Grade Level:</b> 7 <sup>th</sup> Grade		<b>Length of Time:</b> 2-3 months
<b>Pacing</b>	April/May/June	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How did the American colonists gain their independence from Britain?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Loyalists &amp; Patriots</li> <li>• American Revolution Battles               <ul style="list-style-type: none"> <li>* Battle of Lexington &amp; Concord</li> <li>* Battle of Saratoga</li> <li>* Battle of Yorktown</li> </ul> </li> <li>• George Washington</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describe the events of April 19, 1775, at Lexington &amp; Concord</li> <li>• Read and discuss the poem Midnight Ride of Paul Revere</li> <li>• Watch Schoolhouse Rock videos to help explain the "Shot Heard 'Round the World"</li> <li>• Compare and contrast loyalists and patriots</li> <li>• Explain Thomas Paine's role in aiding the war effort</li> <li>• Write a persuasive essay urging colonists to support the war</li> <li>• Identify key people involved in the American Revolution</li> <li>• Explain how foreign nations helped the colonies during the war</li> <li>• Describe the conditions at Valley Forge during the winter of 1777-1778</li> <li>• Discuss key battles for both the colonies &amp; British</li> <li>• Use a map to locate key battles</li> <li>• Explain why the Battle of Saratoga was the turning point of the war</li> <li>• Read a biography of Benedict Arnold and discuss why he is considered an American traitor</li> <li>• Discuss the terms of the Treaty of Paris</li> <li>• Analyze the effects of the American Revolution</li> <li>• Hypothesize what would happen if the colonists lost the war</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• student led group projects</li> <li>• multi-modal approaches to instruction</li> <li>• modified assignments/assessments</li> <li>• inclusive teaching practices</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Watch videos</li> <li>• Write a persuasive essay</li> <li>• Read a poem</li> <li>• School house Rock</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading, writing, vocabulary , poetry: Midnight Ride of Paul Revere</li> <li>• Math: charts &amp; graphs</li> <li>• Art: examining time period paintings</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• student textbook</li> <li>• teacher made resources (notes, handouts, projects)</li> <li>• internet (BrainPop)</li> <li>• Junior Scholastic &amp; Time for Kids Magazines</li> <li>• library (Accelerated Reader Program, novels)</li> <li>• video conferencing</li> </ul>	
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<b>Content Statement(s):</b> Revolution and the New Nation		<b>CPI # / CPI(s):</b> 6.1.8.A.3.a; 6.1.8.B.3.c; 6.1.8.B.3.d; 6.1.8.C.3.a; 6.1.8.D.3.a; 6.1.8.D.3.b; 6.1.8.D.3.c; 6.1.8.D.3.d; 6.1.8.D.3.e;



6.1.8.D.3.f

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		