

Grade 7 Social Studies

As required by “Laura Wooten’s Law,” Grade 7 Social Studies includes two consecutive marking periods of civics instruction. Marking periods three and four focus on the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society.

Unit 1: (Era 3) Revolution and the New Nation, 1754–1820s

Stage 1: Desired Results

Standards & Indicators:

- 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
- 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
- 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
- 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
- 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
- 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
- 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.

Grade 7 Social Studies

6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.		
<u>Career Readiness, Life Literacies and Key Skills</u>		
Standard	Performance Expectations	Core Ideas
9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.8.EG.1	Explain how taxes affect disposable income and the difference between net and gross income	Taxes affect one's personal finances.
9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.	There are government agencies and policies that affect the financial industry and the broader economy.
9.1.8.EG.6	Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.	There are government agencies and policies that affect the financial industry and the broader economy.
9.1.8.EG.7	Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.	There are government agencies and policies that affect the financial industry and the broader economy.
9.1.8.FP.2	Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.
9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.	There are a variety of resources available to help navigate the career planning process.

Grade 7 Social Studies

9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics	There are a variety of resources available to help navigate the career planning process.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.	There are a variety of resources available to help navigate the career planning process.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> • The causes for the development of conflict between Britain and the colonies • The consequences of that conflict and how it motivated colonial leaders and others to act • The causes of the American Revolution • The opposing sides in the American Revolution • The significant battles of the American Revolution and the strategies of both sides • How the Americans gained allies in the war • What helped the Patriots win independence • The Articles of Confederation were the first plan of government for the United States • The Articles of Confederation were too weak to address the nation's problems • The documents, ideas, and people that influenced The creation of the Constitution • The compromises that were made in the Constitution's creation • The debate that took place over whether the Constitution should be adopted 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> • Why does conflict develop within the 13 colonies? • What motivates people to act? • Why does conflict develop? • Why do people form governments? • How do new ideas change the way people live? • How do governments change?

Grade 7 Social Studies

<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Conflict between the American colonies and the British began to deepen in the years after the French and Indian War. ● Harsh British actions aimed at controlling the colonies united them instead. ● As anger toward the British grew, Americans began to consider the possibility of independence. ● The decision to declare independence came only after all other options had been exhausted. ● The Patriots used skill, cunning, and determination to survive early defeats and win a key victory at Saratoga. ● The ideals of liberty and freedom helped attract key support and helped the colonists overcome difficult challenges. ● Important battles of the War for Independence took place along the western frontier, at sea, and in the South. ● The Patriots' and their allies' cleverness and commitment led to final victory in the Revolutionary War. ● After gaining independence, Americans faced the task for forming independent governments at both the state and national levels. ● Bold action helped the nation overcome the serious shortcomings of the Articles of Confederation. ● The Constitution contains features that came from the best political thinkers and that have helped the nation survive and thrive. 	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> ● Explain the Proclamation of 1763 ● Analyze why Britain began to enact harsher trade laws and taxes ● Understand cause and effect relationships as they relate to the reaction of the colonists ● Identify those individuals and groups that began to rebel against British policy ● Draw conclusions about tensions between the colonists and the British that led up to the Boston Massacre ● Analyze the role of propaganda in the colonies ● Identify the Founders and recognize their contributions ● Evaluate the battles of Lexington and Concord ● Compare points of view held by Patriots and Loyalists ● Evaluate the reaction of the colonies to the rejection of the Olive Branch Petition ● Summarize the steps taken that led to the writing of the Declaration of Independence ● Understand the four parts of the Declaration of Independence ● Identify the strengths and weaknesses of the Articles of Confederation. ● Compare and contrast the strengths and weaknesses of the Articles of Confederation to those of the new Constitution. ● Identify and evaluate the sources, plans, and compromises for the Constitution and the balance of power in government. ● Identify the points of view of the Federalists and the Anti-Federalists. ● Compare and contrast arguments supporting and opposing the adoption of the Constitution.
--	---

Interdisciplinary Connections:

In this unit, students explore religion, laws, and writing.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● 9/11 5 senses and video ● Interactive map skills activities *Political, physical, historical, and topography ● Reading map test ● 9/11 propaganda activity ● ICE writing strategy packet 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Do-nows ● Map Skills Assessments ● Closure activities: Exit tickets, Kahoots, KWL charts ● Teacher observations ● Revolution Formative Assessments ● Revolutionary War Common Summative Assessment
--	--

Grade 7 Social Studies

<ul style="list-style-type: none"> • Causes of the French and Indian War assignment • Road to the Revolution Chart • Acts of the Revolution ED puzzle • Acts of the Revolution Google Slides • Acts of the Revolution Google Slides presentations • Road to the Revolution stations activity • Liberty lecture, ED puzzle, create a liberty bell craft activity • Declaration of Independence lecture, mark the text, letter • Unit 1 CSA review • Unit 1 CSA 	
---	--

Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> <ul style="list-style-type: none"> • Kagan Strategies • Lecture • Group work • Stations • Student presentations • Class participation 	<u>Resources:</u> Social Studies Resources: <ul style="list-style-type: none"> • 6.3 Suggested Framework K-12 • Newsela • Discovery Education • EdPuzzle • Flocabulary • ICivics • Pear Assessment • Library of Congress (Primary Sources) • National Archives (Primary Sources) • PBS Learning Media • Zinn Education Project
--	---

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Independent Reading Marking the text on the Chromebook Using level 2 and 3 Costa questioning on Cornell Notes Using a graphic organizer for the essay, bullet main points and ideas used in	Reading Groups Marking the text in pairs using a hard copy of document Using level 2 questioning on Cornell Notes Using a graphic organizer for an	Audio of the book read to the whole class Marking the text and teacher guiding the practice Using level 1 and 2 questioning on Cornell Notes	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are

Grade 7 Social Studies

<p>the essay.</p> <p>Students generate notes on class readings.</p> <p>Project based learning using technology - imovie trailers</p> <p>Project based learning - 5 paragraph writing incorporated with visual aid</p> <p>Provide a higher grade level book based on topic being covered in class</p> <p>Students read their assigned material independently</p> <p>Provide opportunity for students to respond and reflect on day's learning.</p> <p>3-4 day independent study projects intended to provide enrichment</p>	<p>essay, writing full sentences for main ideas.</p> <p>Students work in groups generating notes on a specific reading.</p> <p>Project based learning using technology</p> <p>Project based learning - 3 paragraph writing incorporated with visual aid</p> <p>Provide a book on grade level based on a topic being covered in class</p> <p>Students meet with those from other groups that read the same material to discuss what is most important and what needs to be taught to their groups.</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.</p>	<p>Using a graphic organizer for an essay. Organizer must be completely filled out before proceeding with the essay.</p> <p>Students use teacher generated notes while filling in missing information.</p> <p>Project based learning using technology - In groups develop a google slide presentation</p> <p>Project based learning - 2 paragraph writing incorporated with visual aid</p> <p>Provide a book that is a grade or two lower and pair them with a higher functioning student</p> <p>Students meet with their small groups and share what they've learned with each other. Follow with a whole group discussion of the most important points.</p> <p>Complete a "What I Learned" Chart.</p>	<p>not limited to, the following:</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
--	---	---	---

[Unit 2: \(Era 4\) Expansion and Reform, 1801–1861](#)

Stage 1: Desired Results

Standards & Indicators:

6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.

Grade 7 Social Studies

6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8.EconET.4.b: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.

6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2)	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	Multiple solutions often exist to solve a problem.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.

