

Course Title: Bilingual Social Studies 7th Grade

Big Idea/Conceptual Lens: Grade 7 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight Key Ideas, tracing the human experience in the United States from pre-Columbian times until the Civil War, with a focus on the people, events, and places in New York State as applicable.* Bilingual classes will incorporate Bilingual/ENL methodology to present the content material that students need to master key ideas, pass a District level final exam, as well as advance in English language skills needed for the NYSESLAT. The NYSESLAT exam includes a large percentage of Social Studies content type questions. Among the different Social Studies skills addressed, civic participation will include activities that incorporate community awareness.

**From NYS Frameworks*

Units of Study
7.1 NATIVE AMERICANS 7.2 COLONIAL DEVELOPMENTS 7.3 AMERICAN INDEPENDENCE 7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION 7.5 THE CONSTITUTION IN PRACTICE 7.6 WESTWARD EXPANSION 7.7 REFORM MOVEMENTS 7.8 A NATION DIVIDED

Subject/Course 7th Grade BILINGUAL US History		<ul style="list-style-type: none"> - Essential Question(s): How can interaction between different cultures impact both societies? - How was the way Native American cultures of North America developed in relation to their environment? - What events and technological advances paved the way for European exploration? - Why did European nations establish colonies in North America? - What push and pull factors brought Colonists to America? - How did the New England, Middle and Southern Colonies differ? How were they similar? 	Academic Vocabulary: Archaeology, Artifact, Nomad, Migration, Civilization, Culture, Hieroglyphics, Primary Source, Secondary Source, Technology, Crusades, Caravel, Compass, Astrolabe, Circumnavigate, Conquistador, Plantation, Mercantilism, Columbian Exchange, Northwest Passage, Charter, House of Burgesses, Mayflower Compact, Fundamental Orders of Connecticut, Puritans, Separatists, Patroonship, Debt, Indentured Servant, Colony, Triangular Trade, Middle Passage, Cash Crop, Slave, Slave Code, Import/ Export, Militia
Unit/ Topic	Required Texts/Resources	Focus Areas/Content Skills/ Learning Objectives	Next Generation Standards/ Assessments/Projects/Labs
<i>The Americas:</i> <i>Worlds Meet</i> 7.1 Native Americans	American Journey, NewsELA, DBQ Online, Discovery Ed Bilingual: El Viaje Estadounidense, NewsELA, DBQ online, vocabulary.com	<p>7.1 NATIVE AMERICANS*: The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.</p> <p>7.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.</p> <p><u>Social Studies Practices:</u> Geographic Reasoning, Comparison and Contextualization</p> <p><u>ELL Practices:</u> Provide a list of key vocabulary in the home or other world language to accompany assignments, enrich personal background knowledge and personal language through reading and communicating with others. Think, write, speak and listen to understand.</p> <p>*Teacher will assess reading level during the first unit.</p>	<p>Assessment: Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing</p> <p>NGSS</p> <p>RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</p> <p>RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</p> <p>WHST 1: Write arguments focused on discipline-specific content</p>

<p><i>The Americas: Worlds Meet</i></p> <p>7.2 Colonial Developments</p>	<p>American Journey, NewsELA, DBQ Online, Discovery Ed</p> <p>Bilingual: El Viaje Estadounidense, NewsELA, DBQ online, vocabulary.com</p>	<p>7.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.</p> <p>7.2a Social, economic, and scientific improvements helped European nations launch an Age of Exploration</p> <p>7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership.</p> <p>7.2c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.</p> <p>7.2d In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting.</p> <p>7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.</p>	<p>Assessment: Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing</p> <p>NGSS</p> <p>RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.</p> <p>RH 6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.)</p> <p>WHST 2: Write informative/explanatory text focused on discipline-specific content.</p>
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Social Studies Practices: Chronological Reasoning and Causation, Civic Participation, Economics and Economic Systems

ELL Practices: Provide a list of key vocabulary in the home or other world language to accompany assignments, enrich personal background knowledge and personal language through reading and communicating with others. Think, write, speak and listen to understand. Group students by reading levels, content can be provided in the home or other world language to facilitate comprehension.

