

# Kingsway Regional School District

## 7<sup>th</sup> grade- Social Studies

<b>U.S. HISTORY 7</b> <b>UNIT 1 (Previewing Unit): Exploring the Americas</b>	<b>Recommended Duration: 2 weeks: September</b>
<p><b>Unit Description:</b> Students will study early European exploration of North and South America in the time period between 1400 C.E. - 1625 C.E. Students will examine technological advancements in travel, reasons behind European exploration, as well as the effects of European colonization in the New World. Students will analyze various components of European exploration, which can include, but are not limited to, the impact of the Crusades and the Renaissance on Europeans, the advancement in technology with concern to travel, the need for new trade routes to Asia, early European explorers, the success of Spain in the New World, the introduction of slavery to the Americas, and the role of religion during this time period.</p>	

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> <li>1. How did Spain’s conquests affect the economic and social development of the Americas?</li> <li>2. Why did European nations establish colonies in North America?</li> </ol>	<ol style="list-style-type: none"> <li>1. Spain introduced and developed a European infrastructure in Central and South America following their conquests of Native peoples there.</li> <li>2. European colonies provided economic opportunity as well as the geography of empire to the European powers.</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>  <b>Subject Area:</b> New Jersey Student Learning Standards- 6.1.8.B.1.b, 6.1.8.D.1.b, 6.1.8.D.1.c  <b>ELA:</b> LA.6-8.RH.6-8.1, LA.6-8.RH.6-8.2, LA.6-8.RH.6-8.9  <b>Supportive (Secondary):</b>  <b>Interdisciplinary:</b>  <b>Career Ready Practices:</b> CRP.K-12.CRP2.1, CRP.K-12.CRP4.1</p>	<p>Students will be able to assess the ways in which the European empires’ conquests affected the economic and social development of the Americas.  <i>(2 weeks)</i></p>	<ol style="list-style-type: none"> <li>1. Hypothesize the motivations for Europeans to explore the world beyond their borders.</li> <li>2. Construct a cause and effect for European exploration.</li> <li>3. Investigate the impact of Spanish conquests of indigenous peoples in the Western Hemisphere. Assess the role of mercantilism in exploration.</li> </ol>

<b>Formative Assessments</b>	<b>Summative Assessments</b>	<b>Performance Assessments</b>	<b>Major Activities/Assignments/Assessments (required)</b>
<ul style="list-style-type: none"> <li>-Common Summative Assessment</li> <li>-Chapter test</li> <li>-Entrance tickets</li> <li>-Exit tickets</li> <li>-Quizzes</li> <li>-Summary writing</li> <li>-Descriptive writing</li> <li>-Graphic organizers</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Common Summative Assessment</li> <li>-Quizzes</li> <li>-Summary writing</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Station Activities</li> <li>-Primary source analysis</li> <li>-Secondary source analysis</li> </ul>	<ul style="list-style-type: none"> <li>-Common Summative Assessment</li> <li>-Writing based project</li> <li>-Presentation</li> </ul>

<b>Possible Assessment Modifications/Accommodations</b>			
<b>Special Education Students</b>	<b>English Language Learners</b>	<b>At-Risk Students</b>	<b>Gifted Students</b>
<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Additional time</li> <li>- Study guides</li> <li>- Clarify test directions, read test questions</li> <li>- Increase font size</li> <li>- Allow re-do/ retakes</li> </ul> <u>Modifications:</u> <ul style="list-style-type: none"> <li>- Read test passage out loud for assessing reading comprehension</li> <li>- Word banks</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Translate directions</li> <li>- Multiple choice format</li> <li>- Read directions aloud</li> <li>- Highlight/underline key words</li> <li>- Peer tutor</li> <li>- Preferential seating</li> <li>- Simplify directions</li> </ul> <u>Modifications:</u> <ul style="list-style-type: none"> <li>- Oral testing</li> <li>- Short answer responses</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Additional time</li> <li>- Clarify directions</li> <li>- Study guides</li> <li>- Rest breaks</li> <li>- Highlight key words</li> <li>- Chunk long-term assignments</li> <li>- Pace long-term projects</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Leveled texts</li> <li>- Choice of writing topics</li> <li>- Learning menus</li> </ul>	<u>Accommodations/ Differentiation:</u> <ul style="list-style-type: none"> <li>- Independent study</li> <li>- Tiered assessments</li> <li>- Leveled texts</li> <li>- Learning menu</li> </ul>

# Kingsway Regional School District

## 7<sup>th</sup> grade- Social Studies

<ul style="list-style-type: none"> <li>- Reduce choice for multiple choice</li> <li>- Reduce redundant questions</li> <li>- Limit vocabulary choices</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Enhance directions</li> <li>- Multiple texts</li> <li>- Leveled readings</li> <li>- Choice of writing topics</li> </ul>	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Enhanced directions</li> <li>- Leveled texts</li> <li>- Choice of writing topics</li> <li>- Choice of test format</li> <li>- Shorten homework</li> </ul>		
---	--	--	--

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
<p>Graphic organizers- Chunking content into digestible bites</p> <p>Primary source reading- Analysis of primary source documents</p> <p>Secondary source reading- Analysis of scholarly secondary sources</p> <p>Think, Pair, Share- Collaborative, student-centered discussion</p> <p>Entrance tickets- Informal formative assessment</p> <p>Exit tickets- Informal formative assessment</p> <p>Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking)</p> <p>Setting goals- providing and tracking clear and measurable goals</p> <p>Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences</p> <p>Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument</p> <p>Citing evidence- finding and citing evidence to defend an argument</p>

Possible Instructional Modifications /Accommodations/Differentiation			
Special Education Students	English Language Learners	At-Risk Students	Gifted Students
<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Textbooks for at-home use</li> <li>- Additional time</li> <li>- Provide notes/outlines</li> <li>- Verbal/visual cueing</li> </ul>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Translated books</li> <li>- Manipulatives</li> <li>- Visual cues</li> <li>- iPad apps</li> </ul>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Graphic organizers</li> <li>- Audio books</li> <li>- Review sessions</li> <li>- Review directions</li> </ul>	<p><u>Accommodations/ Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Tiered assignments</li> <li>- Leveled texts</li> <li>- Learning menus</li> <li>- Small group instruction</li> </ul>