Grade 7 Social Studies

9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations,

Grade 7 Social Studies

		models, and communicating with others.
<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● The significance of black history month and the impact of African Americans on society ● The roles African Americans, Native Americans, and women during Revolutionary War and their impact on war ● The importance of George Washington in creating and developing the government of the United States ● The role John Adams played in promoting democracy and maintaining the 5 founding ideals ● The impact of the alien and sedition acts ● The creation of political parties ● The role Thomas Jefferson played in the creation of political parties and effects of his presidency on the nation 		<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● How did African Americans contribute to the growth of the United States culturally, economically, and politically? ● If African Americans, Native Americans, and women did not contribute towards the American cause during the Revolutionary War how could the outcome be different? ● What policies and recommendations did George Washington establish that help create the country and how do they impact it today? ● Was John Adams passing of the Alien and Sedition Acts the proper political policy and how would the nation react if they were passed today? ● How did the creation of political parties impact the nation when they were founded and what is their impact on the nation today? ● What was Jefferson's view on politics and did they hurt the nation or help it? ● What Thomas Jefferson domestic and foreign policies help the nation develop economically, politically, and socially? What was their impact?
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Black History Month Essay, ● Roles African Americans, Native Americans, and women in the Revolutionary War ● George Washington's presidency and legacy ● John Adams presidency, acts, and actions on society ● Thomas Jefferson presidency effects on the U.S. 		<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> ● Comprehend the importance of African Americans developing the culture of the United States ● Identify and understand the significance of the roles played by Native Americans, African Americans, and women played during the Revolutionary War ● Apprehend the policies and warnings that George Washington bestowed upon the U.S during his presidency and their importance ● Comprehend and identify the major events/policies of John Adams presidency and the effects they had on our nation ● Understand the impact of Thomas Jefferson's policies on the United States and its citizens during his presidency
<p><u>Interdisciplinary Connections:</u> Reading and writing assignments throughout the unit *ELA</p>		
<p>Stage 2: Assessment Evidence</p>		
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Black history month essay ● Revolutionary War Map 		<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Do-nows ● Map Skills Assessments

Grade 7 Social Studies

<ul style="list-style-type: none"> ● Revolutionary War Guided Reading video ● People and battles Revolutionary War Google Slides Project ● People and battles Revolutionary War Google Slides Project presentations ● Fight for freedom ● Post Revolutionary War Map ● 3 stages of George Washington Life Activity: Lecture, Ducksters, Kagan ● George Washington Guided Reading/Video ● George Washington Google Slides Precedent activity ● George Washington Farewell Reading/Questions ● George Washington Pokemon Card Activity ● 1800's U.S. interactive map ● John Adams guided reading ● John Adams Policies Google Slides ● Sedition Acts Packet ● Louisiana Purchase Map ● Presidential Political Party Speeches and Google Slides ● Presidential Political Party Speeches and Google Slides presentations ● Unit 3 CSA review ● Unit 3 CSA 	<ul style="list-style-type: none"> ● Closure activities: Exit tickets, Kahoots, KWL charts ● Teacher observations ● Revolution Formative Assessments ● Revolutionary War Common Summative Assessment
--	--

Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Kagan Strategies ● Lecture ● Group work ● Stations ● Student presentations ● Class participation 	<p><u>Resources:</u></p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> ● 6.3 Suggested Framework K-12 ● Newsela ● Discovery Education ● EdPuzzle ● Flocabulary ● ICivics ● Pear Assessment ● Facing History and Ourselves ● New Jersey Historical Commission ● Library of Congress (Primary Sources) ● National Archives (Primary Sources) <p>Amistad Resources for Social Studies:</p>
---	---

Grade 7 Social Studies

	<ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • New Jersey State Board Foundation • Civil Rights Teaching • Black Past <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
--	--

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Independent Reading</p> <p>Marking the text on the Chromebook</p> <p>Using level 2 and 3 Costa questioning on Cornell Notes</p> <p>Using a graphic organizer for the essay, bullet main points and ideas used in the essay.</p> <p>Students generate notes on class readings.</p> <p>Project based learning using technology - imovie trailers</p> <p>Project based learning - 5 paragraph writing incorporated with visual aid</p>	<p>Reading Groups</p> <p>Marking the text in pairs using a hard copy of document</p> <p>Using level 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for an essay, writing full sentences for main ideas.</p> <p>Students work in groups generating notes on a specific reading.</p> <p>Project based learning using technology</p>	<p>Audio of the book read to the whole class</p> <p>Marking the text and teacher guiding the practice</p> <p>Using level 1 and 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for an essay. Organizer must be completely filled out before proceeding with the essay.</p> <p>Students use teacher generated notes while filling in missing information.</p> <p>Project based learning using technology - In</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Grade 7 Social Studies

