

Barrington  
School District

Haddon Heights  
School District

Lawnside  
School District

Merchantville  
School District

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**Course Name: Social Studies**

**Grade: 7**

**Board Approved: September 8, 2022**

\*All curriculum is aligned with the NJSLS in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

\*\*Resource and activity lists are compiled from all four districts and may not necessarily be reflected in each district or school.

## Introduction

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

## Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

## Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world;
- and Discerns fact from falsehood and critically analyzes information for validity and relevance.

## Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the

## Social Studies Curriculum - GRADE 7

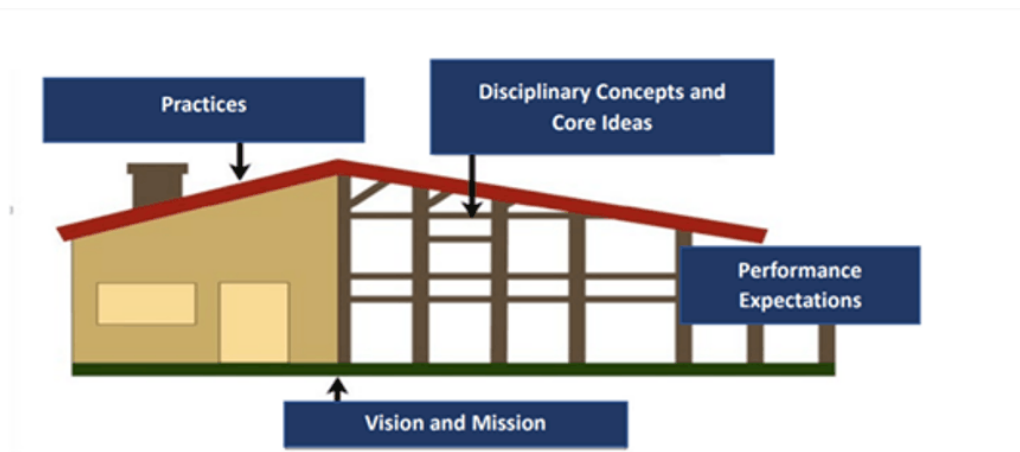
examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSL-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

### Revised Standards

#### Framework for NJ Designed Standards

The design of this version of the NJSL-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success.



## Social Studies Curriculum - GRADE 7

- The *Vision and Mission* serve as the foundation for each content area’s standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The *Performance Expectations* are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important as students prepare for post-secondary success.
- The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The *Practices* are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral part of K-12 students’ learning of the disciplines.

The following changes can be found in the 2020 NJSLSS-SS:

- New grade bands: by the end of grade 2, 5, 8, and 12;
- Specific performance expectations that address the time periods in Standard 6.1 US History: America in the World – *known as Three Worlds Meet (Beginnings to 1620) and Colonization and Settlement (1585-1763)* – now appear in the grade band by the end of grade 5 (see About the NJSLSS-SS Eras table below); and
- Additional performance expectations in Standard 6.3 Active Citizenship in the 21<sup>st</sup> Century (by the end of grade 8) to support current day civics instruction.

### Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Practice	Description
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals,

## Social Studies Curriculum - GRADE 7

	groups, and societies
Gathering and Evaluating Resources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

### Standards in Action: Climate Change

At the core of social studies education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex

## Social Studies Curriculum - GRADE 7

problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues.

As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLS-SS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21<sup>st</sup> Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

### Structure of the NJSLS-SS

The organization and content of the 2020 NJSLS-SS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C. 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

- 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 6.3 Active Citizenship in the 21<sup>st</sup> Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21<sup>st</sup> Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

The *core ideas* are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark

assessments.

The *performance expectations* describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

## Coding of Performance Expectations

To promote a unified vision of the NJSLS-SS, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

<p><b>Civics, Government, and Human Rights (Civics)</b></p> <ul style="list-style-type: none"> <li>● Civic and Political Institutions (PI)</li> <li>● Participation and Deliberation (PD)</li> <li>● Democratic Principles (DP)</li> <li>● Processes, Rules and Laws (PR)</li> <li>● Human and Civil Rights (HR)</li> <li>● Civic Mindedness (CM)</li> </ul>	<p><b>Geography, People and the Environment (Geo)</b></p> <ul style="list-style-type: none"> <li>● Spatial Views of the World (SV)</li> <li>● Human Population Patterns (PP)</li> <li>● Human Environment Interaction (HE)</li> <li>● Global Interconnections (GI)</li> </ul>
<p><b>Economics, Innovation and Technology (Econ)</b></p> <ul style="list-style-type: none"> <li>● Economic Ways of Thinking (ET)</li> <li>● Exchanges and Markets (EM)</li> <li>● National Economy (NE)</li> <li>● Global Economy (GE)</li> </ul>	<p><b>History, Culture, and Perspectives (History)</b></p> <ul style="list-style-type: none"> <li>● Continuity and Change (CC)</li> <li>● Understanding Perspectives (UP)</li> <li>● Historical Sourcing and Evidence (SE)</li> <li>● Claims and Argumentation (CA)</li> </ul>

### *The Role of Essential Questions*

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable

students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

**A. Civics, Government, and Human Rights**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

**B. Geography, People, and the Environment**

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

**C. Economics, Innovation, and Technology**

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

**D. History, Culture, and Perspectives**

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

## **New Jersey Administrative Code Summary and Statutes**

### **Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections**

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

### **Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).**



**Social Studies Curriculum - GRADE 7**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

**The structure and implementation of the Social Studies Curriculum is designed in compliance with the following NJ laws.**

**Amistad Law: N.J.S.A. 18A 52:16A-88**

**Holocaust Law: N.J.S.A. 18A:35-28**

**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**

**Laura Wooten Law: N.J.S.A. 18A:35-41**

**Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a**

**Asian American and Pacific Islanders:18A:35-4.44**

**7th Grade Social Studies Curriculum**

**Unit 1. Expanding Exchanges and Encounters (500 CE–1450 CE)**

The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.

**Unit 1: Medieval Europe**

**Performance Expectations**

**TRANSFER**

Medieval Europe

*Students will be able to independently use their knowledge to...*

**Social Studies Curriculum - GRADE 7**

<ul style="list-style-type: none"> <li>★ <b>6.2.8.CivicsPI.4.a:</b> Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</li> <li>★ <b>6.2.8.CivicsDP.4.a:</b> Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).</li> <li>★ <b>6.2.8.GeoHE.4.a:</b> Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</li> <li>★ <b>6.2.8.GeoPP.4.c:</b> Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.</li> <li>★ <b>6.2.8.GeoHE.4.c:</b> Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</li> <li>★ <b>6.2.8.HistoryCC.4a:</b> Determine which events led to the rise and eventual decline of European feudalism</li> <li>★ <b>6.2.8.HistoryCC.4.b:</b> Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms</li> <li>★ <b>6.2.8.HistoryCC.4.c:</b> Assess the demographic, economic, and religious impact of the plague on Europe</li> </ul>	<ul style="list-style-type: none"> <li>★ Analyze different types of government structures.</li> <li>★ Explain the role of the Catholic Church in Medieval society and connect to the role religious institutions today.</li> <li>★ Analyze the effects of isolation compared to open markets.</li> <li>★ Explain the origins of democratic philosophies in America.</li> </ul>
<b>MEANING</b>	
<p align="center"><u>Core Idea</u></p> <ul style="list-style-type: none"> <li>★ Political and civil institutions impact all aspects of people's lives             <ul style="list-style-type: none"> <li>○ <i>The Catholic Church rose to dominate Europe culturally, economically, and politically.</i></li> </ul> </li> <li>★ The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.             <ul style="list-style-type: none"> <li>○ <i>Ideas about self government began during the late Middle Ages.</i></li> </ul> </li> <li>★ Cultural patterns and economic decisions influence environments and the daily lives of people.             <ul style="list-style-type: none"> <li>○ <i>Feudalism is a political/economic/social system created to maintain control during times of turmoil.</i></li> </ul> </li> <li>★ The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.             <ul style="list-style-type: none"> <li>○ <i>increase in trade (due to crusades and Silk Road) brought an end to the feudal system.</i></li> </ul> </li> <li>★ The physical and human characteristics of places and regions are connected to human identities and cultures.</li> </ul>	<p align="center"><u>ESSENTIAL QUESTIONS</u></p> <ul style="list-style-type: none"> <li>★ To what extent have the contributions of ancient Rome influenced modern society?</li> <li>★ How well did feudalism establish order in Europe in the Middle Ages?</li> <li>★ How influential was the Roman Catholic Church in medieval Europe?</li> <li>★ What was life like in medieval European towns?</li> <li>★ How did events in Europe contribute to the decline of feudalism and the rise of democratic thought?</li> <li>★ How did the Byzantine Empire develop and form its own distinctive church?</li> </ul>

