

May

Unit Title	Global Issues Past and Present
Big Ideas	The global issues over time and place that involve the Eastern Hemisphere are assessed.
Essential Questions	<ul style="list-style-type: none"> • In what ways do nations, including the U.S., cooperate to resolve international issues? • What are the relationships between civic life, politics, and government? • What are some Global Organizations and their purposes? (i.e. NATO, OPEC, EU, UN) • What are the patterns and networks of economic interdependence? • What tensions have escalated as a result of cultural diversity, and how these issues impacted the people? (i.e. Darfur, Iraq, China) • How do citizens voice their views in matters of public policy?
Skills/Concepts	<ul style="list-style-type: none"> ✓ Compare and contrast current global issues nations face today with past issues. ✓ Describe the efforts by nations to resolve these issues. ✓ Evaluate the effects of a global issue on the population, natural resources, and economy of a country. (i.e. deforestation, oil, global warming, war, migration) ✓ Name Global Organizations and how they monitor current issues. ✓ Name appropriate ways citizens show their views in matters of public policy. (i.e. petitions, strikes, protests)
Catholic Social Teaching	Life and Dignity of the Human person, Call to Family, Community and Participation, Rights and Responsibilities, Options for the Poor and Vulnerable, The Dignity of Work and the Rights of Workers, Solidarity, Care for God's Creation
GLCE	G6.1, E1.1, C4.3, C1.1 E3.1, P4.2, P3.1

7th Grade Social Studies Curriculum

U.S. History to Post Revolution

Grade Level Goal

Students will use culture, geography, civics and economic concepts to understand the beginnings of U.S. history. They will become aware of how different societies have influenced American culture and become better stewards of God's gifts for the future.

September (Week 1)

Unit Title	EARLIEST AMERICANS (Pre-Columbian – 1620)
Big Ideas	Review how Native Americans came to the Americas and created societies. Determine how various cultures developed in various geographical regions.
Essential Questions	<ul style="list-style-type: none">• Where did Native Americans come from?• Why did Native Americans come to the Americas?
Skills/ Concepts	<ul style="list-style-type: none">✓ Identify Beringia.✓ Lists regions of Native American settlements of North America.✓ Analyze the differences of each culture in regards to religion, food sources, economics, geography, technology, language and environment.
GLCE	5 – U1.1.1, 5 – U1.1.2, 5 – U1.1.3
Catholic Social Teachings	Solidarity

September (Week 2)

Unit Title	EUROPEAN EXPLORATION
Big Ideas	The Crusades and the Renaissance bring about reform. Trade begins in Europe, Asia and Africa as result of logistic and economic motivation.
Essential Questions	<ul style="list-style-type: none"> • What reforms motivated change? • What technological advancements enabled Europeans to make dramatic changes? • How does their conceptual knowledge of the Earth impact their perception of their place in the world both geographically and intellectually? • Who were the key figures in during the European Exploration of the world? • Where did European explorers explore?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Explain the reforms that motivated change as a result of the Crusades and the Renaissance. ✓ Identify the technological advancements that enabled Europe to make dramatic changes. ✓ Identify and summarize the role of key European explorers. ✓ Label key locations of European exploration on maps, globes, and charts.
GLCE	5 – U1.2.1 , 5 – U1.2.2
Catholic Social Teachings	The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God’s creation. ()

September (Week 3)

Unit Title	African Life Before the 16th Century
Big Ideas	Africans played a clear role through religion and culture impacting the world.
Essential Questions	<ul style="list-style-type: none"> • How did African cultures impact the world (economy) during this time period? • How did African cultures come to North America? • What contributions do we see in the U.S. today that trace back to African cultures? • What is the relationship between balance of trade and world economic powers? • What Catholic religious roots are derived from this region and time period? (Egypt) • What world religions are derived from cultures from this area and time period?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Explain the African cultural impact on world economics. ✓ Identify how African cultures came to North America. ✓ Compare and contrast the contributions of African culture to the culture and economy of the U.S.. ✓ Illustrate the relationship between the balance of trade and world economic power. ✓ Describe the relationship between trade and the interdependence of nations. ✓ Discuss how Catholic and other world religious roots are derived from this region and time period.
GLCE	5 – U1.3.1, 5 – U1.3.2
Catholic Social Teachings	Solidarity