<p>Provide a higher grade level book based on topic being covered in class</p> <p>Students read their assigned material independently</p> <p>Provide opportunity for students to respond and reflect on day's learning.</p> <p>3-4 day independent study projects intended to provide enrichment</p>	<p>Project based learning - 3 paragraph writing incorporated with visual aid</p> <p>Provide a book on grade level based on a topic being covered in class</p> <p>Students meet with those from other groups that read the same material to discuss what is most important and what needs to be taught to their groups.</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.</p>	<p>groups develop a google slide presentation</p> <p>Project based learning - 2 paragraph writing incorporated with visual aid</p> <p>Provide a book that is a grade or two lower and pair them with a higher functioning student</p> <p>Students meet with their small groups and share what they've learned with each other. Follow with a whole group discussion of the most important points.</p> <p>Complete a "What I Learned" Chart.</p>	
--	--	---	--

[Unit 3: Foundational Documents \(Civics Part 1\)](#)

Stage 1: Desired Results

Standards & Indicators:

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

Grade 7 Social Studies

- 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
- 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
- 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
- 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
- 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
- 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
- 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
- 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
- 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
- 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

Grade 7 Social Studies

6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives. 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	Multiple solutions often exist to solve a problem.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> Political and civil institutions impact all aspects of people's lives. Governments have different structures which impact development (expansion) and civic participation. Civic participation and deliberation are the responsibility of every member of society. Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. Human rights meaning, when were they established, and how do they affect civilization and government 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> Why does the government exist and how would it affect our lives if it was not created? What are the importance of human rights, common and civic virtues and how do they affect people living within a society? What is the importance of understanding the election process and effects of an election on society? What roles do the branches of government have on creating a law and what are the responsibilities of each branch? Why are the Bill of Rights important for U.S. citizens and how would our lives be different if they did not exist? How do citizens express their rights during the election process?

Grade 7 Social Studies

<ul style="list-style-type: none">● The reason government necessary for human existence● The importance of common and civic virtues and what are their effects on society● The importance of American ideals and how do they impact American lives● The significances of civil disclosure and conflict resolution● Comprehend the election process● How do election results impact the government● Basis for the creation of the constitution and the American Republic● Comprehend the powers and responsibilities of the legislative, executive, and judicial branches in government● What is federalism and why is the government based on them● The importance of the Bills of Rights on daily life of Americans	
<p><u>Content:</u></p> <ul style="list-style-type: none">● The consequences of Human Rights on civilization● The importance of government on its people and civilization● Compare the ideals of the common good and civic virtue● The significance of civil discourse and conflict resolution● The consequences of elections on society and the roles of the citizens during the election process● Relate the foundations of the American Republic and the Constitution● The functions of the branches of government on society● Comprehend the Legislative, Judicial, and executive branches● Understand the government idea of federalism● Grasp the importance of the Bill of Rights● Identify the Bill of Rights and their role on protection the citizens from the government	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none">● Comprehend the different rights within the United States and their impact on the population● Identify and comprehend the different branches of government and the impact they have on creating laws in government● Relate how all the components of government provide stability and protections for its citizens● Identify and comprehend the importance of the Bill of Rights and how they protect us from our federal government● Understand election process and a citizens duties during the election process● Make sense of the founding of the American Republic and the Constitution

Grade 7 Social Studies

Interdisciplinary Connections:

- Reading and writing assignments throughout the unit *ELA

Stage 2: Assessment Evidence

Performance Task(s):

