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Created By: Social Studies Curriculum Team

**Social Studies: Curriculum
7th Grade**

Content Area: Social Studies

Unit I:

- Three Worlds Meet and Exploration

Marking Period 1
45 days
Sept. 2025 - Nov. 2025

Unit II:

- Colonization and Causes of the American Revolution

Marking Period 2
45 days
Nov. 2025 - Jan. 2026

Unit III:

- American Revolution and The New Government

Marking Period 3
45 days
Jan. 2026 - Mar. 2026

Unit IV:

- Constitution and Civics

Marking Period 4
45 days
Mar. 2026 - Jun. 2026

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

Unit Summaries

Unit I:

Indigenous societies in the Western hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.

European exploration expanded global economic and cultural exchange into the Western Hemisphere.

Unit II:

Britain begins to colonize the New World and with it the birth of a people who begin a tradition of self-government. The original 13 colonies develop into three regions, each with distinct colonies and religions.

The French and Indian War puts a huge financial burden onto Britain, which they try to transfer some of the financial responsibility onto the colonists, causing colonists to start forming resentment against Britain.

Unit III:

The American colonies come together and declare their independence from Britain. The American Revolution will begin as the British try to take back the colonies, and the colonists fight for their own freedom. In the end the Americas will triumph and begin to form their new government.

The first American government, under the Articles of Confederation, will be formed and bring a new representative government to North America.

Unit IV:

The Articles of Confederation will fail and delegates from each of the 13 states will meet in Philadelphia to debate and form the government we have today, under the Constitution of the United States of America.

The United States of America is a country where it's citizens have a voice in government, and with this power the citizens need to be informed on their rights, and how the government works so they can make informed decisions when choosing their representatives.

UNIT AMENDMENTS:

Financial Literacy & LGBTQ Inclusion

Topics for Incorporation for each unit as applicable and appropriate includes Lesson for Financial Literacy (Introduced Summer of 2019) & The Inclusion of LGBTQ into the Curriculum.

New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation C.18A:35-4.36. Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people. This course will address the following:

General Statements:

- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?
- Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this course? Why?
- Modifications can be made to accommodate any students with specific needs, views and experiences.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- We model acceptance and respect for all students regardless of language background, ethnicity, race, immigration status, English proficiency, gender, sexual orientation, or disability.

Social Studies Statements

- What influences affect historical perspectives?
- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in history.
- Always address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.
- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.
- Address stereotypes and promote inclusive conversations about gender and sexual identity in history.
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Modifications can be made to accommodate any students with specific needs, views and experiences.

Social Studies (Content Specific) Exemplars:

- As we learn about the United States Constitution and how our government works, students will investigate the importance of representation in our government in regards to our legislature. Specifically, when learning about their roles and responsibilities as citizens, students will determine the importance of voting and why representation in government matters. Students will be asked [what representation means](#) to them. Based on our democratic principles, students will identify and explain why our representatives should reflect the diverse population of our state and our nation.
 - Examine [New Jersey legislation](#) passed such as; “Transgender Student Guidelines [S3067/A4652](#): Requires statewide guidelines to create supportive, non-discriminatory environments for transgender students” (ACLU).
 - Examine New Jersey legislation, such as [C.18A:35-4.35](#) - History of disabled and LGBT persons included in middle and high school curriculum.

- Landmark Supreme Court Case Obergefell v Hodges (2015) [ruled that the Constitution guarantees same-sex marriage](#). In this lesson, students will read the state law that was challenged and determine why the law (and many others like it) was unconstitutional. Students will use evidence from the [Fourteenth Amendment](#) to prove why the law(s) banning same-sex marriage had to be overturned. Students will also interpret the language of the [Tenth Amendment](#), which outlines state and federal powers, then determine why states are able to pass unconstitutional legislation that violates citizens' rights. When Antifederalists wrote the Ninth and Tenth Amendments, they intended to limit the power of the federal government and give states autonomy, power, and protection from the government. Students can also assess how this has caused discriminatory legislation to be passed throughout history. As an extension activity, students can research other laws passed by states, either past or present, and determine the constitutionality of the laws.
- Did leadership of the Early Republic of the United States represent the demographics of American society? Why or why not? How can people who are not represented by their government, be negatively impacted by policies enacted?
- [19th Century Society and Gender Norms](#): Anne Lister, also known as “Gentleman Jack,” was a wealthy English landowner, business woman, and travel enthusiast who kept her sexual identity secret her whole life. She wrote a number of diaries in a code composed of Algebra and Greek, which created herself. It was not until decades after she died that family members were able to decipher the code, which revealed many of her relationships. The class can discuss why Anne Lester and other members of the LGBTQ had to hide who they were to conform to societal norms of the time. Students will be asked to investigate the dangers of being openly gay during this era and explain issues of inequality and discrimination during modern times.
- LINK TO RESOURCES:
- <https://docs.google.com/document/d/1e-hmS8SmZ-Y4BeIGv3sWdBM0Mxcawh6BzLTo6WtAbA4/edit>

