

7th Grade Social Studies Curriculum

Cliffside Park Middle School

August 2018

GRADE: 7th Grade Social Studies

Unit Name: Early Americans

Duration: 3-4 weeks

Enduring Understanding:

- Examine reasons for European exploration in America

Essential Questions:

- Who were the first Americans?
- How and why did they come to America?
- What is the newest theory concerning the first Americans?
- When did the Europeans arrive?
- Why did they come?

Topics Covered:

- Aztec
- Iroquois
- Division of labor
- Plantation
- Christopher Columbus
- Beringia
- Colonization
- Atlas
- Legend
- Compass rose

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit

- Primary sources: *Iroquois Constitution* reading/assessment, *Journal of Christopher Columbus* reading/assessment, *Memoirs of Christopher Columbus* reading/assessment
- Secondary sources: *Queen Isabella* reading/assessment, *Geography Application: The Earth's Wind Systems* reading/assessment, *They Came in Chains: The Story of Slave Ships* reading/assessment

Summative:

- Unit test

Benchmarks:

- Early Americans benchmark exam administered by all 7th grade Social Studies teachers upon completion of unit

Alternative:

- Author study on Oliver Dunn and James E. Kelly Jr. (authors of *The Diario of Christopher Columbus's First Voyage to America*)
- Presentation through the use of Google Slides on any person, place, or topic that faced hardships upon arrival to America

Relevant Standards:

NJSLS--Social Studies

- 6.1.8.A.1.a--a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.B.1.a--Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
- 6.1.8.B.1.b--Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
- 6.1.8.C.1.b--Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- 6.1.8.D.1.a--Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.8.D.1.b--Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.1.8.D.1.c--Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
- 6.1.8.A.2.a--Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.8.A.2.c--Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
- 6.1.8.C.2.a--Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.3.4.A.2-Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- 6.3.8.A.1--Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: ancient, agriculture, hunting and gathering, nomadic, division of labor, kinship, kingdom, lineage, slave, nuclear family, hierarchy, colonization, Columbian Exchange, Treaty of Tordesillas

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will examine and analyze *Everyday Life in Early America* by David Freeman Hawke
- ELA and Social Studies teachers will examine and analyze *The Scarlet Letter* by Nathaniel Hawthorne
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students

Modifications to Support English Language Learners

Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)

<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on Ian Frazier or Nathaniel Hawthorne ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to write a research paper regarding the role of women in early America 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration when reading primary sources pertaining to the journals of Christopher Columbus ● Provide maps of early America and have ELL students list the differences to maps of today ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be permitted to use 5 of the DBQ sources compared to 10+ of the general ed student population ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers that compare and contrast the voyages of Christopher Columbus to that of other European explorers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	<p>for ELL students</p> <ul style="list-style-type: none"> ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	
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GRADE: 7th Grade Social Studies

<p>Unit Name: Exploring the Americas</p>
<p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Identify the social, political, and economical implications of exploration
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How many European nations made explorations of North and South America? ● How did tools and instruments in exploration help early explorers from Europe? ● Why do you think so many nations sent out voyages of exploration at this time? ● How did the explorations of Spain and Portugal differ?
<p>Topics Covered:</p> <ul style="list-style-type: none"> ● Crusade ● Classical ● Renaissance ● Technology ● Astrolabe

- Compass
- Conquistadors
- Hernando Cortes
- Mestizo
- Encomienda
- Pilgrimage
- Circumnavigate
- Conquistador
- Mission
- Plantation
- Armada
- Tenant farmer

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *World Maps from the 16th Century* reading/assessment, *Journals of Early European Explorers* reading/assessment, *Treaty of Tordesillas* reading/assessment
- Secondary sources: *The Crusades* reading/assessment, *The Conquistadors: Wrath and Fury* reading/assessment, *The Life of a Plantation Worker* reading/assessment

Summative:

- Unit test

Benchmarks:

- Early Americans benchmark exam administered by all 7th Grade Social Studies teachers upon completion of unit

Alternative:

- Compare and contrast essay on the early explorers of Spain compared to those of Portugal
- Presentation through the use of Google Slides on any person, place, or topic that faced hardships upon arrival to America