- John Locke Edpuzzle
- Magna Carta Primary Source Analysis
- Current Events
- Natural rights video
- Why do we need a government assignment?
- Civic virtue definitions
- Civic virtue chart
- 5 American Ideals assignment
- 5 American Ideals video
- Mock election activity
- Bill of rights project
- Bill of rights presentations
- 3 branches of government video
- 3 branches of government comprehension assignment
- Civil discourse and conflict resolution activity
- Unit 2 CSA review
- Unit 2 CSA

Other Evidence:

- Do-nows
- Map Skills Assessments
- Closure activities: Exit tickets, Kahoots, KWL charts
- Teacher observations
- Civics Common Formative Assessments
- Civics American Common Summative Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Kagan Strategies
- Lecture
- Group work
- Stations
- Student presentations
- Class participation

Resources:

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [Newsela](#)
- [Discovery Education](#)
- [EdPuzzle](#)
- [Flocabulary](#)
- [ICivics](#)
- [Pear Assessment](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Grade 7 Social Studies

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Independent Reading</p> <p>Marking the text on the Chromebook</p> <p>Using level 2 and 3 Costa questioning on Cornell Notes</p> <p>Using a graphic organizer for the essay, bullet main points and ideas used in the essay.</p> <p>Students generate notes on class readings.</p> <p>Project based learning using technology - imovie trailers</p> <p>Project based learning - 5 paragraph writing incorporated with visual aid</p> <p>Provide a higher grade level book based on topic being covered in class</p> <p>Students read their assigned material independently</p> <p>Provide opportunity for students to respond and reflect on day's learning.</p> <p>3-4 day independent study projects intended to provide enrichment</p>	<p>Reading Groups</p> <p>Marking the text in pairs using a hard copy of document</p> <p>Using level 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for an essay, writing full sentences for main ideas.</p> <p>Students work in groups generating notes on a specific reading.</p> <p>Project based learning using technology</p> <p>Project based learning - 3 paragraph writing incorporated with visual aid</p> <p>Provide a book on grade level based on a topic being covered in class</p> <p>Students meet with those from other groups that read the same material to discuss what is most important and what needs to be taught to their groups.</p>	<p>Audio of the book read to the whole class</p> <p>Marking the text and teacher guiding the practice</p> <p>Using level 1 and 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for an essay. Organizer must be completely filled out before proceeding with the essay.</p> <p>Students use teacher generated notes while filling in missing information.</p> <p>Project based learning using technology - In groups develop a google slide presentation</p> <p>Project based learning - 2 paragraph writing incorporated with visual aid</p> <p>Provide a book that is a grade or two lower and pair them with a higher functioning student</p> <p>Students meet with their small groups and share what they've learned with each</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <p>breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

Grade 7 Social Studies

	Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.	other. Follow with a whole group discussion of the most important points. Complete a "What I Learned" Chart.	
--	--	---	--

Unit 4: Role of the Citizen (Civics Part 2)

Stage 1: Desired Results

Standards & Indicators:

- 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
- 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
- 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.
- 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- 6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
- 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.
- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
- 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
- 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
- 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
- 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
- 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
- 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

Grade 7 Social Studies

6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.

6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NJ.IPERS.6, 8.2.8.ETW.4).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.

Grade 7 Social Studies

9.4.8.DC.1	Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products(e.g., W.6.8).	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g.,1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy. ● Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. ● Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. ● Identify the steps to create a more perfect union ● Comprehend the idea of establishing justice ● The task of ensuring domestic tranquility ● The ways to promote the general welfare of a nation ● The rights and responsibilities of citizenship ● The infrastructure and workings of local and state governments ● The public policy and civil society requirements ● The obligations of: citizen action, identifying a problem ● The citizens developing and proposing a 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● Why is it important to create and maintain a perfect union within a country? ● How does establishing justice provide a country with stability? ● Whose role is it to ensure domestic tranquility in society? ● What are ways to promote the general welfare of a nation and why is it important for its well being? ● Why are the rights and responsibilities of citizenship notable in maintaining a prosperous government and nation? ● How do local and state governments affect the citizens of who they govern? ● What are the public policy and civil society requirements and what role do they play in government? ● Why are the obligation of a citizen's action and their ability to identify a problem important to keeping the peace within a nation? ● Why is it important for citizens to know their requirements for civic participation and democracy?
--	---