- TEACHER CREATED GOOGLE FORM LESSONS
- Policies Concerning LGBTQ People In The U.S. Military
https://docs.google.com/forms/d/1UOPKOoUSF3FVhxcL_GJ7kdAAn4V3N1S-rVZX1xhMLDs/edit
- Titans of the Rock World...Some of The Greatest LGBTQ Icons In Rock.
https://docs.google.com/forms/d/1xSt3yNAoe7Pmz6FkF7N_B4--fg4HWH8Kgy5DZUDtAtU/edit

Unit I: Three Worlds Meet and Exploration

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE)

- 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.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.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.

Supplementary Standards

- 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.GeoPP.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.GeoPP.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.GeoPP.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.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 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.EconGE.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.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.

Interdisciplinary Standards

Language Arts

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Science

- 7.G.A.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Computer Science & Design Thinking

- 8.1.8.AP.4: Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Evidence of Student Learning

Formative Assessments

- Open Ended Questions
- Weekly Tests
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log

Alternate Assessments

- Teacher-created project-based assessment
- Alternate Running Records
- Discussion Circles
- Turn and Talks

<ul style="list-style-type: none"> ● Exit Slips ● Kinesthetic Assessments ● Running Records ● Literature Circles <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Benchmark #1 ● Unit I Assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece 	
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> ● Determine what led to the exploration of new water and land routes. ● What impact did the Columbian Exchange have on Europe, Africa, and North America? ● How did agriculture change the lives of early people? ● How was the way of life of the Native Americans of North America related to their environment? ● Why did European nations establish colonies in North America? ● What events and technological advances paved the way for 	<p><i>Students will be able to....</i></p> <p>Objectives</p> <ul style="list-style-type: none"> ● Native American migration patterns and how they were able to cross from Asia to North America and then migrate throughout North America and South America. ● Gender roles, religion, values, cultural practices, and political systems of Native American regional groups such as the Far North, Northwest, Far West, Southwest, Great Plains, South East, and Eastern Woodlands. ● How the Crusades led to the desire for goods from Asia which in turn led to new trade routes and trading centers in the Atlantic Ocean.

European exploration?

- Why did European nations establish colonies in North America?

- Henry the Navigator's role in the Age of Exploration.
- The science and navigation technology used during this time period that made cross Atlantic travel possible.
- How the search for a water route to Asia led to the European discovery of two continents and the exchange of resources between the Eastern and Western hemispheres.
- Maps of early land trade routes to maps of early water trade routes and explain why the water routes may have developed.
- What happened to the Vikings who explored Newfoundland?
- The voyages of Christopher Columbus.
- Columbus's log and find evidence that shows his appreciation for the techniques of sailing used by the Portuguese.
- The conquest of the Aztec and Inca Empires and the impact it had on the Native American cultures of those areas.
- Forms of governance, belief systems, and family structures exist among African, European, and Native American groups.
- The interaction along African, European, and Native American groups began a cultural transformation.
- European exploration routes and how they relate to the settlements that formed in the New World.
- The impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
- How major events are related to one another in time.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Differing interpretations of current and historical events.
- The credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Instructional Plan	
Suggested Activities/Routines	Resources
<p>Current Events Financial Literacy 9/11 Commemoration Hispanic Heritage Month Columbus Day Veterans Day Native American Day</p>	<p><u>Reading:</u> Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.connected.mcgraw-hill.com</p> <p><u>Financial Literacy:</u> https://www.state.nj.us/education/aps/cccs/career/resources.htm</p>
SUGGESTED OPTIONS FOR DIFFERENTIATION	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Visuals ● Gesturing ● Miming and roleplaying ● Use of realia and manipulatives ● Simplified language/teacher talk/thinking aloud ● ESL Support <p><i>Strategies:</i></p> <ul style="list-style-type: none"> ● Personal word wall/word rings ● Introducing vocabulary before lesson 	

- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD

- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring

- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Standards / Learning Targets

Focus Standards - Major Standards

Era 3. Revolution and the New Nation (1754–1820s)

- 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
- 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
- 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
- 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
- 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

- 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
- 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

Supplemental Standards

- 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
- 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
- 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

Interdisciplinary Standards

Language Arts

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
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authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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Career Readiness, Life Literacies, & Key Skills

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- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Evidence of Student Learning

<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Open Ended Questions ● Weekly Tests ● Writer’s Workshop ● Class Discussion ● Graphic Organizers ● Reading Responses ● Reading Log ● Exit Slips ● Kinesthetic Assessments ● Running Records ● Literature Circles <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Unit II Assessment ● Mid Term Exam <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece 	<p><u>Alternate Assessments</u></p> <ul style="list-style-type: none"> ● Teacher-created project-based assessment ● Alternate Running Records ● Discussion Circles ● Turn and Talks
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i> Essential Questions</p> <ul style="list-style-type: none"> ● How did the English start colonies with distinct qualities in North America? 	<p><i>Students will be able to....</i> Objectives</p> <ul style="list-style-type: none"> ● The reasons that Britain wanted to establish colonies in North America.

- What was the role of religion in the early colonies?
- What circumstances led to the introduction of slavery into the colonies?
- What role did the French and Indian War play as a cause of the American Revolution?
- How was propaganda used in the years leading up to the American Revolution?
- What disputes over political authority and economic issues contributed to a movement for independence?

- The hardships faced by the settlers at Jamestown, and how tobacco saved the colony.
- The religious institutions that developed in the individual New England Colonies.
- The development of the government systems of the House of Burgesses and the General Court of Massachusetts.
- How and why early government structures developed, and the impact of these early structures on the evolution of American politics and institutions.
- What social, economic, religious, and political systems developed in the three colonial regions of the New England, Middle Colonies, and Southern Colonies?
- What natural resources were available to the 3 colonial regions and explain how the availability of specific natural resources shaped their regional industries.
- How the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- What factors impacted emigration, settlement patterns, and regional identities of the colonies.
- The social and economic classes that developed in the American Colonies.
- How the Triangular Trade and Middle Passage impacted multiple nations and groups.
- Why European nations were involved in a power struggle, and determine its impact on people living in Europe and the Americas.
- The issues that led to the colonists from inland Virginia to revolt during Bacon's Rebellion.
- How major events are related to one another in time.
- Different interpretations of current and historical events.
- How to present a reasoned argument or position in the growth of economic and political systems in a written and oral format.

	<ul style="list-style-type: none"> • Conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. • How the debt from the 7 Years War led to the British raising taxes on its colonies in America which caused the colonies to resent the British government. • How the colonists used propaganda to promote the idea of independence. • The Declaration of Independence was influenced by the writings of John Locke and other philosophers.
Instructional Plan	
Suggested Activities/Routines	Resources
<p>Current Events Financial Literacy Pearl Harbor Day MLK Day</p>	<p><u>Reading:</u> Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.connected.mcgraw-hill.com</p> <p><u>Financial Literacy:</u> https://www.state.nj.us/education/aps/cccs/career/resources.htm</p>
SUGGESTED OPTIONS FOR DIFFERENTIATION	
English Language Learners	

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs

- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
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504 Plans

- Preferential seating
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- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
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- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
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- Use leveled texts and offer an advanced reader reading list
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- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Standards / Learning Targets

Focus Standards - Major Standards

Era 3. Revolution and the New Nation (1754–1820s)

- 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
- 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
- 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
- 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
- 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
- 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

Supplemental Standards

- 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
- 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
- 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

Interdisciplinary Standards

Language Arts

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or

advancing different interpretations of facts.