**Social Studies Curriculum - GRADE 7**

<p>★ <b>6.2.8.HistoryCC.4.d:</b> Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. Islamic world and western Europe.</p> <p>★ <b>6.2.8.HistoryCC.4.g:</b> Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p>	<ul style="list-style-type: none"> <li>○ <i>Europe is divided into 3 geographic zones (Scandinavia, northern plains, southern peninsulas).</i></li> <li>★ Historical events may have single, multiple, and direct and indirect causes and effects.             <ul style="list-style-type: none"> <li>○ <i>The fall of the Roman Empire begins the Middle Ages in Europe.</i></li> </ul> </li> <li>★ Historical events and developments are shaped by social, political cultural, technological and economic factors             <ul style="list-style-type: none"> <li>○ <i>The Bubonic plague was a deadly epidemic that altered ideas and culture of European cities.</i></li> </ul> </li> </ul>	
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**Unit 1: Grade 7 - Lessons**

- I. Rome split in two East Side vs West Side Comparison
- II. Invaders of Rome competition (Who's the worst!); research various groups who invaded Rome and analyze their effect on the empire.
- III. Former Roman territories, where are they now? Use maps to chart Roman territories and modern countries.
- IV. Chart locations of Viking influence.
- V. Simulate a feudal kingdom (assign a king, king chooses vessels, etc.)
- VI. Create a medieval manor- label parts and explain how groups interact.
- VII. Coat of arms / Heraldry: design your own family seal with symbolism.
- VIII. Medieval engineering castle, trebuchet, or cathedral.
- IX. Black Plague comparison to other pandemics.
- X. Medieval entertainment, jousting, music, poetry/writing (Chaucer, Beowulf).
- XI. Notable kings/queens and leaders biography.(African, Asia, and Europe)
- XII. Beginnings of democracy: explain Magna Carta and English Bill of Rights.

**District/School Formative Assessment Plan**

**District/School Summative Assessment Plan**

<p>Discussions with Peers in Small Groups/Pairs, Turn and talk</p> <p>Practice/Homework</p> <p>Strategic, H.O.T. (Higher Order Thinking) Questioning</p> <p>Graphic Organizers</p> <p>Journal Entry/Double Journal Entry</p>	<p>Teacher created tests</p> <p>Individual/Group Presentations</p> <p>Unit projects</p> <p>End of the Unit Writing Project with a rubric</p> <p>End of Unit Test</p>
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**Social Studies Curriculum - GRADE 7**

Sentence/Paragraph Summaries Anecdotal Notes Self Evaluation Rubrics Comprehension Quizzes, Assessments Vocabulary Assessments/Quizzes Teacher/Student Conferencing Open Ended Questions Oral Assessments Exit tickets		
Alternative Assessments		
Evaluative Criteria	Assessment Evidence	
<p><b>Suggested Performance Rubric</b>  <u>Marzano Proficiency Scale</u></p> <p>4 - <b>Innovating</b>: Students will be able to predict outcomes of historic events and apply to current issues in history.</p> <p>3 - <b>Applying</b>: Students will be able to explain the impact of events on later events.</p> <p>2 - <b>Developing</b>- students will be able to explain chronological order of events.</p> <p>1 - <b>Beginning</b>- students will be able to identify historic events and explain their importance.</p>	<p><b>Suggested Performance Task:</b></p> <p align="center"><u>Students with needs alternative assessment</u></p> <ul style="list-style-type: none"> <li>Students will read and research the classes of medieval feudal society, 1. Kings and Queens, 2. Nobles, 3. Knights, 4. Peasants. Students will create a job want add for each classification describing the qualities of the ideal candidate, job descriptions and expectations.</li> </ul> <p align="center"><u>Gifted and advanced students alternative assessment</u></p> <ul style="list-style-type: none"> <li>Students will research rule of Charlemagne and identify the characteristics that made him the model of the ideal king throughout the middle ages. Students will make a list of the characteristics and then identify another King that they argue lived up to Charlemagne’s example. Students will write a paper defending their position. Students will then write a reflection essay to identify a leader in the modern era that shares the characteristics of Charlemagne.</li> </ul>	
District/School Texts	District/School Supplementary Resources	
<p><b>Haddon Heights</b>: Discovering Our Past: A History of the World (McGraw Hill Education - 2016); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Barrington</b>: The World (Scott Foresman - 2005); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Lawnside</b>: Ancient Civilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Merchantville</b>: Ancient Civilizations: Through the Renaissance (Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p>	NewsELA BrainPop Scholastic News History Channel YouTube Quizlet Kahoot Quizizz Khan Academy Readworks <u>Smithsonian Tween Tribune</u>	

**Social Studies Curriculum - GRADE 7**

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**Interdisciplinary Connections**

<b>ELA</b>	<b>Math</b>	<b>Science</b>
RH.6-8.1	3.MD.D.8	K-2-ETS1-1
RH.6-8.2	4.MD.A.2	K-2-ETS1-2
RH.6-8.7	4.MD.B.3	K-2-ETS1-3
RH.6-8.9	5.NF.A.2	1-PS4-3
RH.6-8.10	5.NF.B.6	1-PS4-4
WHST.6-8.2	5.NF.B.7.c	2-PS1-2
WHST.6-8.2.a.	5.MD.B.2	2-ESS2-2
WHST.6-8.2.b	6.RP.3	3-ESS2-2
WHST.6-8.2.c	6.NS.C.5	3-ESS3-1
WHST.6-8.4	6.NS.C.7.b	3-5-ETS1-1
WHST.6-8.6	6.NS.C.8	3-5-ETS1-2

**Social Studies Curriculum - GRADE 7**

<p>WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 L.6-8.1 L.6-8.6 SL.6-8.1 SL.6-8.4 SL.6-6.5 SL.6-8.6</p>	<p>6.EE.C.9 6.SP.A 6.SP.B 7.R.P.A 7.NS.A.3 7.EE.B 7.SP.A 7.SP.B</p>	<p>3-5-ETS1-3 4-ESS2-2 4-ESS3-2 MS-ESS3-1 MS-ESS3-3 MS-ESS3-4 MS-ETS1-1 MS-ETS1-2 MS-ETS1-3 MS-ETS1-4 MS-LS2-4 MS-LS2-5</p>
<p align="center"><b><u>21st Century Skills/Career Education</u></b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.3.12.AR-VIS.1 9.3.12.AR-VIS.3 9.3.12.ED.1 9.3.12.ED.2 9.3.GV.1 9.3.GV-FIR.1 9.3.GV-GOV.1 9.3.IT.4 9.3.IT-WD.10 9.3.ST.2</p>	<p align="center"><b><u>Technology</u></b></p> <p>8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <ul style="list-style-type: none"> <li>- Understand and use technology systems.</li> <li>- Select and use applications effectively and productively.</li> </ul> <p>8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.</p> <ul style="list-style-type: none"> <li>- Advocate and practice safe, legal, and responsible use of information and technology.</li> <li>- Demonstrate personal responsibility for lifelong learning.</li> <li>- Exhibit leadership for digital citizenship.</li> </ul> <p>8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <ul style="list-style-type: none"> <li>- Plan strategies to guide inquiry.</li> <li>- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</li> <li>- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</li> <li>- Process strategies to guide inquiry.</li> </ul>	