<ul style="list-style-type: none"> <li>- Preferential seating</li> <li>- Agenda checks</li> <li>- No penalty for spelling</li> <li>- Graphic organizers</li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>- No penalty for spelling errors</li> <li>- Change level of difficulty/complexity</li> <li>- Read passages aloud</li> <li>- Shorten assignments</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- One-on-one conferencing</li> <li>- Learning stations</li> <li>- Flexible grouping</li> <li>- Tiered assignments</li> <li>- Leveled texts</li> <li>- Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary organizers</li> <li>- Additional time</li> <li>- Oral prompts/cues</li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>- Shorten assignments</li> <li>- No penalty for spelling errors</li> <li>- Lower level of difficulty/complexity</li> <li>- Reword/rephrase questions and directions</li> <li>- Simplify language</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- One-on-one conferencing</li> <li>- Small group instruction</li> <li>- Learning stations</li> <li>- Leveled texts</li> <li>- Peer tutor</li> <li>- Journaling</li> </ul>	<ul style="list-style-type: none"> <li>- Work-in-progress check</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- One-on-one conferences</li> <li>- Learning stations</li> <li>- Leveled texts</li> <li>- Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>- Learning stations</li> <li>- Flexible grouping</li> <li>- Jigsaw</li> </ul>
--	---	---	--

**Unit Vocabulary**

**Essential:** pilgrimage, Crusades, Marco Polo, Renaissance, circumnavigate, Henry the Navigator, Christopher Columbus, conquistador, plantation, mission, grant, Hernan Cortes, Montezuma, mercantilism, Northwest Passage, Columbian Exchange, Martin Luther, Protestant Reformation, Henry Hudson

**Non-Essential:** acquire, impose, devote, alter, found, globe, chart

## Kingsway Regional School District

### 7<sup>th</sup> grade- Social Studies

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
<p><b>Career Ready Practices:</b> <i>CRP.K-12.CRP2.1, CRP.K-12.CRP4.1</i></p> <p><b>Technology:</b> <i>TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</i></p>	Chromebooks iPad Cart PC Google Classroom Newsela.com	<input checked="" type="checkbox"/> Global Awareness  <input type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Creativity & Innovation  <input checked="" type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input checked="" type="checkbox"/> Life and Career Skills  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

#### Resources:

##### Texts/Materials:

- The American Journey – Early Years pgs. 26 - 55
- **Primary Sources:**
  - *The Travels of Marco Polo* - excerpts
  - *The Log of Christopher Columbus* - excerpts
  - *Original Narratives of Early American History* - excerpts
  - *Colonialism* – excerpts
  - *Word From New France* – excerpts
  - *The American Geologist* – excerpts
  - Appropriate regional and world maps as it applies to content
- **Secondary Sources:**
  - The American Journey – Early Years pgs. 26 - 55

**Resources:**

**Major Assignments (required):**

- **None**

**Major Activities (required):**

- **Writing Assignments**
  - **Reflections**
  - **Primary Source Analysis**
  - **Secondary Source Analysis**

# Kingsway Regional School District

## 7<sup>th</sup> grade- Social Studies

**U.S. HISTORY 7**

**Recommended Duration: 4 weeks: October**

### **UNIT 2: Founding of European Colonies in North America**

**Unit Description:** The students will learn both why the English government wished to create trans-Atlantic colonies in North America and what drove individual Englishmen and women to travel to them. The unit will cover the charters, purpose, and development of the British, French, and Spanish colonies in the Western Hemisphere and how the goals of these nations' colonies brought them into conflict with one another and with Native Americans already established on the North American continent.

### **Essential Questions**

1. Why did the English settle North America?
2. Why did the Separatists and Puritans leave England and settle in North America?
3. How did the Middle Colonies develop?
4. How and why did the Southern Colonies grow?

### **Enduring Understandings**

1. England became more interested in developing a transnational Empire following their defeat of the Spanish Armada in the 16<sup>th</sup> century.
2. Political, and to a lesser extent religious, conflict drove apart the Separatists and Puritans from the English kings of the 16<sup>th</sup> and early 17<sup>th</sup> centuries leading to the Separatists and Puritans departure from England.
3. The Middle Colonies developed through a more diverse economy of agriculture, trading, fishing, and natural resource collection attracting a larger population than the New England or Southern Colonies.
4. The Southern Colonies grew through an agrarian-dominated economy that steadily increased in slave labor.

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>            New Jersey Student Learning Standards-            6.1.8.A.2.a, 6.1.8.A.2.b, 6.1.8.A.2.c, 6.1.8.B.2.a,            6.1.8.B.2.b, 6.1.8.C.2.a, 6.1.8.C.2.b, 6.1.8.D.2.b</p> <p><b>ELA:</b> LA.6-8.RH.6-8.1, LA.6-8.RH.6-8.2,            LA.6-8.RH.6-8.9</p>	<ol style="list-style-type: none"> <li>1. Students will be able to assess the motivations of Separatists and Puritans to leave England and settle in North America. <i>(1.5 weeks)</i></li> <li>2. Students will be able to develop a logical argument for the development of the Middle Colonies. <i>(1.5 weeks)</i></li> <li>3. Students will be able to draw conclusions for how and why the Southern Colonies grew. <i>(1 week)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the motivations of European empires to create North American colonies.</li> <li>2. Differentiate between the motivations of Europeans to leave Europe for North America.</li> <li>3. Cite evidence for the economic development of the Middle Colonies.</li> <li>4. Examine the economic structure of the Southern Colonies.</li> <li>5. Compare and contrast the development (economic, political, and religious) of the three colonial regions.</li> </ol>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
<ul style="list-style-type: none"> <li>-Entrance tickets</li> <li>-Exit tickets</li> <li>-Unit tests</li> <li>-Quizzes</li> <li>-Summary writing</li> <li>-Persuasive writing</li> <li>-Graphic organizers</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Unit tests</li> <li>-Summary writing</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Station Activities</li> <li>-Primary source analysis</li> <li>-Secondary source analysis</li> <li>-Formal writing pieces</li> <li>-Debate</li> <li>-Unit test</li> <li>-Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter Test</li> </ul>