Grade 7 Social Studies

<p>solution for problems</p> <ul style="list-style-type: none"> • The citizens requirements for civic participation and democracy 	
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Establishing and maintaining the steps to create a perfect union • The establishment of justice and its importance • The seriousness of ensuring domestic tranquility • Ways to promote the general welfare of a nation • The role of a citizen and their rights within a nation • The functions of the federal, state, and local governments and what are the components within the government that help it prosper • The role of the citizen towards creating a better society • The development of the roles of the citizens in a democratic society 	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> • Comprehend the role of a citizen and their impact on democracy process • Identify the importance government and citizens maintaining justice and the insurance of domestic tranquility • Understand how federal, state, and local governments function and their importance of maintaining a prosperous society • Significance of citizens understanding their role in society and their ability to help create a better one • Identify the steps and the necessary action of maintaining them to create a perfect union
<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> • Reading and writing assignments throughout the unit *ELA • Living life to the fullest activity *Math 	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Steps of creating a perfect union assignment • Current events • Citizens civic participation and democracy packet • Citizen action and identifying a problem activity • The functions of the local and states government assignment • Citizens rights and responsibilities activity • Establishing justice and ensuring domestic tranquility packet • Public policy and civil society requirements assignment • Promoting the welfare of a nation activity • United States demographic maps • Unit 4 CSA review • Unit 4 CSA 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Do-nows • Map Skills Assessments • Closure activities: Exit tickets, Kahoots, KWL charts • Teacher observations • Civics Common Formative Assessments • Civics American Common Summative Assessment

Grade 7 Social Studies

Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> <ul style="list-style-type: none">● Kagan Strategies● Lecture● Group work● Stations● Student presentations● Class participation	<u>Resources:</u> Social Studies Resources: <ul style="list-style-type: none">● 6.3 Suggested Framework K-12● Newsela● Discovery Education● EdPuzzle● Flocabulary● ICivics● Pear Assessment● New Jersey Historical Commission● Library of Congress (Primary Sources)● National Archives (Primary Sources)● PBS Learning Media● Stanford History Education Group● Zinn Education Project		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Independent Reading Marking the text on the Chromebook Using level 2 and 3 Costa questioning on Cornell Notes Using a graphic organizer for the essay, bullet main points and ideas used in the essay. Students generate notes on class readings. Project based learning using technology - imovie trailers	Reading Groups Marking the text in pairs using a hard copy of document Using level 2 questioning on Cornell Notes Using a graphic organizer for an essay, writing full sentences for main ideas. Students work in groups generating notes on a specific reading.	Audio of the book read to the whole class Marking the text and teacher guiding the practice Using level 1 and 2 questioning on Cornell Notes Using a graphic organizer for an essay. Organizer must be completely filled out before proceeding with the essay. Students use teacher generated notes while filling in missing	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Grade 7 Social Studies

<p>Project based learning - 5 paragraph writing incorporated with visual aid</p> <p>Provide a higher grade level book based on topic being covered in class</p> <p>Students read their assigned material independently</p> <p>Provide opportunity for students to respond and reflect on day's learning.</p> <p>3-4 day independent study projects intended to provide enrichment</p>	<p>Project based learning using technology</p> <p>Project based learning - 3 paragraph writing incorporated with visual aid</p> <p>Provide a book on grade level based on a topic being covered in class</p> <p>Students meet with those from other groups that read the same material to discuss what is most important and what needs to be taught to their groups.</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.</p>	<p>information.</p> <p>Project based learning using technology - In groups develop a google slide presentation</p> <p>Project based learning - 2 paragraph writing incorporated with visual aid</p> <p>Provide a book that is a grade or two lower and pair them with a higher functioning student</p> <p>Students meet with their small groups and share what they've learned with each other. Follow with a whole group discussion of the most important points.</p> <p>Complete a "What I Learned" Chart.</p>	
---	---	--	--