**Social Studies Curriculum - GRADE 7**

<p>9.3.ST-ET.1 9.3.ST-SM.4</p>		
<b>Modifications and Accommodations</b>		
<p align="center"><b><u>Special Education Students</u></b></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>	<p align="center"><b><u>English Language Learners</u></b></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system TPR Total Physical Response</p>	<p align="center"><b><u>Students at Risk of School Failure</u></b></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>
<p align="center"><b><u>Gifted and Talented</u></b></p> <p>extension project leveled text leadership roles intentional grouping targeted learning from assessment DOK higher order questions Blooms - analyze, evaluate, create</p>	<p align="center"><b><u>Students with 504 Plans</u></b></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available</p>	

**Social Studies Curriculum - GRADE 7**

	kinesthetic activities extended time breaks check-in/check-out system	
<b>Unit Duration: Instructional Days</b>		
40 days		

<p><b>STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</b></p>	
<p><b>Unit 2: Islam and Africa</b></p>	
<p><b>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.</b></p>	
<p><b>Performance Expectations</b></p>	<p><b>TRANSFER</b></p>
<p>★ <b>6.2.8.CivicsPI.4.a:</b> Analyze the role of religion and other means rulers used to</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> <li>★ Identify principles of Monotheism.</li> <li>★ relate common ideas within Judaism, Christianity, and Islam.</li> <li>★ Explain the origins of Islam.</li> <li>★ Identify the importance of oral history and ritual dance to African cultures.</li> </ul>



Social Studies Curriculum - GRADE 7

<p>unify and centrally govern expanding territories with diverse populations.</p> <p>★ <b>6.2.8.GeoHE.4.a:</b> Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>★ <b>6.2.8.GeoPP.4.a:</b> Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>★ <b>6.2.8.GeoPP.4.c:</b> Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.</p> <p>★ <b>6.2.8.GeoHE.4.c:</b> Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p> <p>★ <b>6.2.8.GeoGI.4.a:</b> Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.</p> <p>★ <b>6.2.8.HistoryCC.4.b:</b> Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms</p> <p>★ <b>6.2.8.HistoryCC.4.d:</b> Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p>	<p>★ Explain events that led to the decline of African cultures through colonialism and slave trade.</p> <p style="text-align: center;"><b>MEANING</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;"><u>Core Ideas</u></th> <th style="text-align: center; padding: 5px;"><u>ESSENTIAL QUESTIONS</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;"> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>★ Political and Civil institutions impact all aspects of people's lives                             <ul style="list-style-type: none"> <li>○ <i>Islamic beliefs impact leadership decisions and military expansion throughout Asia, Africa, and Europe.</i></li> </ul> </li> <li>★ The Principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.                             <ul style="list-style-type: none"> <li>○ <i>Arabic scholars preserved the works of the ancient philosophers, politicians, and scientists during the dark ages.</i></li> </ul> </li> <li>★ Cultural patterns and economic decisions influence environments and the daily lives of people.                             <ul style="list-style-type: none"> <li>○ <i>Traditions of oral history and call and response are integral to the cultures of Western Africa.</i></li> </ul> </li> <li>★ the diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.                             <ul style="list-style-type: none"> <li>○ <i>Islamic scholars preserved knowledge from the ancient civilizations and built on scientific and mathematical principles of the past.</i></li> </ul> </li> <li>★ the physical and human characteristics of places and regions are connected to human identities and cultures.</li> </ul> </td> <td style="padding: 5px; 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Social Studies Curriculum - GRADE 7

<ul style="list-style-type: none"><li>★ <b>6.2.8.HistoryCC.4.e:</b> Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</li><li>★ <b>6.2.8.HistoryCC.4.g:</b> Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</li></ul>	<ul style="list-style-type: none"><li>○ <i>sub-saharan trade led to the spread of Islam from Arabia into Western Africa.</i></li><li>★ The environmental characteristics of places and production of goods influences the spatial patterns of world trade.<ul style="list-style-type: none"><li>○ <i>Sub-Saharan Africa was home to flourishing cultures based on the trade of Salt and Gold.</i></li></ul></li><li>★ Economic interdependence is impacted by increased specialization and trade.<ul style="list-style-type: none"><li>○ <i>Triangle Trade and Colonialism negatively affected African culture and stability.</i></li></ul></li><li>★ the production and consumption of goods and services influence economic growth, well-being and quality of life.<ul style="list-style-type: none"><li>○ <i>Southwest Asia was the center of trade between Europe, Africa, and Asia.</i></li></ul></li><li>★ Historical events may have single, multiple, and direct and indirect causes and effects.<ul style="list-style-type: none"><li>○ <i>Islam became the dominant religion in the Middle East, Mesopotamia, Northern Africa, and parts of Europe.</i></li></ul></li><li>★ Historical events and developments are shaped by social, political, cultural, technological, and economic factors.<ul style="list-style-type: none"><li>○ <i>Islam is a monotheistic religion rooted in Judeo-Christian philosophy taught by the Prophet Muhammad.</i></li></ul></li></ul>	
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**Social Studies Curriculum - GRADE 7**

<b>Unit 2: Grade 7 - Lessons</b>		
<u>Islam</u>		
<ul style="list-style-type: none"> <li>I. Create map highlighting trade across middle east.</li> <li>II. Create a timeline of events in the life of Muhammad.</li> <li>III. Create a booklet to explain 5 pillars and belief systems of Islam.</li> <li>IV. Create a chart explaining the achievements of the Almoravid, Safavid, and Ottoman empires.</li> <li>V. Create a presentation highlighting achievements in math, literacy, science, and culture.</li> <li>VI. Analyze the Hague Sophia for Christian and Muslim influence.</li> <li>VII. Research historical or architecturally significant mosques.</li> </ul>		
<u>Africa</u>		
<ul style="list-style-type: none"> <li>I. Chart the Geography of Africa (Geography &amp; Climate Zones).</li> <li>II. Compare written language to spoken word: play whisper down the lane (oral tradition).</li> <li>III. Literature: research African proverbs and explain the lesson each give.</li> <li>IV. Analyze African music- compare African beats to modern music.</li> <li>V. Create a triangle trade chart: effects of slave trade.</li> <li>VI. Berlin Conference Activity: simulate colonization of African.</li> <li>VII. Timeline of African colonization <a href="https://www.youtube.com/watch?v=EKE92ucqBfc">https://www.youtube.com/watch?v=EKE92ucqBfc</a></li> </ul>		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>Discussions with Peers in Small Groups/Pairs, Turn and talk</li> <li>Practice/Homework</li> <li>Strategic, H.O.T. (Higher Order Thinking) Questioning</li> <li>Graphic Organizers</li> <li>Journal Entry/Double Journal Entry</li> <li>Sentence/Paragraph Summaries</li> <li>Anecdotal Notes</li> <li>Self Evaluation Rubrics</li> <li>Comprehension Quizzes, Assessments</li> <li>Vocabulary Assessments/Quizzes</li> <li>Teacher/Student Conferencing</li> <li>Open Ended Questions</li> </ul>		<ul style="list-style-type: none"> <li>Teacher created tests</li> <li>Individual/Group Presentations</li> <li>Unit projects</li> <li>End of the Unit Writing Project with a rubric</li> <li>End of Unit Test</li> </ul>