**Possible Assessment Modifications/Accommodations**

# Kingsway Regional School District

## 7<sup>th</sup> grade- Social Studies

Special Education Students	English Language Learners	At-Risk Students	Gifted Students
<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Additional time</li> <li>- Study guides</li> <li>- Clarify test directions, read test questions</li> <li>- Increase font size</li> <li>- Allow re-do/ retakes</li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>- Read test passage out loud for assessing reading comprehension</li> <li>- Word banks</li> <li>- Reduce choice for multiple choice</li> <li>- Reduce redundant questions</li> <li>- Limit vocabulary choices</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Enhance directions</li> <li>- Multiple texts</li> <li>- Leveled readings</li> <li>- Choice of writing topics</li> </ul>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Translate directions</li> <li>- Multiple choice format</li> <li>- Read directions aloud</li> <li>- Highlight/underline key words</li> <li>- Peer tutor</li> <li>- Preferential seating</li> <li>- Simplify directions</li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>- Oral testing</li> <li>- Short answer responses</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Enhanced directions</li> <li>- Leveled texts</li> <li>- Choice of writing topics</li> <li>- Choice of test format</li> <li>- Shorten homework</li> </ul>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Additional time</li> <li>- Clarify directions</li> <li>- Study guides</li> <li>- Rest breaks</li> <li>- Highlight key words</li> <li>- Chunk long-term assignments</li> <li>- Pace long-term projects</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Leveled texts</li> <li>- Choice of writing topics</li> <li>- Learning menus</li> </ul>	<p><u>Accommodations/ Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Independent study</li> <li>- Tiered assessments</li> <li>- Leveled texts</li> <li>- Learning menu</li> </ul>

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
<p>Graphic organizers- Chunking content into digestible bites</p> <p>Primary source reading- Analysis of primary source documents</p> <p>Secondary source reading- Analysis of scholarly secondary sources</p> <p>Think, Pair, Share- Collaborative, student-centered discussion</p> <p>Entrance tickets- Informal formative assessment</p> <p>Exit tickets- Informal formative assessment</p> <p>Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking)</p>

Setting goals- providing and tracking clear and measurable goals  
 Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences  
 Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument  
 Citing evidence- finding and citing evidence to defend an argument  
 Jigsaw- comparing and contrasting the three colonial regions and presenting new knowledge  
 Research- using resources to research the three colonial regions

<b>Possible Instructional Modifications /Accommodations/Differentiation</b>			
<b>Special Education Students</b>	<b>English Language Learners</b>	<b>At-Risk Students</b>	<b>Gifted Students</b>
<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Textbooks for at-home use</li> <li>- Additional time</li> <li>- Provide notes/outlines</li> <li>- Verbal/visual cueing</li> <li>- Preferential seating</li> <li>- Agenda checks</li> <li>- No penalty for spelling</li> <li>- Graphic organizers</li> </ul> <u>Modifications:</u> <ul style="list-style-type: none"> <li>- No penalty for spelling errors</li> <li>- Change level of difficulty/complexity</li> <li>- Read passages aloud</li> <li>- Shorten assignments</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- One-on-one conferencing</li> <li>- Learning stations</li> <li>- Flexible grouping</li> <li>- Tiered assignments</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Translated books</li> <li>- Manipulatives</li> <li>- Visual cues</li> <li>- iPad apps</li> <li>- Vocabulary organizers</li> <li>- Additional time</li> <li>- Oral prompts/cues</li> </ul> <u>Modifications:</u> <ul style="list-style-type: none"> <li>- Shorten assignments</li> <li>- No penalty for spelling errors</li> <li>- Lower level of difficulty/complexity</li> <li>- Reword/rephrase questions and directions</li> <li>- Simplify language</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- One-on-one conferencing</li> <li>- Small group instruction</li> <li>- Learning stations</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Graphic organizers</li> <li>- Audio books</li> <li>- Review sessions</li> <li>- Review directions</li> <li>- Work-in-progress check</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- One-on-one conferences</li> <li>- Learning stations</li> <li>- Leveled texts</li> <li>- Jigsaw</li> </ul>	<u>Accommodations/ Differentiation:</u> <ul style="list-style-type: none"> <li>- Tiered assignments</li> <li>- Leveled texts</li> <li>- Learning menus</li> <li>- Small group instruction</li> <li>- Learning stations</li> <li>- Flexible grouping</li> <li>- Jigsaw</li> </ul>

## Kingsway Regional School District

### 7<sup>th</sup> grade- Social Studies

<ul style="list-style-type: none"> <li>- Leveled texts</li> <li>- Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>- Leveled texts</li> <li>- Peer tutor</li> </ul>		
---	---	--	--

#### Unit Vocabulary

**Essential:** charter, joint stock company, headright, Burgesses, dissent, Puritan, Separatist, Pilgrim, Mayflower Compact, Fundamental Orders of Connecticut, patroon, proprietary colony, pacifist, indentured servant, constitution, debtor, tenant farmer, mission

**Non-Essential:** expand, policy, ethnic, function, estate

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
<p><b>Career Ready Practices:</b> CRP.K-12.CRP2.1, CRP.K-12.CRP4.1</p> <p><b>Technology:</b></p> <p>TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</p>	<p>Chromebooks iPad Cart PC Google Classroom Newsela.com</p>	<p><input type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input type="checkbox"/> Creativity &amp; Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input checked="" type="checkbox"/> Information &amp; Communication Technologies Literacy</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
			<input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

Resources:
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>The American Journey: The Early Years</i>, pgs. 58 – 83</li> <li>• <b>Primary Sources</b> <ul style="list-style-type: none"> <li>○ “The Mayflower Compact”</li> <li>○ Diary of Edward Winslow</li> <li>○ Excerpts from John Winthrop and Roger Williams on whether government should be based upon religion</li> </ul> </li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• <b>Analysis of Various Colonial Charters</b></li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Assignments</b> <ul style="list-style-type: none"> <li>○ Reflections</li> <li>○ Primary Source Analysis</li> <li>○ Secondary Source Analysis</li> </ul> </li> </ul>

# Kingsway Regional School District

## 7<sup>th</sup> grade- Social Studies

**WORLD/U.S. HISTORY 7**

**Recommended Duration: 4 weeks: November- December**

**UNIT 3: THE GROWTH OF THE THIRTEEN COLONIES**

**Unit Description:** In this unit the students will learn how the colonies transitioned from, mostly religious, utopian experiments to fully Anglicized colonies. The unit will examine the cultural, military, political, and economic growth experienced by the New England, Middle, and Southern Colonies and how this growth brought them into conflicts with the French, Spanish, and Native Americans.