Relevant Standards:

NJSLS--Social Studies

- 6.1.8.A.1.a--a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.B.1.a--Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
- 6.1.8.B.1.b--Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
- 6.1.8.C.1.b--Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- 6.1.8.D.1.a--Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.8.D.1.b--Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.1.8.D.1.c--Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
- 6.1.8.A.2.a--Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.8.A.2.c--Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
- 6.1.8.C.2.a--Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.3.4.A.2--Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- 6.3.8.A.1--Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: ancient, agriculture, hunting and gathering, nomadic, division of labor, kinship, kingdom, lineage, slave, nuclear family, hierarchy, colonization, Columbian Exchange, Treaty of Tordesillas

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will examine and analyze various journals, diaries, and memoirs from the period of exploration in the 16th and 17th centuries
- ELA and Social Studies teachers will watch *The Mission* and write a reaction piece to the movie
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students

Modifications to Support English Language Learners

Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)

<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to write a journal from their experiences as a “European explorer” ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to write a research paper regarding the role of women in early America 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration when reading primary sources pertaining to the journals of Christopher Columbus ● Provide maps of early America and have ELL students list the differences to maps of today ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be permitted to use 5 of the DBQ sources compared to 10+ of the general ed student population ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers that compare and contrast the voyages of Christopher Columbus to that of other European explorers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	<p>for ELL students</p> <ul style="list-style-type: none"> ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	
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GRADE: 7th Grade Social Studies

<p>Unit Name: Colonial America</p> <p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Identify the successes and failures of early settlers in America
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● When and why did the English come to America? ● Why were they the most successful colonizers? ● What was life like in colonial times? ● What were the social, political, religious, and economic patterns that developed in the American colonies? ● Did the English take advantage of the colonies? ● Was independence of the colonies inevitable?
<p>Topics Covered:</p> <ul style="list-style-type: none"> ● Jamestown colony ● Joint-stock company

- Powhatan
- Headright system
- Indentured servant
- Royal colony
- Nathaniel Bacon
- Plymouth colony
- Massachusetts Bay colony
- Roger Williams
- Pequot War
- King Philip's War

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Mayflower Compact* reading/assessment, *Travels and Works of Captain John Smith* reading/assessment, *Tobacco Labels* reading/assessment, *John Winthrop's Journal* reading/assessment
- Secondary sources: *Poems by Anne Bradstreet* reading/assessment, *A History of New York* reading/assessment, *American Lives* reading/assessment

Summative:

- Unit test

Benchmarks:

- Colonial America benchmark exam administered by all 7th Grade Social Studies teachers upon completion of unit

Alternative:

- Students will write a journal about their time in America from the perspective of John Smith
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in shaping the early American culture

Relevant Standards:

NJSLS--Social Studies

- 6.1.8.A.1.a--a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.B.1.a--Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
- 6.1.8.B.1.b--Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
- 6.1.8.C.1.b--Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- 6.1.8.D.1.a--Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.8.D.1.b--Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.1.8.D.1.c--Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
- 6.1.8.A.2.a--Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.8.A.2.c--Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
- 6.1.8.C.2.a--Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.3.4.A.2-Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- 6.3.8.A.1--Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

English/Language Arts and Social Studies/History Literacy Standards

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- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: conquistador, mestizo, indentured servant, proprietor, settlement, colony, country, city, Native American

Interdisciplinary Activities and Connections:

- Science and Social Studies teachers will examine how the shoreline of Jamestown has changed since the 17th century and how this influenced the preservation of artifacts
- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)

<p>create a mock field trip to Jamestown and Plymouth</p> <ul style="list-style-type: none"> ● Create Google Slide presentation that maps the settlement routes of early Americans ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Allow ELL population to map settlement routes of early Americans ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit 	<ul style="list-style-type: none"> ● Text to speech ● Students will be provided with graphic organizers that compare and contrast the Jamestown and Plymouth colonies ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Students will be allowed to list the European countries which sent colonists to America ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	<ul style="list-style-type: none"> ● Student may create a Google Slide presentation about the similarities and differences of the Jamestown colony and that of the Plymouth colony 	
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GRADE: 7th Grade Social Studies