**Social Studies Curriculum - GRADE 7**

Oral Assessments Exit tickets		
<b>Alternative Assessments</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<p><b>Suggested Performance Rubric :</b>  <u>Marzano Proficiency Scale</u></p> <p>4 - <b>Innovating:</b> Students will be able to predict outcomes of historic events and apply to current issues in history.</p> <p>3 - <b>Applying:</b> Students will be able to explain the impact of events on later events.</p> <p>2 - <b>Developing-</b> students will be able to explain chronological order of events.</p> <p>1 - <b>Beginning-</b> students will be able to identify historic events and explain their importance.</p>	<p><b>Suggested Performance Task:</b>  <u>Students with needs alternative assessment</u></p> <ul style="list-style-type: none"> <li>Students will create a “new and improved” add for one of the Islamic cultural achievements. Ads should explain the limits of the item before hand and how the Islamic contribution will improve people’s lives. Ads can be graphic, print or vocal.</li> </ul> <p align="center"><u>Gifted or advanced students alternative assessments</u></p> <ul style="list-style-type: none"> <li>Students will create a chart identifying the similarities between Judaism, Christianity and Islam. Students should identify key people, writings, holy sites, building architecture and beliefs that all three religions share. The information should be presented on a poster with quality design and layout.</li> </ul>	
<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>	
<p><b>Haddon Heights:</b> Discovering Our Past: A History of the World (McGraw Hill Education - 2016); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Barrington:</b> The World (Scott Foresman - 2005); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Lawnside:</b> Ancient Civilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Merchantville:</b> Ancient Civilizations: Through the Renaissance (Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p>	NewsELA BrainPop Scholastic News History Channel YouTube Quizlet Kahoot Quizizz Khan Academy Readworks <u>Smithsonian Tween Tribune</u> <a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a> <u>Softschools.com</u> <a href="http://www.softschools.com/language_arts/reading_comp_rehension/social_studies/">http://www.softschools.com/language_arts/reading_comp_rehension/social_studies/</a> Common Lit <a href="https://www.commonlit.org">https://www.commonlit.org</a>	

Social Studies Curriculum - GRADE 7

	<p><u>History for Kids General</u>  <a href="http://www.historyforkids.org/">http://www.historyforkids.org/</a>  <u>Discovery Education</u>  <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a>  <u>Flocabulary</u>  <a href="https://www.flocabulary.com/subjects/social-studies/">https://www.flocabulary.com/subjects/social-studies/</a>  <u>US History</u>  <a href="http://www.ushistory.org/us/">http://www.ushistory.org/us/</a>  <u>Crash Course</u>  <a href="https://www.youtube.com/user/crashcourse">https://www.youtube.com/user/crashcourse</a>  <u>Mr. Betts Class</u>  <a href="https://www.youtube.com/channel/UCET3_UuMO_ZMn vIv7OEQNAA">https://www.youtube.com/channel/UCET3_UuMO_ZMn vIv7OEQNAA</a>  <u>Laughing Historically</u>  <a href="https://www.youtube.com/channel/UC-0HhAL6vBLtQL knQhIr8qA">https://www.youtube.com/channel/UC-0HhAL6vBLtQL knQhIr8qA</a></p>
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**Interdisciplinary Connections**

<u>ELA</u>	<u>Math</u>	<u>Science</u>
RH.6-8.1	3.MD.D.8	1-LS1-2
RH.6-8.2	4.MD.A.2	1-ESS1-1
RH.6-8.7	4.MD.B.3	1-ESS1-2
RH.6-8.9	5.NF.A.2	2-LS2-1
RH.6-8.10	5.NF.B.6	2-LS4-1
WHST.6-8.2	5.NF.B.7.c	2-ESS2-2
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WHST.6-8.4	6.NS.C.7.b	3-LS4-4
WHST.6-8.6	6.NS.C.8	3-ESS2-1
WHST.6-8.7	6.EE.C.9	3-ESS2-2
WHST.6-8.8	6.SP.A	3-ESS3-1
WHST.6-8.9	6.SP.B	3-5-ETS1-1
L.6-8.1	7.RP.A	3-5-ETS1-2
L.6-8.6	7.NS.A.3	3-5-ETS1-3
SL.6-8.1	7.EE.B	4-ESS1-1
SL.6-8.4	7.SP.A	4-ESS2-1
SL.6-6.5	7.SP.B	4-ESS2-2
SL.6-8.6		4-ESS3-2

**Social Studies Curriculum - GRADE 7**

		<p>5-PS1-4                      5-LS1-1                      5-ESS1-2                      5-ESS2-1                      5-ESS2-2                      5-ESS3-1                      MS-ESS1-4                      MS-ESS2-2                      MS-ESS2-3                      MS-ESS2-5                      MS-ESS2-6                      MS-ESS3-1                      MS-ESS3-3                      MS-ESS3-4                      MS-ETS1-1                      MS-ETS1-2                      MS-ETS1-3                      MS-ETS1-4                      MS-LS2-4</p>
<p><b><u>21st Century Skills/Career Education</u></b>                      CRP2. Apply appropriate academic and technical skills.                      CRP4. Communicate clearly and effectively and with reason.                      CRP5. Consider the environmental, social and economic impacts of decisions.                      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.                      CRP11. Use technology to enhance productivity.                      CRP12. Work productively in teams while using cultural global competence.                      9.3.12.AR-VIS.1                      9.3.12.AR-VIS.3                      9.3.12.ED.1                      9.3.12.ED.2</p>	<p><b><u>Technology</u></b>                      8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.                      - Understand and use technology systems.                      - Select and use applications effectively and productively.                      8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.                      - Advocate and practice safe, legal, and responsible use of information and technology.                      - Demonstrate personal responsibility for lifelong learning.                      - Exhibit leadership for digital citizenship.                      8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.                      - Plan strategies to guide inquiry.</p>	

**Social Studies Curriculum - GRADE 7**

<p>9.3.GV.1 9.3.GV-FIR.1 9.3.GV-GOV.1 9.3.IT.4 9.3.IT-WD.10 9.3.ST.2 9.3.ST-ET.1 9.3.ST-SM.4</p>	<ul style="list-style-type: none"> <li>- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</li> <li>- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</li> <li>- Process strategies to guide inquiry.</li> </ul>	
<b>Modifications and Accommodations</b>		
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<p align="center"><b><u>Gifted and Talented</u></b></p> <p>extension project leveled text leadership roles intentional grouping targeted learning from assessment DOK higher order questions Blooms - analyze, evaluate, create</p>	<p align="center"><b><u>Students with 504 Plans</u></b></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks</p>	

Social Studies Curriculum - GRADE 7

	visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system	
<b>Unit Duration: Instructional Days</b>		
40 days		

**STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

**Unit 3: China, Japan, MesoAmerica, and South America**

**The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.**

Performance Expectations	TRANSFER	
<ul style="list-style-type: none"> <li>★ <b>6.2.8.HistoryCC.1.b:</b> Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</li> <li>★ <b>6.2.8.CivicsPI.4.a:</b> Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</li> <li>★ <b>6.2.8.GeoHE.4.a:</b> Explain how geography influenced the development of the political, economic, and cultural centers of each</li> </ul>	<i>Students will be able to independently use their knowledge to...</i> <ul style="list-style-type: none"> <li>★ Identify China, Japan, and the America’s on a map.</li> <li>★ Explain the importance of trade routes as an economic tool and also a means for cultural exchange.</li> <li>★ Inventions created in China spread to the rest of the world through trade and warfare.</li> <li>★ Powerful cultural groups existed in North and South America before the Columbus expeditions.</li> </ul>	
	MEANING	
	<u>Core Ideas</u> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>★ Political and Civil institutions impact all aspects of people's lives                             <ul style="list-style-type: none"> <li>○ <i>The Maya, Aztec, and Inca built elaborate cities based on</i></li> </ul> </li> </ul>	<u>ESSENTIAL QUESTIONS</u> <ul style="list-style-type: none"> <li>★ Which method of selecting officials led to the best leaders for China?</li> <li>★ How did the Chinese improve their economy during the Tang and Song dynasties?</li> </ul>