### Essential Questions

### Enduring Understandings

1. What is Anglicization?
2. How did geography affect the economic development of the three colonial regions?
3. How did culture develop in the colonies?
4. How did conflict arise in North America between France and Great Britain?
5. How did the outcome of the French and Indian War determine who controlled North America?

1. Anglicization is the process by which the colonies became more British in their traditions, systems of law, economics, and military matters.
2. Accessibility to major bodies of water, deep water ports, and abundant natural resources all enabled the colonies to develop diverse and, usually, strong economies in the 17<sup>th</sup> century.
3. Culture moved from a more American (i.e. not British) culture in the 17<sup>th</sup> century to a far more British culture in the 18<sup>th</sup> century following the collapse of the utopian societies developed in the colonies at their inception.
4. The proximity of the British and French empires (both the motherlands and the colonies) to one another combined with Native American relations led to armed conflict between the British and French militaries in North America.
5. The war doubled the size of Great Britain's land holdings in North America, gave them almost exclusive access to the Great Lakes, and left Great Britain as the only naval power in North America.

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>            New Jersey Student Learning Standards-            6.1.8.A.2.a, 6.1.8.A.2.b, 6.1.8.A.2.c, 6.1.8.B.2.a,            6.1.8.C.2.a, 6.1.8.C.2.b, 6.1.8.C.2.c, 6.1.8.D.2.a,            6.1.8.D.2.b</p> <p><b>ELA:</b> LA.6-8.RH.6-8.1, LA.6-8.RH.6-8.2,            LA.6-8.RH.6-8.9</p>	<ol style="list-style-type: none"> <li>1. Students will be able to draw conclusions about how American colonists understood politics, economics, and culture. <i>(2 weeks)</i></li> <li>2. Students will be able to hypothesize why conflict arose in North America between France and Great Britain. <i>(2 weeks)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the thirteen colonies divided into the three colonial regions.</li> <li>2. Compare and contrast the three regions in economics, politics, and religion.</li> <li>3. Compare and contrast colonial and modern day culture (in order to teach the concept of “culture”).</li> <li>4. Develop a logical argument for the American colonists adopting traditional British culture (economic, governmental, military).</li> <li>5. Draw conclusions about the ongoing nature of military conflict between the British and French empires.</li> <li>6. Hypothesize the impact of the French and Indian War on the economic, military, and governmental future of the American colonies.</li> </ol>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
<ul style="list-style-type: none"> <li>-Entrance tickets</li> <li>-Exit tickets</li> <li>-Unit test</li> <li>-Quizzes</li> <li>-Summary writing</li> <li>-Descriptive writing</li> <li>-Graphic organizers</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Unit tests</li> <li>-Summary writing</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Station Activities</li> <li>-Primary source analysis</li> <li>-Secondary source analysis</li> <li>-Formal writing pieces</li> <li>- Narrative writing on Jamestown</li> <li>-Debate</li> <li>-Unit test</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter Test</li> </ul>

# Kingsway Regional School District

## 7<sup>th</sup> grade- Social Studies

<b>Possible Assessment Modifications/Accommodations</b>			
<b>Special Education Students</b>	<b>English Language Learners</b>	<b>At-Risk Students</b>	<b>Gifted Students</b>
<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Additional time</li> <li>- Study guides</li> <li>- Clarify test directions, read test questions</li> <li>- Increase font size</li> <li>- Allow re-do/ retakes</li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>- Read test passage out loud for assessing reading comprehension</li> <li>- Word banks</li> <li>- Reduce choice for multiple choice</li> <li>- Reduce redundant questions</li> <li>- Limit vocabulary choices</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Enhance directions</li> <li>- Multiple texts</li> <li>- Leveled readings</li> <li style="padding-left: 20px;">Choice of writing topics</li> </ul>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Translate directions</li> <li>- Multiple choice format</li> <li>- Read directions aloud</li> <li>- Highlight/underline key words</li> <li>- Peer tutor</li> <li>- Preferential seating</li> <li>- Simplify directions</li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>- Oral testing</li> <li>- Short answer responses</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Enhanced directions</li> <li>- Leveled texts</li> <li>- Choice of writing topics</li> <li>- Choice of test format</li> <li>- Shorten homework</li> </ul>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Additional time</li> <li>- Clarify directions</li> <li>- Study guides</li> <li>- Rest breaks</li> <li>- Highlight key words</li> <li>- Chunk long-term assignments</li> <li>- Pace long-term projects</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Leveled texts</li> <li>- Choice of writing topics</li> <li>- Learning menus</li> </ul>	<p><u>Accommodations/ Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Independent study</li> <li>- Tiered assessments</li> <li>- Leveled texts</li> <li style="padding-left: 20px;">Learning menu</li> </ul>

<b>Instructional Strategies (refer to <i>Robert Marzano's</i> 41 Elements)</b>
<p>Graphic organizers- Chunking content into digestible bites</p> <p>Primary source reading- Analysis of primary source documents</p> <p>Secondary source reading- Analysis of scholarly secondary sources</p> <p>Think, Pair, Share- Collaborative, student-centered discussion</p> <p>Entrance tickets- Informal formative assessment</p> <p>Exit tickets- Informal formative assessment</p>

Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking)  
 Setting goals- providing and tracking clear and measurable goals  
 Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences  
 Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument  
 Citing evidence- finding and citing evidence to defend an argument