<p>Unit Name: Life in the American Colonies</p> <p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Identify how the economic activity of the regions in America reflect their geography
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why did Triangular Trade impact the economies of the Americas, Europe, and Africa? ● How was the “slave code” used within the Americas? ● How did agriculture differ in the three colonial regions? ● What was the Middle Passage, and what made it so horrible?
<p>Topics Covered:</p> <ul style="list-style-type: none"> ● Subsistence farming ● Cash crop ● Diversity ● Triangular Trade ● Slave Code ● Representative government ● Export ● Mercantilism ● Import ● Immigration ● Epidemic ● Apprentice

Assessments:**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Mayflower Compact* reading/assessment, *Travels and Works of Captain John Smith* reading/assessment, *Tobacco Labels* reading/assessment, *John Winthrop's Journal* reading/assessment
- Secondary sources: *Poems by Anne Bradstreet* reading/assessment, *A History of New York* reading/assessment, *American Lives* reading/assessment

Summative:

- Unit test

Benchmarks:

- Life in the American Colonies benchmark exam administered by all 7th Grade Social Studies teachers upon completion of unit

Alternative:

- Create a graphic organizer that shows how the economies of Africa, Europe, and the Americas
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in shaping the early American culture

Relevant Standards:

NJSLS--Social Studies

- 6.1.8.A.1.a--a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
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- 6.3.4.A.2-Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
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English/Language Arts and Social Studies/History Literacy Standards

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- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: apprentice, emphasis, slave, tenant, civic, virtue, militia, alliance

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will assess students on reading and writing analysis of slave journals and clips from *Amistad*
- NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)

<p>analyze slave posters and advertisements</p> <ul style="list-style-type: none"> ● Create Google Slide presentation that maps the settlement routes of early Americans ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Allow ELL population to write a journal from the perspective of an apprentice ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit 	<ul style="list-style-type: none"> ● Text to speech ● Students will be provided with graphic organizers that compare and contrast the lives of colonists living in different regions of America ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Students will be allowed to list the European countries which sent colonists to America ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	<ul style="list-style-type: none"> • Student may create a Google Slide presentation about the similarities and differences of the Jamestown colony and that of the Plymouth colony 	
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GRADE: 7th Grade Social Studies

<p>Unit Name: Spirit of Independence</p> <p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Taxes not only impact Americans today, but also played a major role in the beginning of this country's history
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What were the causes of the American Revolution? • Were the colonists really mistreated by the English? • Why did they perceive themselves to be the subject of British discrimination? • What were the conditions in Boston that led to its role as the center of colonial opposition to British meddling? • What did American colonists mean by "No taxation without representation" • How is the Declaration of Independence a worldly document? • Why was George Washington a great military leader?
<p>Topics Covered:</p> <ul style="list-style-type: none"> • Writs of Assistance • Proclamation of 1763 • Crisis in Boston • Intolerable Acts • Lexington • Concord
<p>Assessments:</p>

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Battlefield Map of Lexington and Concord* reading/assessment, *American Revolutionaries: A History in Their Own Words* reading/assessment, *Autobiography of Benjamin Franklin* reading/assessment, *Common Sense* reading/assessment
- Secondary sources: *Poems of Phillis Wheatley: A Native African and a Slave* reading/assessment, *April Morning* reading/assessment, *Johnny Tremain* reading/assessment

Summative:

- Unit test

Benchmarks:

- Spirit of Independence benchmark exam administered by all 7th Grade Social Studies teachers upon completion of unit

Alternative:

- Compare the works of Abigail Adams to those of other famous female American authors of today
- Presentation through the use of Google Slides on any person, place, or topic that played a role in the earliest stages of the revolution

Relevant Standards:

NJSLS--Social Studies

- 6.1.8.A.3.a--Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.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.A.3.c--Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.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.A.3.e--Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f--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.A.3.g--Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.B.3.a--Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- 6.1.8.B.3.b--Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- 6.1.8.B.3.c--Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- 6.1.8.B.3.d--Explain why New Jersey's location played an integral role in the American Revolution.
- 6.1.8.C.3.a--Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
- 6.1.8.C.3.b--Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
- 6.1.8.C.3.c--Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
- 6.1.8.D.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.D.3.b--Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.D.3.c--Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- 6.1.8.D.3.d--Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

- 6.1.8.D.3.e--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.D.3.f--Analyze from multiple perspectives 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.
- 6.1.8.D.3.g--Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
- 6.3.4.A.4-- Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4.D.1--Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: prohibit, revenue, tax, act, proclamation, repeal, effigies, resolution, boycott

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will ask students to write a speech commemorating the 100th anniversary of the founding of a colony.
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete a character study about important founding fathers ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and 	<ul style="list-style-type: none"> ● Allow ELL students the opportunity to research and explain how their home country was impacted by the creation of America ● Assign an English speaking mentor to help student with language difficulties ● Allow ELL students create 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students with disabilities will be given the option of presenting a Google Slides presentation to the class which focuses on the accomplishments of early Americans ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting

<p>define higher level terms within the unit of study</p> <ul style="list-style-type: none">● Have Gifted and Talented students present a short play that resembles an important scene from early America	<p>a map of the different groups of colonies located in America</p> <ul style="list-style-type: none">● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language	<ul style="list-style-type: none">● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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GRADE: 7th Grade Social Studies

Unit Name: American Revolution

Duration: 3-4 weeks

Enduring Understanding:

- Examine how the colonists were able to achieve equality and freedom despite the problems caused by the English monarchy

Essential Questions:

- Why did the British have an advantage going into the war?
- What were the causes of the Revolutionary War?
- Why were the Americans at a disadvantage?
- How did Loyalists play an important role in the Revolutionary War?
- How did mercenaries influence the war effort?
- Why were the Americans successful in the Revolutionary War?

Topics Covered:

- English colonies
- New England colonies
- Middle colonies
- Southern colonies
- Stamp Act
- Boston Massacre
- Olive Branch Petition
- Battle of Saratoga
- Valley Forge
- Marquis de Lafayette
- Yorktown

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit

- Primary sources: *Battlefield Map of Saratoga* reading/assessment, *American Revolutionaries: A History in Their Own Words* reading/assessment, *Patrick Henry Speech* reading/assessment, *Common Sense* reading/assessment
- Secondary sources: *Reflection by Abigail Adams* reading/assessment, *All was Quiet in Boston* reading/assessment, *Johnny Tremain* reading/assessment

Summative:

- Unit test

Benchmarks:

- American Revolution benchmark exam administered by all 7th Grade Social Studies teachers upon completion of unit

Alternative:

- Compare the works of Abigail Adams to those of other famous female American authors of today
- Presentation through the use of Google Slides on any person, place, or topic that played a role in the Revolutionary War

Relevant Standards:

NJSLS--Social Studies

- 6.1.8.A.3.a--Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.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.A.3.c--Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.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.A.3.e--Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f--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.A.3.g--Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.B.3.a--Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- 6.1.8.B.3.b--Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- 6.1.8.B.3.c--Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- 6.1.8.B.3.d--Explain why New Jersey's location played an integral role in the American Revolution.
- 6.1.8.C.3.a--Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
- 6.1.8.C.3.b--Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
- 6.1.8.C.3.c--Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
- 6.1.8.D.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.D.3.b--Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.D.3.c--Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- 6.1.8.D.3.d--Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

- 6.1.8.D.3.e--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.D.3.f--Analyze from multiple perspectives 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.
- 6.1.8.D.3.g--Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
- 6.3.4.A.4-- Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4.D.1--Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: mercenary, recruit, inflation, aid, desert, blockade, privateer, siege, ratify, ambush

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will ask students to write a speech commemorating the 100th anniversary of the founding of a colony.
- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete a character study about important women in the Revolutionary War ● Create Google Slide presentation on pertinent topics from within the unit 	<ul style="list-style-type: none"> ● Allow ELL students the opportunity to research and explain how their home country was impacted by the creation of America ● Assign an English speaking mentor to help student with language difficulties ● Allow ELL students create 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students with disabilities will be given the option of presenting a Google Slides presentation to the class which focuses on the accomplishments of early Americans ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting

<ul style="list-style-type: none">● Allow G & T students to identify and define higher level terms within the unit of study● Have Gifted and Talented students present a short play that resembles an important scene from early America	<p>a map of the different groups of colonies located in America</p> <ul style="list-style-type: none">● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language	<ul style="list-style-type: none">● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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GRADE: 7th Grade Social Studies

Unit Name: A More Perfect Union

Duration: 3-4 weeks

Enduring Understanding:

- Successes and failures of the early American political system

Essential Questions:

- What was life like under the Articles of Confederation?
- How effective was the Congress under the Articles of Confederation
- How did the Articles of Confederation establish precedence for the U.S government?
- How were the values of the American Revolution translated into practice with the Articles of Confederation?
- Why was the Constitutional Convention convened?
- Who were the major players at the convention?

Topics Covered:

- Taxation
- Representation
- Liberty
- Tension between colonists and British
- Articles of Confederation
- King George III
- Setbacks faced by the colonists
- Declaration of Independence

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Poor Richard's Almanac* reading/assessment, *Declaration of Independence* reading/assessment, *Federalist Papers* reading/assessments

- Secondary sources: *Alexander Hamilton* reading/assessment, *Impact and Influence of the Sons of Liberty* reading/assessment

Summative:

- Unit test

Benchmarks:

- A More Perfect Union benchmark exam administered by all 7th Grade Social Studies teachers upon completion of unit

Alternative:

- Student presentation on different members of the Sons of Liberty
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in shaping the United States Government

Relevant Standards:

NJSLS--Social Studies

- 6.1.8.A.3.a--Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.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.A.3.c--Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.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.A.3.e--Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f--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.A.3.g--Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.B.3.a--Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- 6.3.4.A.4-- Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4.D.1--Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: colonial, courtship, law, bill, government, democracy, republic, Sons of Liberty, reaction, Olive Branch Petition, article, representative, legislative

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will have the students recreate the Declaration of Independence using their language of today
- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete biographies on 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Allow ELL students the opportunity to 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Allow students with IEPs the opportunity to present a short Google Slide presentation about one specific member of the Sons of Liberty ● Students will be given flexibility with assessments (option of having alternative

<p>important members of the Sons of Liberty</p> <ul style="list-style-type: none"> ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students the opportunity to plan a field trip to historical sites found in early America ● Allow G & T students to identify and define higher level terms within the unit of study 	<p>draw or sketch important events from America during this time period</p> <ul style="list-style-type: none"> ● Assign an English speaking mentor to help student with language difficulties ● Allow ELL students to make character studies regarding members of the Sons of Liberty ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students 	<p>assessments in lieu of assessments that non-IEP/504 students are taking)</p> <ul style="list-style-type: none"> ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	<ul style="list-style-type: none"> ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	
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GRADE: 7th Grade Social Studies

<p>Unit Name: Constitution</p> <p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Identify why the U.S. Constitution is viewed as a living document
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Was the Constitution an abandonment of the ideals of the American Revolution ● Was the Constitution essential to ensure our survival as a nation ● Was the Constitution written to be a landmark document or was it simply a compilation of compromises ● What are the fundamental principles upon which the Constitution is based (Separation of power, Checks and Balances, Federalism)? ● What are the component parts of the U.S Constitution?
<p>Topics Covered:</p> <ul style="list-style-type: none"> ● James Madison ● Roger Sherman ● Great Compromise ● Three-Fifths Compromise ● Federalism

- Legislative Branch
- Executive Branch
- Judicial Branch
- Checks and balances
- Electoral College
- Federalists
- Anti-federalists
- Bill of Rights

Assessments:**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *The Life of Benjamin Banneker: The First African-American Man of Science* reading/assessment, *Patrick Henry's Anti-federalist Speech* reading/assessment, *United States Constitution* reading/assessment
- Secondary sources: *Two Hundred Years of Reinventing History* reading/assessment, *Who were the Founding Fathers?* reading/assessment, *The Legend of Sleepy Hollow* reading/assessment