Grade 7 Social Studies

Pacing Guide

Content	Resources	Standards
UNIT 1: The Road to Revolution (23 Days)		
Introduction, Routines and Procedures (4 Days)	Newsela: Helping Kids With Questions About 9/11	6.1.8.HistoryCC.3.c 6.1.8.GeoSV.3.a
9/11 - Empathy (1 Day)	DE: What is a Map? (Video)	3.L.7.1.A.B.C. 6.1.8.HistoryCC.3.a 6.1.8.EconET.3.a
Map Skills (2 Days)	Newsela: Primary Sources: British Colonists Respond to the French and Indian War	
Inquiry and Analysis (3 Days)	DE: Cause of the Revolutionary War: The French and Indian War (Video)	
I.C.E. Writing (2 Days)	DE: The French and Indian War	
French and Indian War (2 days)	DE: Acts of British Parliament (Image)	
British Acts on the Colonies (2 Days)	DE: The British Tighten Control	
Boston Massacre (2 Days)	Newsela: The Stamp Act of 1765	
Road to Revolution Timeline Project (3 Days)	Newsela: Time Machine (1773): The Boston Tea Party	
First Continental Congress/Paul Revere's Midnight Ride (1 Day)	Newsela: Crispus Attucks and the Boston Massacre (Interactive Video)	
Lexington & Concord (1 Day)	DE: A "Massacre" in Boston	
CSA #1 Review & Assessment	Newsela: Events Leading to American Independence	
	DE: Paul Revere's Boston Massacre (Techbook Activity)	
	Newsela: The First Continental Congress	
	DE: From Words to Weapons	
	Newsela: The Battles of Lexington and Concord	
	DE: The Shot Heard 'Round the World	

Grade 7 Social Studies

UNIT 2: Revolution and Early Republic (22 Days)

Black History Month Project (4 Days)	Newsela: Black History Month: Trailblazing Women (Text Set)	6.1.8.HistorySE.3.b 6.1.8.HistoryUP.3.b
Introduction to the Revolution (2 Days)	Newsela: Black History Month: Resistance and Liberation (Text Set)	6.1.8.HistorySE.3.a 6.1.8.D.3.c
People/Battles of the Revolutionary War (4 Days)	DE: The American Revolution	6.1.8.HistoryUP.3.c 6.1.8.CivicsHR.3.a 6.1.8.CivicsPI.3.c 6.1.8.D.3.e
Culper Spy Ring (1 Day)	DE: Fighting for Independence (Timeline Inquiry Activity)	6.1.8.HistoryCC.3.b
George Washington (3 Days)	DE: Key Events of the American Revolution	
The Battle of Yorktown - <i>Hamilton</i> , the Musical Activity (1 Day)	Newsela: The Culper Ring: George Washington's Spies in the American Revolution	
First Political Parties (2 Days)		
John Adams/Sedition Acts (4 days)	Newsela: The Culper Spy Ring (Interactive Video)	
National Bank Debate (1 Day)	Newsela: Presidential Profile: George Washington	
CSA #2 Review & Assessment	DE: George Washington (Video) DE: George Washington's Farewell Address Newsela: Early US Politics Gave Rise to the Two-Party Political System DE: Federalists and Republicans (Video) Newsela: The Alien and Sedition Acts DE: John Adams Takes Office DE: The National Bank	

Grade 7 Social Studies

UNIT 3: Foundational Documents (23 Days)

