

Quinton Township School District
Social Studies
Grade 7
Pacing Guide

Marking Period:	1 & 2	Unit Title:	Unit 1: Ancient Greece	Pacing:	70 days
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Unit Summary: Ancient Greece has played an enormous part in the history and development of western civilization. A working knowledge of Greek history will provide students with essential information about the emergence of ideas that remain relevant in the contemporary world. + ()

Objectives:

- Students will be able to interpret information from visuals.
- Students will be able to analyze information by identifying causes and effects.
- Students will be able to create graphic organizers.
- Students will be able to evaluate how geography affected people of Aegean cultures.
- Students will be able to study the effects of trade on the growth of the Minoan civilization.
- Students will be able to observe how the Mycenaeans adapted Minoan customs and ideas to their way of life.
- Students will be able to use technology as one form to complete research and analyze various topics including current events.+

Essential Questions:

What "cultural borrowing" has our society taken from the Greeks? ()
Which City-State would you have rather lived in?

New Jersey State Learning Standards/Learning Targets:

6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system.

6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of [Greek city-states] classical civilizations and to their decline.

6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

Interdisciplinary Connections:

RI.MF.7.6, RI.CR.7.1

Career Readiness, Life Literacies, and Key Skills:

9.4.8.GCA.1

Computer Science and Design Thinking:

9.4.8.TL.3, 8.1.8.IC.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Mapping the Mediterranean Chapter 8: Section 1 Guided Reading Greek Bronze Age Notes Ancient Greece G.R.A.P.E.S. Ancient Sparta/ Athens Economy Worksheet Geography of Ancient Sparta/ Athens Worksheet Greek Mythology Guided Notes Greek God Fakebook	The World, Harcourt Brace, Chapter 8, Section 1 The World, Harcourt Brace, Chapter 8, Section 2 The World, Harcourt Brace, Chapter 8, Section 3	The World, Harcourt Brace, Chapter 8, Section 1 The World, Harcourt Brace, Chapter 8, Section 2 The World, Harcourt Brace, Chapter 8, Section 3 Hercules Percy Jackson Horrible Histories: Groovy Greeks Clips	• Smart Board Applications • Google Applications • Edpuzzle.com • Socrative.com • Chromebooks • Quizlet.com • kahoot.com • reviewgamezone.com

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Greek God Campaign Poster			
Greek Achievements Webquest			
Alexander the Great Webquest			

Assessments	
Formative Assessments • Greek Geography • Mythology Quiz • Chapter 8 Lesson 1 Quiz • Chapter 8 Lesson 2 Quiz • Chapter 8 Lesson 3 Quiz	Summative Assessments • Greek God Fakebook • Greek God Campaign Poster • Chapter 8 Test
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and

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- and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	- available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Social Studies
Grade 7

Marking Period:	2	Unit Title:	Unit 2: Ancient Rome	Pacing:	50 days
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Unit Summary: Students will be able to learn about the daily life of ancient Romans. They will gain a better understanding of the significant achievements and contributions made by the Romans. Students will also look at slavery in Ancient Rome and make comparisons to slavery in America and consider Ancient Roman trade with Asia. *+@

Objectives:

- Interpret information from visuals.
- Students will be able to analyze information by determining the point of view of the speaker.
- Students will be able to create graphic organizers
- Students will be able to evaluate the geographic advantages of the site of Rome.
- Students will be able to analyze the development of government and society in the Roman Republic. @
- Students will be able to follow a flowchart to understand a complex process.
- Students will be able to make a flowchart organizing information from the chapter.
- Students will be able to compare slavery in Rome to slavery in early America. *
- Students will be able to explain the limited cultural influence of Asia on ancient Rome. @
- Students will be able to use technology as one form to complete research and analyze various topics including current events.+

Essential Questions:

What contributions did the Romans make to Western Civilization?
Was the Roman Empire an improvement to the Roman Republic?