Summative:

- Unit test

Benchmarks:

- The Constitution benchmark exam administered by all 7th Grade Social Studies teachers upon completion of unit

Alternative:

- Comparison assessment that focuses on the views of Federalist and Anti-federalist supporters
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in shaping the government in early America

Relevant Standards:

NJSLS--Social Studies

- 6.1.8.A.3.a--Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.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.A.3.c--Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.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.A.3.e--Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f--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.A.3.g--Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.B.3.a--Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: republic, republicanism, confederation, federalism, branches of government, legislative, executive, judicial, ratify, checks and balances

Interdisciplinary Activities and Connections:

- Administration and Social Studies teachers would place students in volunteer opportunities to better understand the importance of citizenship
- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to compare and contrast the views of the Federalists and 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Have ELL students present the importance of one of the 	<ul style="list-style-type: none"> ● Students with IEPs will be given the opportunity to present individual amendments found in the Bill of Rights to the class ● Students will be able to draw a graphic organizer of the Checks and Balances process ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports

<p>Anti-federalists of this time period</p> <ul style="list-style-type: none"> ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study ● Direct G and T students into internship programs or volunteer opportunities that stress the importance of citizenship 	<p>Amendments found in the Bill of Rights</p> <ul style="list-style-type: none"> ● Assign an English speaking mentor to help student with language difficulties ● Allow ELL students the opportunity illustrate one of the amendments found in the Bill of Rights ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native 	<ul style="list-style-type: none"> ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	<p>dictionary to help with the understanding of vocabulary within the unit</p> <ul style="list-style-type: none"> • Student may create a Google Slide presentation and explain information in their native language 	
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GRADE: 7th Grade Social Studies

<p>Unit Name: Federalist Era</p> <p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • George Washington and other Founding Fathers were forced to make many difficult decisions regarding the new government
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the President’s cabinet influence the presidency? • How has the Presidential cabinet changed throughout history? • Why did Alexander Hamilton propose that the federal government pay off the states’ wartime debt? • How did the Supreme Court influence early American court cases? • Why did George Washington step down as president? • Why did George Washington not support political parties? • How did the XYZ Affair shape American policies?
<p>Topics Covered:</p> <ul style="list-style-type: none"> • Executive Branch • Legislative Branch • Judicial Branch • Presidency of George Washington

- Presidential cabinet
- Presidency of John Adams
- Role of the Vice President
- XYZ Affair
- Alien and Sedition Acts

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *The Federalist Papers* reading/assessment, *Patrick Henry's Anti-federalist Speech* reading/assessment, *United States Constitution* reading/assessment
- Secondary sources: *What Happened to Democracy?* reading/assessment, *Who were the Founding Fathers?* reading/assessment, *John Adams: Man of Mystery* reading/assessment

Summative:

- Unit test

Benchmarks:

- The Constitution benchmark exam administered by all 7th Grade Social Studies teachers upon completion of unit

Alternative:

- Comparison assessment that focuses on the views of Federalist and Anti-federalist supporters
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in shaping the government in early America

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- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: judicial, executive, legislative, president, vice president, congress, Senate, House of Representatives, vote, electoral vote, popular vote

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will assess students on their understanding of excerpts from *John Adams*
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Core Instructional Materials/Resources/Digital Tools:

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- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
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<p>New Jersey Plan and Virginia Plan</p> <ul style="list-style-type: none"> ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study ● Direct G & T students into internship programs or volunteer opportunities that stress the importance of citizenship 	<p>one of the Amendments found in the Bill of Rights</p> <ul style="list-style-type: none"> ● Assign an English speaking mentor to help student with language difficulties ● Allow ELL students the opportunity illustrate one of the amendments found in the Bill of Rights ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	<ul style="list-style-type: none">● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language	
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Holocaust, Genocide, Tolerance, and Acceptance

- 5th-8th grade banded Curriculum through State of New Jersey Commission on Holocaust
- https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file1.pdf
- https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file2.pdf
- https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file3.pdf
- https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file4.pdf