October

Unit Title	Three World Interactions in North America
Big Ideas	There were many environmental, political, and cultural impacting the interactions between European, African, and Native Americans peoples.
Essential Questions	<ul style="list-style-type: none"> • What was included in Global Trade during the 15th century, and how did it impact the Native Americans? • How did the Navigational skills of the Portuguese improve cultural connections? • How did the desire for religious freedom effect the migration of cultures? • What were the positive and negative changes brought about by The Columbian Exchange?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Define Global Trade in the 15th century and its impact on Native Americans. ✓ Define the navigational skills of the Portuguese that improved cultural connections. ✓ Use maps to analyze relationships between countries. ✓ Identify and describe examples of tensions between belief systems (religion) and government policy and law. ✓ Analyze the contributions of different world cultures influence on North American cultures.
GLCE	5 – U1.4.1, 5 – U1.4.2, 5 – U1.4.3, 5 – U1.4.4
Catholic Social Teachings	Rights and Responsibilities, Solidarity, Care for God’s Creation

November/December

Unit Title	European Struggle for Control of North America
Big Ideas	The regional settlement patterns created significant developments in New England, Middle, and Southern Colonies.
Essential Questions	<ul style="list-style-type: none"> • How did the conflict in Europe effect the colonization of New England? • What were the consequences of the European invasion from eyes of the Native Americans? Do we still see these today? • Why are there three separate regions of European settlement in North America? • What is immigration/emigration? • How was immigration regulated during this historical time period? • Who attempted to bring Christianity to the Native Americans? • What were other motivators besides faith: fur-trading, natural resources, the search for gold etc?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Analyze the development and characteristics of the three European areas of settlement. ✓ Compare and contrast agricultural and non-agricultural economies. ✓ Identify key locations of the colonies on maps, globes, and charts. ✓ Evaluate the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government. ✓ Analyze the differences in each region of European settlement in regards to religion, food sources, economics, geography, technology, language, and environment. ✓ Examine the relations between the colonists and Native Americans. (i.e. Pequot/King Phillip's War) ✓ Analyze the establishment of Jamestown. ✓ Identify the Spanish Conquistadors. ✓ Identify the Christian Missionaries.
GLCE	U2.1.2, 5 – U2.1.3, 5 – U2.1.1, 5 – U2.1.4
Catholic Social Teachings	The Dignity of Work and the Rights of Workers

January

Unit Title	The European Slave Trade and Slavery in Colonial America
Big Ideas	The development of the slave system in the Americas impacted the lives of Africans, Native Americans, and Europeans.
Essential Questions	<ul style="list-style-type: none"> • What is the Triangular Trade? • What is slavery? How did slavery impact the lives of Africans on the North American continent? • What are essential human rights from a global perspective? • What was the role of African culture in developing African-AMERICAN culture? • How would the south have been impacted if there was no slavery?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Identify the Triangular Trade on maps, globes, and charts. ✓ Define slavery and how it impacted the lives of Africans on North America. ✓ Identify the components of the Triangle Trade. ✓ Analyze the lives of the Africans, and the impact slavery had on them. ✓ Investigate the Atlantic slave trade outside of the African slaves. ✓ Discuss the impact of slavery on the south.
GLCE	5 – U2.2.1, 5 – U2.2.2, 5 – U2.2.3
Catholic Social Teachings	Life and Dignity of the Human Person, Call to Family, Community, and Participation, Rights and Responsibilities, Option for the Poor and Vulnerable, Solidarity, The Dignity of Work and the Rights of Workers, Care for God’s Creation

February

Unit Title	Life in Colonial America
Big Ideas	Religion, education and technology played a significant role in the regional differences of Colonial America.
Essential Questions	<ul style="list-style-type: none"> • What role did Religion play in the development of the colonies? • What impact did education have on the colonies? • What was the Great Awakening? What was the Enlightenment? • What technological advances enabled the advancement of the colonial economy? • What was the role of Government?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Identify the role of religion in the development of the colonies. ✓ Discuss the impact of education on the colonies. ✓ Describe the technological advancements that caused emerging labor force in the colonies. ✓ Define the Great Awakening and Enlightenment. ✓ Compare and contrast regional differences in Colonial America. ✓ Compare and contrast the regional differences in Colonial America and contemporary U.S.. ✓ Appraise the role of government in whetting their appetite for freedom.
GLCE	5 – U2.3.1, 5 – U2.3.2, 5 – U2.3, 5 – U2.3.4, 5 – U2.3.5
Catholic Social Teachings	Call to Family, Community, and Participation, Rights and Responsibilities, Solidarity, The Dignity of Work and the Rights of Workers