Was the development of Christianity a positive or negative change to the Roman Empire?
What was the most important achievement of the Romans?

New Jersey State Learning Standards/Learning Targets:

6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their

responses to the current challenges of globalization.

6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

Interdisciplinary Connections:

RI.CR.7.1, SL.PE.7.1

Career Readiness, Life Literacies, and Key Skills:

9.1.8.CP.2

Computer Science and Design Thinking:

9.4.8.TL.3, 9.4.8.IML.3, 8.1.8.IC.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Brainpop Video Quiz -Venn Diagram Comparing U.S. Government to Roman Republic -Roman Dining Worksheet -Roman Bathing Worksheet -Roman Slavery Worksheet -Chapter 9 Vocabulary	- The World, Harcourt Brace, Chapter 9, Section 1 - The World, Harcourt Brace, Chapter 9, Section 2 - The World, Harcourt Brace, Chapter 9, Section 3	- The World, Harcourt Brace, Chapter 9, Section 1 - The World, Harcourt Brace, Chapter 9, Section 2 - The World, Harcourt Brace, Chapter 9, Section 3	• Smart Board Applications • Google Applications • reviewgamezone.com • quizlet.com • socrative.com • edpuzzle.com • chromebooks

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-Roman Republic webquest -Ancient Rome Mapping Activity -Chapter 9 Lesson 1 Guided Reading -Patricians, Plebeians, & Equality activity -Roman Republic Study Guide -Roman Art & Architecture -Chapter 9 Lesson 2 Guided Reading -Latin & Roman Numeral Worksheets -You Wouldn't Want to be a Roman Gladiator			
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Assessments	
Formative Assessments • Chapter 9 Lesson 1 Quiz • Chapter 9 Lesson 2 Quiz • Chapter 9 Lesson 3 Quiz	Summative Assessments • Roman Republic Test • Roman Empire Test • Ancient Rome Project
Benchmark Assessments	Alternative Assessments

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- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

- Alternative Choice Projects
- Oral Assessments

Differentiation

Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Utilize online audio books, when appropriate. • Allow for collaboration. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Quinton Township School District
Social Studies
Grade 7

Marking Period:	3	Unit Title:	Unit 3: Europe After the Romans	Pacing:	20 days
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Unit Summary: We will examine how European rivalries, conflicts and divisions (economic, political and religious) have affected history. The students will also analyze the causes for the fall of Rome, the effects of the divided empire, and how that created the Middle Ages.+

Objectives:

- Students will be able to interpret information from visuals
- Students will be able to analyze information by categorizing people, places, and events.
- Students will be able to create graphic organizers.
- Students will be able to analyze the reasons why the Roman Empire declined.
- Students will be able to examine Constantine's rule and the construction of Constantinople.
- Students will be able to evaluate the legacy Rome left for future civilizations.
- Students will be able to examine changes caused by Germanic migrations into the Roman Empire.
- Students will be able to identify the causes of the end of the Western Roman Empire.
- Students will be able to follow the sequence of Germanic conquests in western Europe.
- Students will be able to evaluate the cultural, economic, and political changes associated with the manor system.
- Students will be able to identify statements of fact and statements of opinion.
- Students will be able to analyze information by using prior knowledge and clue words.
- Students will be able to use technology as one form to complete research and analyze various topics including current events.+

Essential Questions:

What contributions did the Romans make to Western Civilization?

Was the Fall of the Roman Empire a positive or negative for the world?

New Jersey State Learning Standards/Learning Targets:

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.CivicsDP.4.a: 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).

6.2.8.GeoHE.4.a: 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.

6.2.8.GeoHP.4.a: 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.

6.2.8.GeoHP.4.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).

6.2.8.GeoHP.4.c: 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.

6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.HistoryCC.4.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 (i.e., Europe, Asia, Americas).