Subject/ Course 7th Grade BILINGUAL US History		Essential Questions: -How did the British government anger the American colonists? -How did the colonists react to British policies? -What brought about the clash between American colonists and British soldiers? -Why did the American colonies choose to declare independence? -What challenges did the American revolutionaries face at the start of the war? -Which events led to American independence? -How effective was the government under the Articles of Confederation? -Why is the Constitution a document of compromises?	Content Vocabulary: Militia, Albany Plan of the Union, Alliance, Mercantilism, Salutary Neglect, Boycott, Repeal, Proclamation of 1763, The Stamp Act, The Sugar Act, Quartering Act, Townshend Act, Tea Acts, Intolerable Acts, Boston Massacre, Boston Tea Party, Writ of Assistance, Effigy, Propaganda, Committee of Correspondence, Loyalist, Patriot, Militia, Minutemen, Petition, Blockade, Guerilla warfare, Ratify, Mercenary, Ambush, Revolution, Constitution, Constitutional Convention, Bicameral, Republic, Petition, Compromise, Virginia Plan, New Jersey Plan, The Great Compromise, 3/5 Compromise, Presidential Compromise, Federalism, Legislative Branch, Executive Branch, Judicial Branch, Legislature, Congress, House of Representatives, Senate, Bill, Executive Departments, Supreme Court, Electoral College, Checks and Balances, Amendment, Clause, Preamble, Popular Sovereignty, Limited Government, Republicanism, Federalism, Enumerated Powers, Reserved Powers, Concurrent Powers, Amend, Amendment, Implied Powers, Civil Rights, Bill of Rights, Ratification, Precedent
Unit/ Topic	Required Texts/Resources	Focus Areas/Content Skills/ Learning Objectives	Next Generation Standards/ Assessments/Projects/Labs
<i>Creating a Nation</i> 7.3 American Independence	American Journey, NewsELA, DBQ Online, Discovery Ed Bilingual: El Viaje Estadounidense, NewsELA, DBQ online, Vocabulary.com	7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. 7.3a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain	Assessment: Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing. NGSS RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. WHST2: Write informative/explanatory text focused on discipline-specific content.

	<p>7.3b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.</p> <p>7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.</p> <p>7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.</p> <p><u>Social Studies Practices:</u> Chronological Reasoning and Causation, Civic Participation, Economics and Economic Systems</p> <p><u>ELL Practices:</u> Provide a list of key vocabulary in the home or other world language to accompany assignments, enrich personal background knowledge and personal language through reading and communicating with others. Think, write, speak and listen to understand. Group students by reading levels, content can be provided in the home or other world language to facilitate comprehension. Use sentence starters in English and the Home Language depending on the target language for the activity, to provide a chance for students to prepare their answers while working with peers.</p>	<p>WHST2b: Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.</p>
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<p><i>Creating a Nation</i></p> <p>7.4 Historical Development Of the Constitution</p>	<p>American Journey, NewsELA, DBQ Online, Discovery Ed</p> <p>Bilingual: El Viaje Estadounidense, NewsELA, DBQ online, Vocabulary.com</p>	<p>7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.</p> <p>7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states but allowed states to maintain a large degree of sovereignty.</p> <p>7.4b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.</p> <p>7.4c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.</p> <p><u>Social Studies Practices:</u> Gathering, Interpreting and Using Evidence, Civic Participation</p> <p><u>ELL Practices:</u> Provide a list of key vocabulary in the home or other world language to accompany assignments, enrich personal background knowledge and personal language through reading and communicating with others. Think, write, speak and listen to understand. Group students by reading levels, content can be provided in the</p>	<p>Assessment: Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing.</p> <p>NGSS</p> <p>RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.</p> <p>RST2: Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.</p> <p>WHST2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST2d: Use precise language and content-specific vocabulary to inform and/or to explain the topic.</p>
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		home or other world language to facilitate comprehension. Use sentence starters in English and the Home Language depending on the target language for the activity, to provide a chance for students to prepare their answers while working with peers.	
<p><i>Creating a Nation</i></p> <p>7.5 The Constitution in Practice</p>	<p>American Journey, NewsELA, DBQ Online, Discovery Ed</p> <p>Bilingual: El Viaje Estadounidense, NewsELA, DBQ online, Vocabulary.com</p>	<p>7.5 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York State Constitution also has been changed over time.</p> <p>7.5a The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments.</p> <p>7.5b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.</p> <p>7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways. The New York State Constitution changed over time, with changes in the early 19th century that made it more democratic.</p> <p><u>Social Studies Practices:</u> Gathering, Interpreting and Using Evidence, Civic Participation</p> <p><u>ELL Practices:</u> Provide a list of key vocabulary in the home or other world language to accompany assignments, enrich personal background knowledge and personal language through reading and communicating with others.</p>	<p>Assessment: Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing.</p> <p>NGSS</p> <p>RH3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>WHST2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST2d: Use precise language and content-specific vocabulary to inform and/or to explain the topic.</p>