**Possible Instructional Modifications /Accommodations/Differentiation**

Special Education Students	English Language Learners	At-Risk Students	Gifted Students
<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Textbooks for at-home use</li> <li>- Additional time</li> <li>- Provide notes/outlines</li> <li>- Verbal/visual cueing</li> <li>- Preferential seating</li> <li>- Agenda checks</li> <li>- No penalty for spelling</li> <li>- Graphic organizers</li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>- No penalty for spelling errors</li> <li>- Change level of difficulty/ complexity</li> <li>- Read passages aloud</li> <li>- Shorten assignments</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- One-on-one conferencing</li> <li>- Learning stations</li> <li>- Flexible grouping</li> <li>- Tiered assignments</li> <li>- Leveled texts</li> <li>- Jigsaw</li> </ul>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Translated books</li> <li>- Manipulatives</li> <li>- Visual cues</li> <li>- iPad apps</li> <li>- Vocabulary organizers</li> <li>- Additional time</li> <li>- Oral prompts/cues</li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>- Shorten assignments</li> <li>- No penalty for spelling errors</li> <li>- Lower level of difficulty/complexity</li> <li>- Rerword/rephrase questions and directions</li> <li>- Simplify language</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- One-on-one conferencing</li> <li>- Small group instruction</li> <li>- Learning stations</li> <li>- Leveled texts</li> <li>- Peer tutor</li> </ul>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Graphic organizers</li> <li>- Audio books</li> <li>- Review sessions</li> <li>- Review directions</li> <li>- Work-in-progress check</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- One-on-one conferences</li> <li>- Learning stations</li> <li>- Leveled texts</li> <li>- Jigsaw</li> </ul>	<p><u>Accommodations/ Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Tiered assignments</li> <li>- Leveled texts</li> <li>- Learning menus</li> <li>- Small group instruction</li> <li>- Learning stations</li> <li>- Flexible grouping</li> <li>- Jigsaw</li> </ul>

# Kingsway Regional School District

## 7<sup>th</sup> grade- Social Studies

### Unit Vocabulary

**Essential:** subsistence farming, Triangular Trade, Middle Passage, cash crop, surplus, tidewater, back country, overseer, slave code, export, import, charter colony, proprietary colony, royal colony, Iroquois Confederacy, militia, alliance, speculator

**Non-Essential:** rely, principal, successor, convert, design, prospect

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
<p><b>Career Ready Practices:</b> CRP.K-12.CRP2.1, CRP.K-12.CRP4.1</p> <p><b>Technology:</b></p> <p>TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</p>	<p>Chromebooks iPad Cart PC Google Classroom Newsela.com</p>	<p><input type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input type="checkbox"/> Creativity &amp; Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input checked="" type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

## Resources:

### Texts/Materials:

- ***The American Journey: The Early Years*, pgs. 88 – 113**
- **Primary Sources**
  - The English Constitution (Bill of Rights)
  - Diary of a Virginia Plantation Owner, 1709
  - *Kidnapping and Banditry as Ways to Acquire Slaves, 1789*- Olaudah Equiano
  - *Olaudah Equiano describes the Middle Passage, 1780s*- Olaudah Equiano
  - Jamestown primary sources

### Major Assignments (required):

- **Analysis of Culture in the Three Colonial Regions**
- **Analysis of Anglicization**

### Major Activities (required):

- **Writing Assignments**
  - Reflections
  - Primary Source Analysis
  - Secondary Source Analysis
  - Narrative Writing- Jamestown account

# Kingsway Regional School District

## 7<sup>th</sup> grade- Social Studies

U.S. HISTORY 7

Recommended Duration: 5 weeks: December- January

### UNIT 4: THE CAUSES OF THE REVOLUTIONARY WAR

**Unit Description:** In this unit, students will learn about the political breakdown between the North American colonies and the mother country. The unit will cover the theory of Anglicization and describe how an understanding of the difference between taxation and legislation and between interior and exterior taxes and laws coupled with the theory of Anglicization can explain the decision of the colonies to declare Independence from Great Britain.

#### Essential Questions

1. What is Anglicization?
2. Following the French and Indian War, how did the British government anger American colonists?
3. How did colonists react to British policies?
4. What brought about the clash between American colonists and British soldiers at Lexington and Concord?
5. Why did the American colonies choose to declare independence?

#### Enduring Understandings

1. Anglicization is the process by which the colonies became more British in their traditions, systems of law, economics, and military matters.
2. The British Parliament passed ever-restrictive regulations on the colonies and attempted to tax areas of the colonies where the British navy could not enforce the tax.
3. The colonists reacted to the British policies by employing the “English Riot,” which was a system of mainly peaceful protests led by the “betters” in the colonies that sought to influence public opinion and correct the errant ways of the British Parliament.
4. The creation of a rebel government in Philadelphia, the stockpiling of weapons by the Massachusetts militia in Lexington, and the attempts of the British military to shut down both operations led to the first battle at Lexington and Concord.
5. The American colonies chose to declare independence because the British Parliament and King were behaving in ways that were antithetical to Glorious Revolution and because, through the Coercive Acts, the British Parliament was, in effect, declaring that the colonists were not British subjects in the same way that those in Great Britain were British subjects (i.e., the Parliament denied Anglicization).

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>  New Jersey Student Learning Standards-  6.1.8.A.2.b, 6.1.8.A.3.a, 6.1.8.B.3.a, 6.1.8.C.3.a,  6.1.8.D.3.a, 6.1.8.D.3.b, 6.1.8.D.3.d</p> <p><b>ELA:</b> LA.6-8.RH.6-8.1, LA.6-8.RH.6-8.2,  LA.6-8.RH.6-8.9</p>	<ol style="list-style-type: none"> <li>1. Students will be able to assess colonial reaction to British policies of the 1760s and 1770s. <i>(3 weeks)</i></li> <li>2. Students will be able to develop a logical argument for why and how the American colonies were able to declare independence from Britain. <i>(2 weeks)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the policies of the British Parliament for the American colonies (Proclamation of 1763, Sugar Act, Stamp Act, Writs of Assistance, Stamp Act, Townsend Acts, Quartering Act, the Tea Act, the Coercive Acts) following the Seven Years War and their intended effect.</li> <li>2. Compare and contrast the colonial reaction to the various Parliamentary Acts.</li> <li>3. Assess the validity of the argument of taxes as a key component for rebellion.</li> <li>4. Develop a logical argument for the transition (in colonial reaction) from protest to violence.</li> <li>5. Assess the decision of the members of the Continental Congress to declare independence</li> <li>6. Investigate and analyze the parts of the Declaration of Independence and their intention.</li> <li>7. Compare and contrast the positions of the Patriots and Loyalists in the years prior to outbreak of the Revolutionary War.</li> </ol>