<p>empire as well as the empires' relationships with other parts of the world.</p> <ul style="list-style-type: none"> <li>★ <b>6.2.8.GeoPP.4.b:</b> Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).</li> <li>★ <b>6.2.8.GeoHE.4.b:</b> Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</li> <li>★ <b>6.2.8.GeoHE.4.c:</b> Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</li> <li>★ <b>6.2.8.EconGE.4.a:</b> Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</li> <li>★ <b>6.2.8.EconNE.4.a:</b> Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</li> <li>★ <b>6.2.8.HistoryCC.4.a:</b> Explain how and why the interrelationship amazon improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdom</li> <li>★ <b>6.2.8.HistoryCC.4.f:</b> Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.</li> </ul>	<p style="text-align: center;"><i>God-like kings and belief in polytheism.</i></p> <ul style="list-style-type: none"> <li>★ The Principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. <ul style="list-style-type: none"> <li>○ <i>Japan created a feudal society similar to Europe during the age of the Samurai.</i></li> </ul> </li> <li>★ Cultural patterns and economic decisions influence environments and the daily lives of people. <ul style="list-style-type: none"> <li>○ <i>The spread of ideas, trade items, and types of food is called Columbian Exchange.</i></li> </ul> </li> <li>★ The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. <ul style="list-style-type: none"> <li>○ <i>Chinese inventions such as the printing press and gunpowder altered the course of human history.</i></li> </ul> </li> <li>★ the physical and human characteristics of places and regions are connected to human identities and cultures. <ul style="list-style-type: none"> <li>○ <i>Japan is a nation made up of hundreds of islands with a common culture.</i></li> </ul> </li> <li>★ The environmental characteristics of places and production of goods influences the spatial patterns of world trade. <ul style="list-style-type: none"> <li>○ <i>The Age of Exploration opened trans-Atlantic trade routes that led to colonization of Europe, Africa, and Asia.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>★ How have medieval Chinese discoveries and inventions influenced the modern world?</li> <li>★ How did the foreign-contact policies of three medieval Chinese dynasties affect China?</li> <li>★ In what ways did neighboring cultures influence Japan?</li> <li>★ What was life like for aristocrats during the Heian period?</li> <li>★ What was the role of the samurai in the military society of medieval Japan?</li> <li>★ What led to the rise, flourishing, and fall of the Mayan civilization?</li> <li>★ How did the Aztecs rise to power?</li> <li>★ What was daily life like for Aztecs in Tenochtitlán?</li> <li>★ What were the significant achievements of the Mayas, Aztecs, and Incas?</li> </ul>
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**Social Studies Curriculum - GRADE 7**

<p>★ <b>6.2.8.HistoryCC.4.g:</b> Evaluate the importance and enduring legacy of the major achievements of the people living in Asia over time.</p>	<p>★ Economic interdependence is impacted by increased specialization and trade.</p> <ul style="list-style-type: none"> <li>○ <i>Conquistadors used violence and treachery to capture, create colonies, and destroy native cultures in order to open trans-Atlantic trade.</i></li> </ul> <p>★ the production and consumption of goods and services influence economic growth, well-being and quality of life.</p> <ul style="list-style-type: none"> <li>○ <i>The silk road was a major trade route that connected eastern and western cultures.</i></li> </ul> <p>★ Historical events may have single, multiple, and direct and indirect causes and effects.</p> <ul style="list-style-type: none"> <li>○ <i>The spread of ideas, trade items, and types of food is called Columbian Exchange.</i></li> </ul> <p>★ Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <ul style="list-style-type: none"> <li>○ <i>China was a dominant political and economical power throughout the Middle Ages.</i></li> </ul>	
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**Unit 3: Grade 7 - Lessons**

China and Japan

- I. Compare various dynasties in China and their contributions.
- II. Genghis Khan-was he a good leader? conduct a cost benefit analysis of his actions and their effect.
- III. Analyze effects of foreign influence in China - is foreign influence good or bad?
- IV. Silk Road math activity- conduct mock trade scenarios.
- V. Discuss benefits of standardized testing for government positions, compare to standardized testing in schools.
- VI. Profile Achievements from Chinese dynasties: (include the following)
  - A. Engineering
  - B. Math
  - C. Science

**Social Studies Curriculum - GRADE 7**

<p>D. Military technology</p> <p>E. Economy</p> <p>VII. Describe the geographic regions of Asia and land use.</p> <p>VIII. Analyze ring of fire maps in relation to Japan’s location.</p> <p>IX. Compare and contrast Japanese feudalism to European feudalism- which would win in a fight?</p> <p>X. Discuss culture norms: Japanese dinner etiquette <a href="https://www.youtube.com/watch?v=bdeFdFEbuqk">https://www.youtube.com/watch?v=bdeFdFEbuqk</a></p> <p align="center"><u>Meso-America and South America</u></p> <p>I. Chart migration of early humans into the Americas along Bering land bridge.</p> <p>II. Comparisons of Meso-American civilizations (Olmecs, Mayan, Aztec, and Inca)</p> <p>III. Create mythology gallery of MesoAmerican Gods</p> <p>IV. Study and report on a Mayan Ruins <a href="https://mayaruins.com/">https://mayaruins.com/</a></p> <p>V. Identify the conquistadors and the lands they conquered.</p> <p>VI. Analyze de Las Casas writings and impressions of the new world and the Spanish treatment of the Natives.</p> <p>VII. Analyze Columbian Exchange items- where did it come from?</p> <p>VIII. Create a comparison chart of the Native American cultural regions.</p> <p>IX. Research and report on native cultures in America.</p> <p>X. Research and compare Native American cultural sites in the United States.</p>	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Discussions with Peers in Small Groups/Pairs, Turn and talk</p> <p>Practice/Homework</p> <p>Strategic, H.O.T. (Higher Order Thinking) Questioning</p> <p>Graphic Organizers</p> <p>Journal Entry/Double Journal Entry</p> <p>Sentence/Paragraph Summaries</p> <p>Anecdotal Notes</p> <p>Self Evaluation Rubrics</p> <p>Comprehension Quizzes, Assessments</p> <p>Vocabulary Assessments/Quizzes</p> <p>Teacher/Student Conferencing</p> <p>Open Ended Questions</p> <p>Oral Assessments</p> <p>Exit tickets</p>	<p>Teacher created tests</p> <p>Individual/Group Presentations</p> <p>Unit projects</p> <p>End of the Unit Writing Project with a rubric</p> <p>End of Unit Test</p>
Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<p><b>Suggested Performance Rubric:</b></p> <p align="center"><u>Marzano Proficiency Scale</u></p>	<p><b>Suggested Performance Task:</b></p> <p align="center"><u>Students with needs alternative assessment</u></p>