Human Rights/Magna Carta (2 Days)	Newsela: The Magna Carta: A Charter for the Ages	6.3.8.CivicsPI.1 6.3.8.CivicsPI.2
Human Rights/Magna Carta Project (3 Days)	DE: The Magna Carta (Express Your Opinion Activity)	6.3.8.CivicsPI.3 6.3.8.CivicsPD.1 6.3.8.CivicsPD.2
The Declaration of Independence (2 Days)	Newsela: The Declaration of Independence (Instructional Set)	6.3.8.CivicsPD.3 6.3.8.CivicsDP.1 6.3.8.CivicsDP.2
The Purpose of Government (3 Days)	Newsela: Embedded Set: Declaration of Independence	6.3.8.CivicsDP.3 6.3.8.CivicsHR.1
State of Nature Project (2 Days)	Newsela: The Declaration of Independence (Video)	6.3.8.CivicsPD.2 6.3.8.CivicsPD.3
The Articles of Confederation vs. The Constitution (5 Days)	Newsela: How Government Works: The Purposes of Government	6.3.8.CivicsPI.4 6.2.8.HistoryUP.3.b 6.1.8.HistoryCC.3.d
Three Branches of Government (3 Days)	DE: Purpose and Forms of Government (Unit Set)	6.1.8.CivicsDP.3. 6.1.8.HistoryUP.3.a 6.1.8.HistoryCC.3.d
The Bill of Rights (3 Days)	Newsela: Comparing the Constitution and the Articles of Confederation (Instructional Set)	6.1.8.CivicsPI.3.a 6.1.8.CivicsPI.3.b
CSA #3 Review & Assessment	DE: Articles of Confederation (Instructional Set) DE: A More Perfect Union: Constitution (Instructional Set) DE: Principles of the Constitution (Instructional Set) Newsela: Branches of Government (Video) Newsela: Structure of the Federal Government (Text Set) Newsela: The Bill of Rights (Text Set) DE: The Bill of Rights (Unit Set) Newsela: The Bill of Rights (Video)	6.1.8.CivicsPD.3.a

Grade 7 Social Studies

UNIT 4: Role of the Citizen (22 Days)

How a Bill Becomes a Law (3 Days)	Newsela: How a Bill Becomes a Law (Video)	6.3.8.CivicsPR.1 6.3.8.CivicsPR.2
Civic Virtues, Duties, and Responsibilities (3 Days)	Newsela: How a Bill Becomes a Law	6.3.8.CivicsPR.3 6.3.8.CivicsPR.4
NJ Turnpike & Transportation (1 Day)	DE: Citizenship (Unit Set)	6.3.8.CivicsPR.5 6.3.8.CivicsPR.6
Debt & Inflation (1 Day)	Newsela: Your Civic Duty (Text Set)	6.3.8.CivicsPR.7 6.3.8.CivicsHR.1
Debt & Inflation Project (2 Days)	Newsela: Theodore Roosevelt's "The Duties of American Citizenship"	6.3.8.CivicsHR.1 6.3.8.EconET.1
The Electoral College (4 Days)	Newsela: Industrialization in New Jersey	6.3.8.EconET.2 6.1.8.C.4.b
Becoming a Citizen (1 Day)	Newsela: Overview of the Economic Problem Known as Inflation	6.1.8.EconNE.4.b 6.1.8.EconET.3.a
Elections (3 Days)	Newsela: Inflation and Back to School Shopping	6.1.8.CivicsHR.3.c 6.1.8.CivicsDP.3.a
Create Your Own Society Project (4 Days)	DE: Changing Prices (Infographic)	6.1.12.HistorySE.15.c 6.1.8.CivicsPI.3.c
CSA #4 Review & Assessment	DE: The American Citizen (Unit Set)	6.1.12.CivicsPD.1.a 6.1.12.CivicsPI.2.a:
	Newsela: The Path to US Citizenship	6.1.12.HistoryUP.2.c 6.1.12.HistoryCA.2.a
	DE: Parties and Elections	6.1.12.CivicsPI.3.a 6.1.12.EconNE.3.a
	DE: Making Elections More Fair (Interactive Assignment)	
	Newsela: How the Electoral College Works (Video)	
	Newsela: Electoral College (Text Set)	
	DE: Exploring the Electoral College (Interactive Assignment)	
	DE: The American Presidency: Electoral College	
	DE: Making Informed Decisions (Unit Set)	