# Kingsway Regional School District

## 7<sup>th</sup> grade- Social Studies

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
<ul style="list-style-type: none"> <li>-Entrance tickets</li> <li>-Exit tickets</li> <li>-Unit tests</li> <li>-Quizzes</li> <li>-Summary writing</li> <li>-Argumentative writing</li> <li>-Graphic organizers</li> <li>-Discussion questions</li> <li>-Learning menu</li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Unit tests</li> <li>-Summary writing</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Station Activities</li> <li>-Primary source analysis</li> <li>-Secondary source analysis</li> <li>-Formal writing pieces</li> <li>-Debate</li> <li>-Unit test</li> <li>-Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter Test</li> <li>-Learning menu</li> </ul>

Possible Assessment Modifications/Accommodations			
Special Education Students	English Language Learners	At-Risk Students	Gifted Students
<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Additional time</li> <li>- Study guides</li> <li>- Clarify test directions, read test questions</li> <li>- Increase font size</li> <li>- Allow re-do/ retakes</li> </ul> <u>Modifications:</u> <ul style="list-style-type: none"> <li>- Read test passage out loud for assessing reading comprehension</li> <li>- Word banks</li> <li>- Reduce choice for multiple choice</li> <li>- Reduce redundant questions</li> <li>- Limit vocabulary choices</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Translate directions</li> <li>- Multiple choice format</li> <li>- Read directions aloud</li> <li>- Highlight/underline key words</li> <li>- Peer tutor</li> <li>- Preferential seating</li> <li>- Simplify directions</li> </ul> <u>Modifications:</u> <ul style="list-style-type: none"> <li>- Oral testing</li> <li>- Short answer responses</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Enhanced directions</li> <li>- Leveled texts</li> <li>- Choice of writing topics</li> <li>- Choice of test format</li> <li>- Shorten homework</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Additional time</li> <li>- Clarify directions</li> <li>- Study guides</li> <li>- Rest breaks</li> <li>- Highlight key words</li> <li>- Chunk long-term assignments</li> <li>- Pace long-term projects</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Leveled texts</li> <li>- Choice of writing topics</li> <li>- Learning menus</li> </ul>	<u>Accommodations/ Differentiation:</u> <ul style="list-style-type: none"> <li>- Independent study</li> <li>- Tiered assessments</li> <li>- Leveled texts</li> <li>- Learning menu</li> </ul>

<u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Enhance directions</li> <li>- Multiple texts</li> <li>- Leveled readings</li> <li>- Choice of writing topics</li> </ul>			
--	--	--	--

**Instructional Strategies (refer to *Robert Marzano's 41 Elements*)**

Graphic organizers- Chunking content into digestible bites  
 Primary source reading- Analysis of primary source documents  
 Secondary source reading- Analysis of scholarly secondary sources  
 Think, Pair, Share- Collaborative, student-centered discussion  
 Entrance tickets- Informal formative assessment  
 Exit tickets- Informal formative assessment  
 Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking)  
 Setting goals- providing and tracking clear and measurable goals  
 Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences  
 Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument  
 Citing evidence- finding and citing evidence to defend an argument  
 Learning Menu- student choice of projects including writing and creative assignments

**Possible Instructional Modifications /Accommodations/Differentiation**

<b>Special Education Students</b>	<b>English Language Learners</b>	<b>At-Risk Students</b>	<b>Gifted Students</b>
<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Textbooks for at-home use</li> <li>- Additional time</li> <li>- Provide notes/outlines</li> <li>- Verbal/visual cueing</li> <li>- Preferential seating</li> <li>- Agenda checks</li> <li>- No penalty for spelling</li> <li>- Graphic organizers</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Translated books</li> <li>- Manipulatives</li> <li>- Visual cues</li> <li>- iPad apps</li> <li>- Vocabulary organizers</li> <li>- Additional time</li> <li>- Oral prompts/cues</li> </ul> <u>Modifications:</u>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Graphic organizers</li> <li>- Audio books</li> <li>- Review sessions</li> <li>- Review directions</li> <li>- Work-in-progress check</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- One-on-one conferences</li> </ul>	<u>Accommodations/ Differentiation:</u> <ul style="list-style-type: none"> <li>- Tiered assignments</li> <li>- Leveled texts</li> <li>- Learning menus</li> <li>- Small group instruction</li> <li>- Learning stations</li> <li>- Flexible grouping</li> <li>- Jigsaw</li> </ul>

## Kingsway Regional School District

### 7<sup>th</sup> grade- Social Studies

<p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>- No penalty for spelling errors</li> <li>- Change level of difficulty/complexity</li> <li>- Read passages aloud</li> <li>- Shorten assignments</li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- One-on-one conferencing</li> <li>- Learning stations</li> <li>- Flexible grouping</li> <li>- Tiered assignments</li> <li>- Leveled texts</li> <li>- Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>- Shorten assignments</li> <li>- No penalty for spelling errors</li> <li>- Lower level of difficulty/complexity</li> <li>- Reword/rephrase questions and directions</li> <li>- Simplify language</li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>- One-on-one conferencing</li> <li>- Small group instruction</li> <li>- Learning stations</li> <li>- Leveled texts</li> <li>- Peer tutor</li> <li>- Journaling</li> </ul>	<ul style="list-style-type: none"> <li>- Learning stations</li> <li>- Leveled texts</li> <li>- Jigsaw</li> </ul>	
---	--	--	--

#### Unit Vocabulary

**Essential:** revenue, resolution, boycott, repeal, writs of assistance, effigy, nonimportation, propaganda, committee of correspondence, militia, minutemen, Loyalist, Patriot, petition, preamble

**Non-Essential:** prohibit, violate, occupy, encounter, approach, volunteer, debate, status, Anglicization

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
<p><b>Career Ready Practices:</b> CRP.K-12.CRP2.1, CRP.K-12.CRP4.1</p> <p><b>Technology:</b> TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</p>	<p>Chromebooks iPad Cart PC Google Classroom Newsela.com</p>	<p>___ Global Awareness</p> <p>__X__ Civic Literacy</p>	<p>___ Creativity &amp; Innovation</p> <p>___ Media Literacy</p> <p>__X__ Critical Thinking and Problem Solving</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
		<input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Life and Career Skills  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