		Think, write, speak and listen to understand. Group students by reading levels, content can be provided in the home or other world language to facilitate comprehension. Strengthen writing by planning, revising, editing, and trying a new approach.	
Subject/ Course 7th Grade BILINGUAL US History		<p>Essential Questions:</p> <ul style="list-style-type: none"> -What were the precedents that Washington established as the first president of the United States? -What challenges did United States face during Washington’s administration? -How did the Federalist and Republican Parties form, and on what issues did they disagree? -In what ways did Thomas Jefferson and the Republicans limit the powers of the government? -How did the Louisiana Purchase affect the nation’s economy and politics? -Which events caused challenges to the nation’s stability during the late 1700s and early 1800s? -How did the United States benefit from its victory in the War of 1812? -What effects did the Industrial Revolution have on the US economy? -How did advances in land and water transportation affect westward expansion? -How were nation-building issues resolved in the early 1800s? 	Content Vocabulary: Tariff, Neutrality, Washington’s Farewell Address, Alien, States’ Rights, Sedition, Nullify, Laissez-faire, Judicial Review, Unconstitutional, <i>Marbury v Madison</i> , Impressment, Conestoga Wagon, Secede, Lewis and Clark, Sacagawea, Embargo, Frigate, Privateer, Treaty of Ghent, Nationalism, Cotton Gin, Interchangeable Parts, Steam Boat, Patent, Factory System, Capitalism, Capital, Free Enterprise, Census, Turnpike, Canal, Lock, Sectionalism, State Sovereignty, Missouri Compromise, Monroe Doctrine
Unit/ Topic	Required Texts/Resources	Focus Areas/Content Skills/ Learning Objectives	Next Generation Standards/ Assessments/Projects/Labs

<p><i>Launching the Republic</i></p> <p>7.6 Westward Expansion</p>	<p>American Journey, NewsELA, DBQ Online, Discovery Ed</p> <p>Bilingual: El Viaje Estadounidense, NewsELA, DBQ online, Vocabulary.com</p>	<p>7.5d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.</p> <p>7.6 WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.</p> <p>7.6a Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move</p> <p>7.6c Westward expansion provided opportunities for some groups while harming others.</p> <p><u>Social Studies Practices:</u> Gathering, Interpreting and Using Evidence; Comparison and Contextualization.</p> <p><u>ELL Practices:</u> Provide a list of key vocabulary in the home or other world language to accompany assignments, enrich personal background knowledge and personal language through reading and communicating with others. Think, write, speak and listen to understand. Group students by reading levels, content can be provided in the home or other world language to facilitate comprehension. Strengthen writing by planning, revising, editing, and trying a new approach.</p>	<p>Assessment: Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing.</p> <p>NGSS</p> <p>RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH8: Distinguish among fact, opinion, and reasoned judgment in a text. Identify and distinguish between a primary and secondary source on the same topic.</p> <p>WHST 4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p>
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Subject/ Course 7th Grade BILINGUAL US History		Essential Questions: -Which events shaped Andrew Jackson’s presidency? -How did political beliefs affect decisions during Andrew Jackson’s presidency? -How do economic issues affect presidential elections? -How did the belief in Manifest Destiny influence Western settlement? -How did Mexican lands in the West become part of the United States? -What factors and events led to the settlement of the West? -Which innovations in industry, travel, and communications changed the lives of Americans? -How did immigration have an impact on cities, industry, and culture? -How did the South’s industry and economy differ from the industry and economy of the North? -How did slavery affect the lives and culture of enslaved African Americans in the South?	Academic Vocabulary: Spoils System, Relocate, Select, Participate, Federal, Manifest Destiny, Annex, Forty-Niner, Access, Establish, Remove, Trade Union, Strike, Prejudice, Discriminate, Slave Codes, Overseer, Consequence, Process, Temperance, Civil Disobedience, Abolitionist, Underground Railroad, Suffrage.
Unit/ Topic	Required Texts/Resources	Focus Areas/Content Skills/ Learning Objectives	Next Generation Standards/ Assessments/Projects/Labs
<i>Nationalism and Sectionalism</i>	American Journey, NewsELA, DBQ Online, Discovery Ed Bilingual: El Viaje Estadounidense,	7.6b Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement	Assessment: Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing. NGSS