- W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Science

- 7.G.A.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Computer Science & Design Thinking

- 8.1.8.AP.4: Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Evidence of Student Learning

<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Open Ended Questions ● Weekly Tests ● Writer’s Workshop ● Class Discussion ● Graphic Organizers ● Reading Responses ● Reading Log ● Exit Slips ● Kinesthetic Assessments ● Running Records ● Literature Circles <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Unit III Assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece 	<p><u>Alternate Assessments</u></p> <ul style="list-style-type: none"> ● Teacher-created project-based assessment ● Alternate Running Records ● Discussion Circles ● Turn and Talks
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i> Essential Questions</p> <ul style="list-style-type: none"> ● What challenges did the American Revolutionaries face in the 	<p><i>Students will be able to....</i> Objectives</p> <ul style="list-style-type: none"> ● Analyze political and physical maps to determine how geography

<p>beginning of the war?</p> <ul style="list-style-type: none"> ● How did the Americans gain allies during the war? ● What led the British to switch their campaign from fighting in the Northeast to concentrating in the south? ● How did the Battle of Yorktown lead to American Independence? ● How effective was the US government under the Articles of Confederation? 	<p>affected the outcome of the American Revolution.</p> <ul style="list-style-type: none"> ● Explain how the American victory at the Battle of Saratoga led to assistance to America from several European countries. ● Describe how the training that the soldiers received at Valley Forge helped them gain the skills and confidence needed to become a professional army. ● Explain how the troop movements of the British and American armies led to the British being trapped at Yorktown by the American Army and the French Navy.
Instructional Plan	
Suggested Activities/Routines	Resources
<p>Current Events Financial Literacy African American History Month Presidents Day Women's History Month Historical Booth Day</p>	<p><u>Reading:</u> Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.connected.mcgraw-hill.com</p> <p><u>Financial Literacy:</u> https://www.state.nj.us/education/aps/cccs/career/resources.htm</p>
Teacher Notes:	

Standards / Learning Targets

Focus Standards - Major Standards

Era 4. Expansion and Reform (1801–1861)

- 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
- 6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
- 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
- 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

Civics, Government, and Human Rights: Civic and Political Institutions

- 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

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

Supplemental Standards

- 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
- 6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
- 6.1.8.EconET.4.b: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
- 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

Interdisciplinary Standards

Language Arts

- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

Science

- 7.G.A.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

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- 8.1.8.AP.4: Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.
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- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
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Evidence of Student Learning

Formative Assessments

- Open Ended Questions
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- Writer's Workshop
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- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles

Alternate Assessments

- Teacher-created project-based assessment
- Alternate Running Records
- Discussion Circles
- Turn and Talks

<p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Final Exam <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece 	
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> ● Why is the Constitution a document of compromise? ● What ideas and features are found in the United States Constitution? ● Why is citizen participation essential to the preservation of the U.S. political system? 	<p><i>Students will be able to....</i></p> <p>Objectives</p> <ul style="list-style-type: none"> ● The sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good. ● The underlying values and principles of democracy and distinguish these from authoritarian forms of government. ● The major characteristics of democratic governments. ● How certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life. ● The idea of representative government and explain how it works to protect the majority and the minority. ● The major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism. ● The role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and

voting systems.

- Major historical and contemporary conflicts over United States constitutional principles, including judicial review in *Marbury v. Madison*, slavery in the Dred Scott Decision, separate but equal in *Plessy v. Ferguson*, and the rights of minorities.
- Contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.
- The rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.
- Basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).
- The powers the Constitution gives to Congress, the President, the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs.
- Current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.
- How the life, culture, economics, politics, and the media of the United States impact the rest of the world.
- How major events are related to one another in time.
- Maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Differing interpretations of current and historical events.
- The credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Instructional Plan	
Suggested Activities/Routines	Resources
<p>Current Events Financial Literacy <u>Holocaust Remembrance</u> Memorial Day Flag Day D-Day <u>Juneteenth</u></p>	<p><u>Reading:</u> Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.connected.mcgraw-hill.com</p> <p><u>Financial Literacy:</u> https://www.state.nj.us/education/aps/cccs/career/resources.htm</p>
Suggested Options for Differentiation	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Visuals ● Gesturing ● Miming and roleplaying ● Use of realia and manipulatives ● Simplified language/teacher talk/thinking aloud ● ESL Support <p><i>Strategies:</i></p> <ul style="list-style-type: none"> ● Personal word wall/word rings ● Introducing vocabulary before lesson ● Total physical response (TPR) activities (cluck, swish, etc.) ● Cloze activities 	

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