**Resources:**

**Texts/Materials:**

- *The American Journey: The Early Years, pgs. 120 – 149*
- **Primary Sources**
  - The Olive Branch Petition
  - Newspaper report of Boston Massacre
  - Paul Revere’s depiction of the Boston Massacre
  - Pro and Anti-Independence speeches and literature
  - The Suffolk Resolves
  - The Declaration of Independence

**Major Assignments (required):**

- **Timeline of the Parliamentary Acts 1763 – 1774**
- **Analysis of the Declaration of Independence**

**Major Activities (required):**

- **Writing Assignments**

# Kingsway Regional School District

## 7<sup>th</sup> grade- Social Studies

### Resources:

- Reflections
- Primary Source Analysis
- Secondary Source Analysis

<b>U.S. HISTORY 7</b> <b>UNIT 5: THE REVOLUTIONARY WAR</b>	<b>Recommended Duration: 5 weeks: February-March</b>
<p><b>Unit Description:</b> In this unit the students will review the two opposing sides of the Revolutionary War and what advantages and disadvantages each side faced. The unit will move through the various groups of Americans who participated in the war and the reasons for their participation. The students will study the major events and battles of the war and understand how they eventually led to American success. Finally, the unit will cover the major changes brought about by the Treaty of Paris both in North America and also in a Trans-Atlantic sense.</p>	

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> <li>1. What challenges did the American revolutionaries face at the start of the war?</li> <li>2. How did the United States gain allies and aid during the Revolutionary War?</li> <li>3. How did fighting in the West and the South affect the course of the Revolutionary War?</li> <li>4. How did the battle of Yorktown lead to American independence?</li> </ol>	<ol style="list-style-type: none"> <li>1. The American forces lacked troops, weapons, supplies, and experienced military and political leadership.</li> <li>2. The Americans reached out to avowed enemies of Great Britain and displayed their ability to defeat the British militarily with their victory at the battle of Saratoga.</li> <li>3. The guerilla tactics used by the Americans in the West and the South slowed the progress of the British forces under Cornwallis and left them unable to link up with the forces under General Clinton in the North.</li> <li>4. Cornwallis's surrender at Yorktown took half of the British fighting force out of the war and pushed the British Parliament to the negotiation table.</li> </ol>

## Kingsway Regional School District

### 7<sup>th</sup> grade- Social Studies

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>                      New Jersey Student Learning Standards-                      6.1.8.A.3.a, 6.1.8.A.3.d, 6.1.8.B.3.a, 6.1.8.B.3.c,                      6.1.8.B.3.d, 6.1.8.C.3.b, 6.1.8.D.3.d, 6.1.8.D.3.e,                      6.1.8.D.3.f</p> <p><b>ELA:</b> LA.6-8.RH.6-8.1, LA.6-8.RH.6-8.2,                      LA.6-8.RH.6-8.9</p>	<ol style="list-style-type: none"> <li>1. Students will be able to analyze the challenges faced by Americans at the start of the war. <i>(2 weeks)</i></li> <li>2. Students will be able to construct the manner in which the United States gained allies and aid during the Revolutionary War. <i>(1 week)</i></li> <li>3. Students will be able to draw conclusions about how fighting in the West and the South led to American victory at the battle of Yorktown. <i>(2 weeks)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify challenges faced by the Americans at the outset of the Revolutionary War.</li> <li>2. Compare and contrast the advantages and disadvantages of the Patriots, Loyalists, and British military forces.</li> <li>3. Assess the need for and effectiveness of the Articles of Confederation (an effective document for the years of war).</li> <li>4. Develop a logical argument for the need of allies to the American forces.</li> <li>5. Develop a logical argument for the reasons that the Americans received help from Spain, France, and the Netherlands.</li> <li>6. Investigate the American successes in the West.</li> <li>7. Assess the success of guerilla tactics in the South.</li> <li>8. Draw conclusions about the strategic importance of the British surrender at Yorktown.</li> <li>9. Cite evidence for the negotiated peace that ended the Revolutionary War.</li> </ol>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
-Entrance tickets -Exit tickets -Common Summative Assessment -Unit test	-Quizzes -Unit tests -Summary writing -Discussion questions	-Station Activities -Primary source analysis -Secondary source analysis	-Common Summative Assessment -Chapter Test -Socratic Seminar

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Summary writing</li> <li>-Argumentative writing</li> <li>-Graphic organizers</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Common Summative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Formal writing pieces</li> <li>- Narrative Writing- Valley Forge R.A.F.T assignment</li> <li>-Socratic seminar</li> <li>-Debate</li> <li>-Unit test</li> </ul>	

Possible Assessment Modifications/Accommodations			
Special Education Students	English Language Learners	At-Risk Students	Gifted Students
<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Additional time</li> <li>- Study guides</li> <li>- Clarify test directions, read test questions</li> <li>- Increase font size</li> <li>- Allow re-do/ retakes</li> </ul> <u>Modifications:</u> <ul style="list-style-type: none"> <li>- Read test passage out loud for assessing reading comprehension</li> <li>- Word banks</li> <li>- Reduce choice for multiple choice</li> <li>- Reduce redundant questions</li> <li>- Limit vocabulary choices</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Enhance directions</li> <li>- Multiple texts</li> <li>- Leveled readings</li> <li>- Choice of writing topics</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Translate directions</li> <li>- Multiple choice format</li> <li>- Read directions aloud</li> <li>- Highlight/underline key words</li> <li>- Peer tutor</li> <li>- Preferential seating</li> <li>- Simplify directions</li> </ul> <u>Modifications:</u> <ul style="list-style-type: none"> <li>- Oral testing</li> <li>- Short answer responses</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Enhanced directions</li> <li>- Leveled texts</li> <li>- Choice of writing topics</li> <li>- Choice of test format</li> <li>- Shorten homework</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Additional time</li> <li>- Clarify directions</li> <li>- Study guides</li> <li>- Rest breaks</li> <li>- Highlight key words</li> <li>- Chunk long-term assignments</li> <li>- Pace long-term projects</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Leveled texts</li> <li>- Choice of writing topics</li> <li>- Learning menus</li> </ul>	<u>Accommodations/ Differentiation:</u> <ul style="list-style-type: none"> <li>- Independent study</li> <li>- Tiered assessments</li> <li>- Leveled texts</li> <li>Learning menu</li> </ul>