6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
 6.2.8.HistoryCC.4.d: 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.
 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
 6.2.8.HistoryCC.4.f: 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.
 • 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Interdisciplinary Connections:
 RI.CR.7.1, SL.PE.7.1, RL.PP.7.5

Career Readiness, Life Literacies, and Key Skills:
 9.4.8.CT.3

Computer Science and Design Thinking:
 9.4.8.TL.3, 9.4.8.IML.3, 8.1.8.IC.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Chapter 9 Lesson 4 Guided Reading -Fall of the Roman Empire Webquest -Fall of the Roman Empire Edpuzzle -Chapter 10 Vocabulary	-The World, Harcourt Brace textbook -Robin Hood: Prince of Thieves -Brave -freckle.com	The World, Harcourt Brace, Chapter 10, Section 1 The World, Harcourt Brace, Chapter 10, Section 2	• Smart Board Applications • Google Applications • Edpuzzle.com • Socrative.com • Chromebooks • Quizlet.com • kahoot.com • reviewgamezone.c

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-Chapter 10 Lesson Guided Reading -Middle Ages & Manorialism -Middle Ages & Feudalism -Measly Middle Ages Edpuzzle -Middle Ages & Heraldry -Middle Ages Punishments		The World, Harcourt Brace, Chapter 10, Section 3	om • freckle.com
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Assessments	
Formative Assessments - Chapter 10 Section 1 & 2 Quiz - Chapter 10 Section 3 Quiz	Summative Assessments - Coat of Arms Project - Chapter 10 Test
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
Modify and accommodate as listed in student IEP or 504 plan.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone	- Basic Skills Instruction - Provide after-school tutoring services.	Promote self-initiated and self-directed learning for growth through independent

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• Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Social Studies
Grade 7

Marking Period:	4	Unit Title:	Unit 4: Africa & Asia	Pacing:	15 days
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Unit Summary: Students will trace the development of different forms of government and compare political structures in Africa, Asia and the Southwest Pacific. They will also look at the impact of trade on both regions and the cultural diffusion that takes place throughout time.+@

Objectives:

- Students will be able to interpret information from visuals
- Students will be able to analyze information by comparing and contrasting.
- Students will be able to create a graphic organizer.
- Students will be able to explore the geographic factors affecting population patterns in early Africa south of the Sahara.
- Students will be able to explain how migration affected the history of Africa south of the Sahara.
- Students will be able to analyze the various cultures and societies of early Africa south of the Sahara.
- Students will be able to examine the influences on the development of early cultures in Vietnam and Korea. @
- Students will be able to compare and contrast early societies of Vietnam and Korea.@
- Students will be able to use technology as one form to complete research and analyze various topics including current events.+@

Essential Questions:

Which civilization of Africa and Asia is most like that of the United States?
Which culture is the most unique?
Which Japanese culture made the most progress?

New Jersey State Learning Standards/Learning Targets:

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.GeoHP.4.a: 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.

6.2.8.GeoHP.4.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).

6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.HistoryCC.4.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 (i.e., Europe, Asia, Americas).

6.2.8.HistoryCC.4.f: 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.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Interdisciplinary Connections:

RI.CR.7.1, SL.PE.7.1, RL.PP.7.5

Career Readiness, Life Literacies, and Key Skills:

9.4.8.CI.3

Computer Science and Design Thinking:

9.4.8.IML.3, 9.4.8.TL.3, 8.1.8.IC.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Chapter 11 Lesson 1 Guided Reading -Student Created Lesson for Chapter 11 Lesson 2 - Silk Road Activity@ -African Kingdoms worksheet * -Chapter 11 Vocabulary -Silk Road Edpuzzle -Early Japan Webquest @	Africans South of the Sahara Vietnamese and Korean Cultures Early Japan Google Classroom Google Docs, Forms, Sheets, Sites. Google Applications, Extensions and Add ons. Quizlet.com Socrative.com Edpuzzle.com reviewgamezone.com	-The World, Harcourt Brace, Chapter 11, Section 1 -The World, Harcourt Brace, Chapter 11, Section 2 -The World, Harcourt Brace, Chapter 11, Section 3	• Smart Board Applications • Google Applications • Edpuzzle.com • Socrative.com • Chromebooks • Quizlet.com • kahoot.com • reviewgamezone.com