March

Unit Title	Causes of the American Revolution
Big Ideas	The American Revolution grew out of many different political, economic, and ideological reasons.
Essential Questions	<ul style="list-style-type: none"> • What was the role of European countries in the American Revolution? • What was the French and Indian War? • What was the role of the Native Americans in the American Revolution? • What were the following: Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre? • What was the Declaration of Independence? • What was the role of the First and Second Continental Congresses? • How did self-government evolve? • How did Congress finally agree to separate from England?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Identify the role of European countries in the American Revolution. ✓ Explain the French and Indian War. ✓ Identify key people; including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine. ✓ Distinguish between representative government and other forms of government. ✓ Illustrate Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre. ✓ Define the roles of the First and Second Continental Congresses. ✓ Analyze the cause and form of the key protests that led to the American Revolution. ✓ Evaluate the role that Native Americans and Africans played in pre-revolutionary times. ✓ Discuss self-government and how it evolved. ✓ Examine the Declaration of Independence.
GLCE	5 – U3.1.1, 5 – U3.1.2, 5 – U3.1.3, 5 – U3.1.4, 5 – U3.1.5, 5 – U3.1.6, 5 – U3.1.7, 5 – U3.1.8
Catholic Social Teachings	Life and Dignity of the Human Person, Call to Family, Community, and Participation, Rights and Responsibilities, The Dignity of Work and the Rights of Workers, Solidarity

April

Unit Title	The American Revolution and Its Consequences
Big Ideas	The American Revolution was multi-faceted in nature.
Essential Questions	<ul style="list-style-type: none"> • How did Thomas Paine stir support for Independence? • What was the meaning and structure of the Declaration of Independence? • What battles were fought during the American Revolution and how did they shape the nation? • What role did the African-Americans play during the war? • What impact did the war have on women and other civilians? • Why did the Americans win? How did they win? • What was the Treaty of Paris and its implications on the U.S. boundaries?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Describe Thomas Paine role in stirring support for Independence. ✓ Indicate the meaning and structure of the Declaration of Independence. ✓ Evaluate the military advantages that both the British and the Colonists had. ✓ Analyze how geography played a major role in the Revolutionary War. ✓ Describe important battles and their outcomes on the war. (i.e. Valley Forge, Battle of Saratoga and Battle of Yorktown) ✓ Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war. ✓ Evaluate the contribution of written word in establishing American Independence. ✓ Discover the results of fighting in the middle states. ✓ Understand why the Battle of Saratoga was a turning point in the American Revolution. ✓ Describe how foreign nations and volunteers helped the Americans. ✓ Examine the Treaty of Paris and its implications on the US boundaries. ✓ Identify the key areas of unity between the 13 colonies.
GLCE	5 – U3.2.1, 5 – U3.2.2, 5 – U3.2.3, 5 – U3.2.4
Catholic Social Teachings	Life and Dignity of the Human Person, Call to Family, Community, and Participation, Rights and Responsibilities, The Dignity of Work and the Rights of Workers, Solidarity

May

Unit Title	Creating New Government(s) and a New Constitution
Big Ideas	The new nation faced many challenges when developing an independent government.
Essential Questions	<ul style="list-style-type: none"> • What are the powers of national and state governments? • What are the positive and negative effects of the Articles of Confederation? • What is the Constitutional Convention? • What is the Constitution? How does it affect us today? • What is the distribution and balance of power created by the Constitution? Is it limited or all encompassing? • What is the Bill of Rights? • What are the positive and negative effects of the Bill of Rights? Why was it ratified? • How did the Constitution establish fair representation? • What are amendments? What are the first four amendments? • Why did we need a new government? Why did it survive?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Distinguish between representative government and other forms of government. ✓ Define the Constitutional Convention. ✓ Examine the affect of the Constitutional Convention on the U.S. today. ✓ Analyze the core democratic values. ✓ Compare and contrast the Articles of Confederation and the Constitution. ✓ Identify the branches of government. ✓ Evaluate the Bill of Rights. ✓ Identify and describe examples of tensions between belief systems and government policy and law. ✓ Define amendments. ✓ Identify the first four amendments. ✓ Apply concepts such as power, role, status, and influence to examination of issues, government, and the Constitution. ✓ Construct and interpret timelines of people, and events in the course of American History to the creation of the new government. ✓ Write narratives, diaries, or journals to construct an image of daily life and at a certain period in history.
GLCE	5 – U3.3.1, 5 – U3.3.2, 5 – U3.3.3, 5 – U3.3.4, 5 – U3.3.5, 5 – U3.3.6. 5 – U3.3.7, 5 – U3.3.8
Catholic Social	Life and Dignity of the Human Person, Call to Family, Community, and

Teachings	Participation, Rights and Responsibilities, The Dignity of Work and the Rights of Workers, Solidarity
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