## Social Studies Curriculum - GRADE 7

<p>4 - <b>Innovating:</b> Students will be able to predict outcomes of historic events and apply to current issues in history.</p> <p>3 - <b>Applying:</b> Students will be able to explain the impact of events on later events.</p> <p>2 - <b>Developing-</b> students will be able to explain chronological order of events.</p> <p>1 - <b>Beginning-</b> students will be able to identify historic events and explain their importance.</p>	<ul style="list-style-type: none"> <li>• Students will pick a dynasty or civilization from the unit of China, Japan or MesoAmerica and create a graphic timeline of their period. Timelines should show the origins and fall, key important dates of achievements and accomplishments,resources, the height of their civilization and events that led to their fall.</li> </ul> <p style="text-align: center;"><u>Gifted and advanced student alternative assessment</u></p> <ul style="list-style-type: none"> <li>• Students will research the isolation policies of China and Japan in the 1400's and 1600's respectively. Students will create a chart of positives and negatives of this policy and the effects of implementing a policy of no trade. Students will then write an persuasive essay on the following question. " Should the USA follow a policy of isolation and eliminate trade with other countries"</li> </ul>
District/School Texts	District/School Supplementary Resources
<p><b>Haddon Heights:</b> Discovering Our Past: A History of the World (McGraw Hill Education - 2016); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Barrington:</b> The World (Scott Foresman - 2005); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Lawnside:</b> Ancient Civilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Merchantville:</b> Ancient Civilizations: Through the Renaissance (Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p>	<p>NewsELA</p> <p>BrainPop</p> <p>Scholastic News</p> <p>History Channel</p> <p>YouTube</p> <p>Quizlet</p> <p>Kahoot</p> <p>Quizizz</p> <p>Khan Academy</p> <p>Readworks</p> <p><u>Smithsonian Tween Tribune</u> <a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a></p> <p><u>Softschools.com</u> <a href="http://www.softschools.com/language_arts/reading_comp_rehension/social_studies/">http://www.softschools.com/language_arts/reading_comp_rehension/social_studies/</a></p> <p><u>Common Lit</u> <a href="https://www.commonlit.org">https://www.commonlit.org</a></p> <p><u>History for Kids General</u> <a href="http://www.historyforkids.org/">http://www.historyforkids.org/</a></p> <p><u>Discovery Education</u> <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a></p> <p><u>Flocabulary</u> <a href="https://www.flocabulary.com/subjects/social-studies/">https://www.flocabulary.com/subjects/social-studies/</a></p> <p><u>US History</u> <a href="http://www.ushistory.org/us/">http://www.ushistory.org/us/</a></p> <p><u>Crash Course</u> <a href="https://www.youtube.com/user/crashcourse">https://www.youtube.com/user/crashcourse</a></p> <p><u>Mr. Betts Class</u></p>

Social Studies Curriculum - GRADE 7

		<a href="https://www.youtube.com/channel/UCET3_UuMO_ZMnViv7QEONAA">https://www.youtube.com/channel/UCET3_UuMO_ZMnViv7QEONAA</a> <a href="https://www.youtube.com/channel/UC-0HhAL6vBLtQLknOhIr8qA">Laughing Historically</a> <a href="https://www.youtube.com/channel/UC-0HhAL6vBLtQLknOhIr8qA">https://www.youtube.com/channel/UC-0HhAL6vBLtQLknOhIr8qA</a>	
<b>Interdisciplinary Connections</b>			
<b>ELA</b>	<b>Math</b>	<b>Science</b>	
RH.6-8.1	3.MD.D.8	K-2-ETS1-1	
RH.6-8.2	4.MD.A.2	K-2-ETS1-2	
RH.6-8.7	4.MD.B.3	K-2-ETS1-3	
RH.6-8.9	5.NF.A.2	2-LS2-1	
RH.6-8.10	5.NF.B.6	2-LS2-2	
WHST.6-8.2	5.NF.B.7.c	2-LS4-1	
WHST.6-8.2.a.	5.MD.B.2	2-ESS1-1	
WHST.6-8.2.b	6.RP.3	2-ESS2-1	
WHST.6-8.2.c	6.NS.C.5	2-ESS2-2	
WHST.6-8.4	6.NS.C.7.b	2-ESS2-3	
WHST.6-8.6	6.NS.C.8	3-LS3-2	
WHST.6-8.7	6.EE.C.9	3-LS4-1	
WHST.6-8.8	6.SP.A	3-LS4-3	
WHST.6-8.9	6.SP.B	3-LS4-4	
L.6-8.1	7.RP.A	3-ESS2-1	
L.6-8.6	7.NS.A.3	3-ESS2-2	
SL.6-8.1	7.EE.B	3-ESS3-1	
SL.6-8.4	7.SP.A	3-5-ETS1-1	
SL.6-6.5	7.SP.B	4-ESS1-1	
SL.6-8.6		4-ESS2-1	
		4-ESS2-2	
		5-PS1-4	
		5-LS1-1	
		5-ESS1-2	
		5-ESS2-1	
		5-ESS2-2	
		5-ESS3-1	
		MS-ESS2-2	
		MS-ESS2-5	
		MS-ESS2-6	
		MS-ESS3-2	

**Social Studies Curriculum - GRADE 7**

		<p>MS-ESS3-3 MS-ESS3-4 MS-LS2-4</p>
<p><b><u>21st Century Skills/Career Education</u></b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. 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. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.1.8.E.8 9.1.8.F.1 9.3.12.AG-NR.3 9.3.12.AR-VIS.3 9.3.12.ED.1 9.3.12.ED.2 9.3.GV-FIR.1 9.3.IT.4 9.3.IT-WD.10 9.3.ST.2 9.3.ST-SM.4 9.3.12.TD.3 9.3.12.TD-HSE.1</p>	<p><b><u>Technology</u></b> 8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.  <ul style="list-style-type: none"> <li>- Understand and use technology systems.</li> <li>- Select and use applications effectively and productively.</li> </ul> 8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.  <ul style="list-style-type: none"> <li>- Advocate and practice safe, legal, and responsible use of information and technology.</li> <li>- Demonstrate personal responsibility for lifelong learning.</li> <li>- Exhibit leadership for digital citizenship.</li> </ul> 8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.  <ul style="list-style-type: none"> <li>- Plan strategies to guide inquiry.</li> <li>- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</li> <li>- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</li> <li>- Process strategies to guide inquiry.</li> </ul> </p>	
<b>Modifications and Accommodations</b>		
<p><b><u>Special Education Students</u></b> small group/intentional grouping preferred seating direct instruction</p>	<p><b><u>English Language Learners</u></b> small group/intentional grouping preferred seating direct instruction</p>	<p><b><u>Students at Risk of School Failure</u></b> small group/intentional grouping preferred seating direct instruction</p>

**Social Studies Curriculum - GRADE 7**

<p>provide background knowledge          provide individual/small group assistance          provide student friendly definitions for vocabulary          modified assignments (reduce/revise)          provide notes/study guides          restate/rephrase          graphic organizers, labels, word banks          visuals          chunking          leveled text          read text, use audio when available          kinesthetic activities          extended time          breaks          check-in/check-out system</p>	<p>provide background knowledge          provide individual/small group assistance          provide student friendly definitions for vocabulary          modified assignments (reduce/revise)          provide notes/study guides          restate/rephrase          graphic organizers, labels, word banks          visuals          chunking          leveled text          read text, use audio when available          kinesthetic activities          extended time          breaks          check-in/check-out system          TPR Total Physical Response</p>	<p>provide background knowledge          provide individual/small group assistance          provide student friendly definitions for vocabulary          modified assignments (reduce/revise)          provide notes/study guides          restate/rephrase          graphic organizers, labels, word banks          visuals          chunking          leveled text          read text, use audio when available          kinesthetic activities          extended time          breaks          check-in/check-out system</p>
<p align="center"><b><u>Gifted and Talented</u></b></p> <p>extension project          leveled text          leadership roles          intentional grouping          targeted learning from assessment          DOK higher order questions          Blooms - analyze, evaluate, create</p>	<p align="center"><b><u>Students with 504 Plans</u></b></p> <p>small group/intentional grouping          preferred seating          direct instruction          provide background knowledge          provide individual/small group assistance          provide student friendly definitions for vocabulary          modified assignments (reduce/revise)          provide notes/study guides          restate/rephrase          graphic organizers, labels, word banks          visuals          chunking          leveled text          read text, use audio when available          kinesthetic activities          extended time          breaks          check-in/check-out system</p>	
<p align="center"><b>Unit Duration: Instructional Days</b></p>		
<p align="center">40 days</p>		

**STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

**Unit 4: Crusades, Renaissance, Exploration**

**The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.**

Performance Expectation	TRANSFER	
<ul style="list-style-type: none"> <li>★ <b>6.2.8.CivicsPI.4.a:</b> Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</li> <li>★ <b>6.2.8.GeoHE.4.a:</b> Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</li> <li>★ <b>6.2.8.GeoPP.4.b:</b> Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).</li> <li>★ <b>6.2.8.GeoHE.4.b:</b> Use geographic models to determine the impact of</li> </ul>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> <li>★ Explain the causes and effects of the Crusades on Europe and Islamic kingdoms.</li> <li>★ Identify everyday items traded through Columbian Exchange.</li> <li>★ Explain how the competition for trade led to colonization and slavery in the New World.</li> <li>★ Identify the role of Christianity in America and how it is affected by the Protestant Reformation.</li> <li>★ Explain how the Scientific Revolution and Enlightenment affected American ideas about liberty and self government.</li> </ul>	
	MEANING	
	<p style="text-align: center;"><u>Core Ideas</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>★ Political and Civil institutions impact all aspects of peoples lives                             <ul style="list-style-type: none"> <li>○ <i>New philosophies led to the questioning of church authority and the Reformation.</i></li> </ul> </li> <li>★ The Principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.</li> </ul>	<p style="text-align: center;"><u>ESSENTIAL QUESTIONS</u></p> <ul style="list-style-type: none"> <li>★ In what ways have various leading figures of the Renaissance affected modern society?</li> <li>★ What factors led to the weakening of the Catholic Church and the beginning of the Reformation?</li> <li>★ What were the effects of the Reformation?</li> <li>★ How did the Age of Exploration change the way Europeans viewed the world?</li> <li>★ How did the Scientific Revolution change the way people understood the world?</li> </ul>



## Social Studies Curriculum - GRADE 7

<p>environmental modifications made by earlier civilizations on the current day environmental challenges.</p> <p>★ <b>6.2.8.GeoHE.4.c:</b> Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p> <p>★ <b>6.2.8.EconGE.4.a:</b> Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p> <p>★ <b>6.2.8.HistoryCC.4.a:</b> Explain how and why the interrelationship among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms.</p> <p>★ <b>6.2.8.HistoryCC.4.f:</b> Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>★ <b>6.2.8.HistoryCC.4.g:</b> Evaluate the importance and enduring legacy of the major achievements of the people living in Asia over time.</p>	<ul style="list-style-type: none"> <li>○ <i>The rise of powerful monarchies led to the end of feudalism and decline of the power of the Catholic Church.</i></li> </ul> <p>★ Cultural patterns and economic decisions influence environments and the daily lives of people.</p> <ul style="list-style-type: none"> <li>○ <i>colonization of America led to increased economic activity in Europe but negatively affected native sovereignty</i></li> </ul> <p>★ The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.</p> <ul style="list-style-type: none"> <li>○ <i>The Scientific Revolution changed how Europeans viewed the world and led them to question political and religious authority.</i></li> </ul> <p>★ the physical and human characteristics of places and regions are connected to human identities and cultures.</p> <ul style="list-style-type: none"> <li>○ <i>European and African culture blended with native cultures in the "New World".</i></li> </ul> <p>★ The environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p> <ul style="list-style-type: none"> <li>○ <i>New maritime trade routes were explored due to the closing of land trade routes through Asia.</i></li> </ul> <p>★ Economic interdependence is impacted by increased specialization and trade.</p> <ul style="list-style-type: none"> <li>○ <i>The transAtlantic Slave trade impacted global trade</i></li> </ul>	<p>★ How have the ideas of the Enlightenment influenced modern government?</p>
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**Social Studies Curriculum - GRADE 7**

	<p align="center"><i>opportunities and displaced millions of Africans.</i></p> <ul style="list-style-type: none"> <li>★ the production and consumption of goods and services influence economic growth, well-being and quality of life.             <ul style="list-style-type: none"> <li>○ <i>Classic art, philosophy, and literature became reintroduced into Europe during the Renaissance.</i></li> </ul> </li> <li>★ Historical events may have single, multiple, and direct and indirect causes and effects.             <ul style="list-style-type: none"> <li>○ <i>Conquistadors carried diseases that killed millions of natives.</i></li> </ul> </li> <li>★ Historical events and developments are shaped by social, political, cultural, technological, and economic factors.             <ul style="list-style-type: none"> <li>○ <i>The Crusades were a series of violent conflicts that affected trade, religious philosophies, cultural exchange, and mistrust between east and west.</i></li> </ul> </li> </ul>	
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**Unit 4: Grade 7 - Lessons**

Crusades

- I. Pope Urban & Council of Clermont Statement
- II. Background to Crusades (trade, religious pilgrims, loss of Holy Land)
- III. Crusades 1 - 4 (military, political, economic, social effects)
- IV. Peter the Hermit, Richard the Lionheart, Saladin
- V. Results (Loss of Church power, increased trade (Italian cities), & ideas, increased power of monarchies, weakened feudalism, weakened Byzantine Empire)

Renaissance

- I. Review Greek and Roman culture/art, compare to renaissance works
- II. Create an art museum; profile Renaissance artists
- III. Create a class science journal about new discoveries and inventions of the Renaissance
- IV. Analyze quotes from Machiavelli; discuss if he is giving good or bad advice

Exploration

- I. Create travel logs of famous explorers
- II. Describe a “Renaissance person” you know

**Social Studies Curriculum - GRADE 7**

III. Report on great buildings of the Renaissance IV. Explain humanism and how it affected the Renaissance	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Discussions with Peers in Small Groups/Pairs, Turn and talk Practice/Homework Strategic, H.O.T. (Higher Order Thinking) Questioning Graphic Organizers Journal Entry/Double Journal Entry Sentence/Paragraph Summaries Anecdotal Notes Self Evaluation Rubrics Comprehension Quizzes, Assessments Vocabulary Assessments/Quizzes Teacher/Student Conferencing Open Ended Questions Oral Assessments Exit tickets	Teacher created tests Individual/Group Presentations Unit projects End of the Unit Writing Project with a rubric End of Unit Test
Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<p><b>Suggested Performance Rubric:</b>  <u>Marzano Proficiency Scale</u></p> <p>4 - <b>Innovating:</b> Students will be able to predict outcomes of historic events and apply to current issues in history.</p> <p>3 - <b>Applying:</b> Students will be able to explain the impact of events on later events.</p> <p>2 - <b>Developing-</b> students will be able to explain chronological order of events.</p> <p>1 - <b>Beginning-</b> students will be able to identify historic events and explain their importance.</p>	<p><b>Suggested Performance Task:</b>  <u>Students with needs alternative assessment</u></p> <ul style="list-style-type: none"> <li>Students will research one of the crusades and take notes on key dates, events and leaders of the crusade. Using those notes and maps of the crusades students will write a journal of a soldier joining and traveling to the middle east to fight for his or her king. The entries must include why you joined the war, what route you traveled including cities you passed through, where you fought and what you learned or brought home with you. There should be five different journal entries.</li> </ul> <p align="center"><u>Gifted or advanced student alternative assessment</u></p> <ul style="list-style-type: none"> <li>Students will research and identify three major advances of the renaissance and three major modern advances in recent times. Students will compare the two sets of advances, identifying the significance, how it would help society and the effects it would have on the future. Students should create a display comparing the two sets of accomplishments.</li> </ul>
District/School Texts	District/School Supplementary Resources
<p><b>Haddon Heights:</b> Discovering Our Past: A History of the World (McGraw Hill Education - 2016); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p>	Districts or schools choose supplementary resources that are not considered “texts.” NewsELA