Assessments	
Formative Assessments • Chapter 11 Lesson 1 Quiz • Chapter 11 Lesson 2 Quiz • Chapter 11 Lesson 3 Quiz	Summative Assessments • Chapter 11 Test

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Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects “Pick a Project” Menu - Oral Assessments
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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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frames/sentence starters. - Utilize manipulatives as necessary. - Provide breaks to allow for refocusing as necessary.			
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Quinton Township School District
Social Studies
Grade 7

Marking Period:	4	Unit Title:	Unit 5: Personal Finance	Pacing:	25 days
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Unit Summary: This unit will provide students with a primary emphasis on financial literacy, work readiness, and entrepreneurship, while providing a strong secondary emphasis on mathematics, reading, and writing skills. + #

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Objectives:

- Students will be able to explain personal money management choices in terms of income, spending, credit, saving and investing.
- Students will be able to explain how climate change impacts personal finance, including home insurance. #
- Students will be able to use technology as one form to complete research and analyze various topics including current events.+

Essential Questions:

How do the economic choices people make affect their standard of living?

How will varying degrees of knowledge, skills and abilities affect earnings?

How can a rational plan for decision-making in spending and saving help achieve future goals? • How can the use of credit impact personal financial health?

How are banks and financial institutions important to the economy?

New Jersey State Learning Standards/Learning Targets:

6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Interdisciplinary Connections:

RI.IT.1.3, RI.CR.7.1, SL.PE.7.1

Career Readiness, Life Literacies, and Key Skills:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.

9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.

9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.

9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

9.1.8.CP.1: Compare prices for the same goods or services.

9.1.8.CP.2: Analyze how spending habits affect one's ability to save.

9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.

9.1.8.CP.4: Summarize borrower's credit report rights.

9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.

9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income.

9.1.8.EG.2: Explain why various sources of income are taxed differently.

9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.

9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).

9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.

9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

- 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.1.8.PB.3: Explain how to create budget that aligns with financial goals.
- 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.
- 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.
- 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.
- 9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.
- 9.1.8.RM.3: Evaluate the need for different types of warranties.
- 9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.

Computer Science and Design Thinking:

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use
- 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Career Education:

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.

9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Ways of paying -Ways to Save -Money How the -Stock Market -Works Budget -Activity Budget -Kruder Career Navigator -Rate Your Interests, Abilities, & Values -My Worker Profile Graphic Organizer	- JA Finance Program - Banzai Online Financial Literacy Course	- Income And Choices - Understanding Interest And Credit Credit: Your Best Friend Or Worst Enemy? - Saving And Investing - Why Save? - Why People Don't Save ? - What Are Taxes? What Taxes Affect You? - The Economic Way Of	• Smart Board Applications • Google Applications • kahoot.com • edpuzzle.com • quizlet.com • banzai.com • reviewgamezone.com

-Career Cluster Card Memory Game -Paycheck & NMI Activity -Doodling for Dollars -Know It All Savings Tweet -Perfect Match Insurance # -My Bank Organizer -My Online & Mobile Security Foldable -Savvy Shopper Game -Credit Score! Game -My Future Goals Worksheet -Budget Categories		Thinking	
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Assessments	
Formative Assessments Income Quiz	Summative Assessments Project at Junior Achievement

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● Savings, Investment and Risk Quiz ● Debit & Credit Quiz ● Budget + Quiz ● Banzai Posttest	● Create Your Own Business Project
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Utilize wait time effectively. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids during lessons and small-group time. ● Utilize open-ended questioning techniques. ● Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. ● Vary formative assessment styles to drive next point of instruction. ● Create modified assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write. ● Translate printed	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Promote self-initiated and self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	communications in native language for parents. • Hold conferences with translator present.		
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