<p>7.7 Reform Movements</p>	<p>NewsELA, DBQ online, Vocabulary.com</p>	<p>7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.</p> <p>7.7a The Second Great Awakening, which had a strong showing in New York State, inspired reform movements. □</p> <p>7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.</p> <p>7.7c Women joined the movements for abolition and temperance and organized to advocate for women’s property rights, fair wages, education, and political equality.</p> <p>7.7d The Anti-Rent movement in New York State was an attempt by tenant farmers to protest the landownership system.</p> <p><u>Social Studies Practices</u>: Gathering, Interpreting and Using Evidence; Economic and Economic Systems.</p>	<p>RH 1: Cite specific textual evidence to support analysis of primary and secondary sources. WHST 4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p>
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<p>Subject/ Course 7th Grade BILINGUAL US History</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> -How did religion influence social reforms in the US during the early to mid 1800s? -How did abolitionists influence the antislavery movement? -What are the effects of the women’s rights movement of the middle to late 1800s? -Which compromises were made to address slavery and sectionalism? -What was the significance of the Dred Scott decision? -What was the role of states’ rights in the outbreak of the Civil War? -What were the strengths and weaknesses of the North and South? -What social, political and economic changes resulted from the Civil War? -Why were the battles of Gettysburg and Vicksburg significant? -Which events led to the end of the war? 	<p>Academic Vocabulary: Sectionalism, secede, fugitive, arsenal, secession, State’s Rights, Temporary, Regulate, Reject, Justify, Border State, Casualty, Ironclad, Draft, Bounty, Inflation, Entrench, Siege, Resistance</p>

Unit/ Topic	Required Texts/Resources	Focus Areas/Content Skills/ Learning Objectives	Next Generation Standards/ Assessments/Projects/Labs
<p><i>Civil War and Reconstruction</i></p> <p>7.8</p> <p>A Nation Divided</p>	<p>American Journey, NewsELA, DBQ Online, Discovery Ed</p> <p>Bilingual: El Viaje Estadounidense, NewsELA, DBQ online, Vocabulary.com</p>	<p>7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.</p> <p>7.8a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government.</p> <p>7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.</p> <p>7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.</p> <p>7.8d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.</p>	<p>Assessment: Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing.</p> <p>NGSS</p> <p>RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.</p> <p>RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p>WHST1: Write arguments focused on discipline-specific content.</p> <p>WHST1a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>

		<p>7.8e The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.</p> <p><u>Social Studies Practices:</u> Gathering, Interpreting and Using Evidence; Comparison and Contextualization; Geographic Reasoning</p> <p><u>ELL Practices:</u> Provide a list of key vocabulary in the home or other world language to accompany assignments, enrich personal background knowledge and personal language through reading and communicating with others. Think, write, speak and listen to understand. Group students by reading levels, content can be provided in the home or other world language to facilitate comprehension. Strengthen writing by planning, revising, editing, and trying a new approach.</p>	
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Sources:

Alan Brinkley (Author), Joyce Appleby (Author), James M. McPherson (Author), The National Geography Society (Author). The American Journey, Student Edition (THE AMERICAN JOURNEY (SURVEY)) 5th Edition. McGraw-Hill Education; 5th edition (January 3, 2006).

[Instructional Sample Practice for a Seventh Grade English Language Arts Classroom Aligned to the Next Generation Learning Standards \(nysed.gov\)](#)

[NYS K-8 Social Studies Framework \(nysed.gov\)](#)