## Social Studies Curriculum - GRADE 7

<p><b>Barrington:</b> The World (Scott Foresman - 2005); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Lawnside:</b> Ancient Civilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Merchantville:</b> Ancient Civilizations: Through the Renaissance (Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p>	<p>BrainPop</p> <p>Scholastic News</p> <p>History Channel</p> <p>YouTube</p> <p>Quizlet</p> <p>Kahoot</p> <p>Quizizz</p> <p>Khan Academy</p> <p>Readworks</p> <p><u>Smithsonian Tween Tribune</u> <a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a></p> <p><u>Softschools.com</u> <a href="http://www.softschools.com/language_arts/reading_comprehension/social_studies/">http://www.softschools.com/language_arts/reading_comprehension/social_studies/</a></p> <p><u>Common Lit</u> <a href="https://www.commonlit.org">https://www.commonlit.org</a></p> <p><u>History for Kids General</u> <a href="http://www.historyforkids.org/">http://www.historyforkids.org/</a></p> <p><u>Discovery Education</u> <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a></p> <p><u>Flocabulary</u> <a href="https://www.flocabulary.com/subjects/social-studies/">https://www.flocabulary.com/subjects/social-studies/</a></p> <p><u>US History</u> <a href="http://www.ushistory.org/us/">http://www.ushistory.org/us/</a></p> <p><u>Crash Course</u> <a href="https://www.youtube.com/user/crashcourse">https://www.youtube.com/user/crashcourse</a></p> <p><u>Mr. Betts Class</u> <a href="https://www.youtube.com/channel/UCET3_UuMO_ZMn_vIv7OEQNAA">https://www.youtube.com/channel/UCET3_UuMO_ZMn_vIv7OEQNAA</a></p> <p><u>Laughing Historically</u> <a href="https://www.youtube.com/channel/UC-0HhAL6vBLtOLknQhIr8qA">https://www.youtube.com/channel/UC-0HhAL6vBLtOLknQhIr8qA</a></p>	
<b>Interdisciplinary Connections</b>		
<b><u>ELA</u></b>	<b><u>Math</u></b>	<b><u>Science</u></b>
RH.6-8.1	3.MD.D.8	K-2-ETS1-1
RH.6-8.2	4.MD.A.2	1-ESS1-1
RH.6-8.7	4.MD.B.3	1-ES1-2
RH.6-8.9	5.NF.A.2	2-ESS1-1

**Social Studies Curriculum - GRADE 7**

<p>RH.6-8.10          WHST.6-8.2          WHST.6-8.2.a.          WHST.6-8.2.b          WHST.6-8.2.c          WHST.6-8.4          WHST.6-8.6          WHST.6-8.7          WHST.6-8.8          WHST.6-8.9          L.6-8.1          L.6-8.6          SL.6-8.1          SL.6-8.4          SL.6-6.5          SL.6-8.6</p>	<p>5.NF.B.6          5.NF.B.7.c          5.MD.B.2          6.RP.3          6.NS.C.5          6.NS.C.7.b          6.NS.C.8          6.EE.C.9          6.SP.A          6.SP.B          7.RP.A          7.NS.A.3          7.EE.B          7.SP.A          7.SP.B</p>	<p>2-ESS2-2          2-ESS2-3          3-LS3-2          3-ESS3-1          3-5ETS1-1          3-5ETS1-2          4-PS3-4          4-ESS2-1          5-PS1-1          5-PS1-4          5-PS2-1          5-ESS3-1          MS-ESS1-2          MS-ESS3-4          MS-ETS1-1          MS-ETS1-2          MS-ETS1-3          MS-ETS1-4          MS-PS2-1          MS-PS2-2          MS-PS2-4          MS-PS3-1          MS-LS1-3</p>
<p><b><u>21st Century Skills/Career Education</u></b>          CRP2. Apply appropriate academic and technical skills.          CRP4. Communicate clearly and effectively and with reason.          CRP5. Consider the environmental, social and economic impacts of decisions.          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.          CRP11. Use technology to enhance productivity.</p>	<p align="center"><b><u>Technology</u></b></p> <p>8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <ul style="list-style-type: none"> <li>- Understand and use technology systems.</li> <li>- Select and use applications effectively and productively.</li> </ul> <p>8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.</p> <ul style="list-style-type: none"> <li>- Advocate and practice safe, legal, and responsible use of information and technology.</li> <li>- Demonstrate personal responsibility for lifelong learning.</li> </ul>	

**Social Studies Curriculum - GRADE 7**

<p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.2.8.B.3</p> <p>9.3.12.AR-VIS.1</p> <p>9.3.12.AR-VIS.2</p> <p>9.3.12.AR-VIS.3</p> <p>9.3.12.ED.1</p> <p>9.3.12.ED.2</p> <p>9.3.GV.4</p> <p>9.3.GV-FIR.1</p> <p>9.3.GV-GOV.1</p> <p>9.3.GV-GOV.2</p> <p>9.3.IT.4</p> <p>9.3.IT-WD.10</p> <p>9.3.ST-ET.1</p> <p>9.3.ST-SM.4</p> <p>9.3.12.TD.1</p>	<ul style="list-style-type: none"> <li>- Exhibit leadership for digital citizenship.</li> </ul> <p>8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <ul style="list-style-type: none"> <li>- Plan strategies to guide inquiry.</li> <li>- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</li> <li>- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</li> <li>- Process strategies to guide inquiry.</li> </ul>	
<b>Modifications and Accommodations</b>		
<p align="center"><b><u>Special Education Students</u></b></p> <p>small group/intentional grouping</p> <p>preferred seating</p> <p>direct instruction</p> <p>provide background knowledge</p> <p>provide individual/small group assistance</p> <p>provide student friendly definitions for vocabulary</p> <p>modified assignments (reduce/revise)</p> <p>provide notes/study guides</p> <p>restate/rephrase</p> <p>graphic organizers, labels, word banks</p> <p>visuals</p> <p>chunking</p> <p>leveled text</p> <p>read text, use audio when available</p> <p>kinesthetic activities</p> <p>extended time</p> <p>breaks</p> <p>check-in/check-out system</p>	<p align="center"><b><u>English Language Learners</u></b></p> <p>small group/intentional grouping</p> <p>preferred seating</p> <p>direct instruction</p> <p>provide background knowledge</p> <p>provide individual/small group assistance</p> <p>provide student friendly definitions for vocabulary</p> <p>modified assignments (reduce/revise)</p> <p>provide notes/study guides</p> <p>restate/rephrase</p> <p>graphic organizers, labels, word banks</p> <p>visuals</p> <p>chunking</p> <p>leveled text</p> <p>read text, use audio when available</p> <p>kinesthetic activities</p> <p>extended time</p> <p>breaks</p> <p>check-in/check-out system</p> <p>TPR Total Physical Response</p>	<p align="center"><b><u>Students at Risk of School Failure</u></b></p> <p>small group/intentional grouping</p> <p>preferred seating</p> <p>direct instruction</p> <p>provide background knowledge</p> <p>provide individual/small group assistance</p> <p>provide student friendly definitions for vocabulary</p> <p>modified assignments (reduce/revise)</p> <p>provide notes/study guides</p> <p>restate/rephrase</p> <p>graphic organizers, labels, word banks</p> <p>visuals</p> <p>chunking</p> <p>leveled text</p> <p>read text, use audio when available</p> <p>kinesthetic activities</p> <p>extended time</p> <p>breaks</p> <p>check-in/check-out system</p>
<p><b><u>Gifted and Talented</u></b></p>	<p><b><u>Students with 504 Plans</u></b></p>	

**Social Studies Curriculum - GRADE 7**

<p>extension project          leveled text          leadership roles          intentional grouping          targeted learning from assessment          DOK higher order questions          Blooms - analyze, evaluate, create</p>	<p>small group/intentional grouping          preferred seating          direct instruction          provide background knowledge          provide individual/small group assistance          provide student friendly definitions for vocabulary          modified assignments (reduce/revise)          provide notes/study guides          restate/rephrase          graphic organizers, labels, word banks          visuals          chunking          leveled text          read text, use audio when available          kinesthetic activities          extended time          breaks          check-in/check-out system</p>	
<p><b>Unit Duration: Instructional Days</b></p>		
<p>40 days</p>		