# Kingsway Regional School District

## 7<sup>th</sup> grade- Social Studies

### Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

Graphic organizers- Chunking content into digestible bites  
 Primary source reading- Analysis of primary source documents  
 Secondary source reading- Analysis of scholarly secondary sources  
 Think, Pair, Share- Collaborative, student-centered discussion  
 Entrance tickets- Informal formative assessment  
 Exit tickets- Informal formative assessment  
 Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking)  
 Setting goals- providing and tracking clear and measurable goals  
 Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences  
 Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument  
 Citing evidence- finding and citing evidence to defend an argument

### Possible Instructional Modifications /Accommodations/Differentiation

Special Education Students	English Language Learners	At-Risk Students	Gifted Students
<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Textbooks for at-home use</li> <li>- Additional time</li> <li>- Provide notes/outlines</li> <li>- Verbal/visual cueing</li> <li>- Preferential seating</li> <li>- Agenda checks</li> <li>- No penalty for spelling</li> <li>- Graphic organizers</li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>- No penalty for spelling errors</li> <li>- Change level of difficulty/complexity</li> <li>- Read passages aloud</li> <li>- Shorten assignments</li> </ul>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Translated books</li> <li>- Manipulatives</li> <li>- Visual cues</li> <li>- iPad apps</li> <li>- Vocabulary organizers</li> <li>- Additional time</li> <li>- Oral prompts/cues</li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>- Shorten assignments</li> <li>- No penalty for spelling errors</li> <li>- Lower level of difficulty/complexity</li> <li>- Reword/rephrase questions and directions</li> <li>- Simplify language</li> </ul>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Graphic organizers</li> <li>- Audio books</li> <li>- Review sessions</li> <li>- Review directions</li> <li>- Work-in-progress check</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- One-on-one conferences</li> <li>- Learning stations</li> <li>- Leveled texts</li> <li>- Jigsaw</li> </ul>	<p><u>Accommodations/ Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Tiered assignments</li> <li>- Leveled texts</li> <li>- Learning menus</li> <li>- Small group instruction</li> <li>- Learning stations</li> <li>- Flexible grouping</li> <li>- Jigsaw</li> </ul>

<b>Differentiation:</b> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- One-on-one conferencing</li> <li>- Learning stations</li> <li>- Flexible grouping</li> <li>- Tiered assignments</li> <li>- Leveled texts</li> <li>- Jigsaw</li> </ul>	<b>Differentiation:</b> <ul style="list-style-type: none"> <li>- One-on-one conferencing</li> <li>- Small group instruction</li> <li>- Learning stations</li> <li>- Leveled texts</li> <li>- Peer tutor</li> <li>- Journaling</li> </ul>		
---	--	--	--

### Unit Vocabulary

**Essential:** mercenary, recruit, desert, inflation, blockade, privateer, guerilla warfare, ratify, ambush

**Non-Essential:** transfer, previous, aid, issue, impact, sustain, strategy, pursue, infantry, artillery, regulars, militia

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
<b>Career Ready Practices:</b> CRP.K-12.CRP2.1, CRP.K-12.CRP4.1  <b>Technology:</b>  TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E	Chromebooks iPad Cart PC Google Classroom Newsela.com	<input type="checkbox"/> Global Awareness  <input checked="" type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input type="checkbox"/> Life and Career Skills  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

## Kingsway Regional School District

### 7<sup>th</sup> grade- Social Studies

#### Resources:

##### Texts/Materials:

- *The American Journey: The Early Years*, pgs. 150 – 183
- Primary Sources
  - The Declaration of Independence
  - Washington's letters (from Valley Forge)
  - Soldiers' diaries

##### Major Assignments (required):

- Analysis of *The Two Sides at the Beginning of the War*
- Analysis of the Treaty of Paris

##### Major Activities (required):

- **Writing Assignments**
  - Reflections
  - Primary Source Analysis
  - Secondary Source Analysis
  - Narrative Writing- Valley Forge R.A.F.T assignment

<b>U.S. HISTORY 7</b> <b>Unit 6: A More Perfect Union</b>	<b>Recommended Duration: 4-5 Weeks: March- April</b>
<b>Unit Description:</b>  <p>The students will begin their study of American history in the Early Republic with a comprehensive examination of the failures of the Articles of Confederation to adequately govern the nation following the Revolutionary War, the events that made the failures obvious, and the effort to create and ratify a constitution. The students will begin examining primary sources and understand how different philosophers, philosophies, and government systems combined to form the constitution and government of the United States.</p>	

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> <li>1. How does territorial expansion affect social, political, economic, and cultural aspects of the Early Republic?</li> <li>2. How do series of events lead to an expected outcome?</li> <li>3. How and why was the Constitution created?</li> <li>4. How do differing interpretations affect our study of historical events?</li> </ol>	<ol style="list-style-type: none"> <li>1. Spatial representations of nations and their proximity to other nations provide an understanding of international relationships.</li> <li>2. The precarious position of the United States following the Revolutionary War required the nation to construct a new form of government.</li> <li>3. The United States Constitution serves as the foundation of our government.</li> <li>4. There exist many interpretations of the reasons for and the success of the United States Constitution.</li> </ol>

# Kingsway Regional School District

## 7<sup>th</sup> grade- Social Studies

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b> <b>Power (Primary):</b></p> <p><b>Subject Area:</b> New Jersey Student Learning Standards- 6.1.8.A.3.b, 6.1.8.A.3.c, 6.1.8.A.3.d, 6.1.8.B.3.b, 6.1.8.C.3.b,</p> <p><b>ELA:</b> LA.6-8.RH.6-8.1, LA.6-8.RH.6-8.2, LA.6-8.RH.6-8.9</p>	<ol style="list-style-type: none"><li>1. Students will be able to assess the failure of the Articles of Confederation to effectively deal with challenges faced by the United States after the Revolutionary War. <i>(2.5 weeks)</i></li><li>2. Students will be able to compare and contrast the various plans to formulate a new plan of government and the arguments for and against ratification of the Constitution. <i>(2.5 weeks)</i></li></ol>	<ol style="list-style-type: none"><li>1. Analyze the events that led to the Constitutional Convention (debt, depression, Shays's Rebellion)</li><li>2. Compare and Contrast the New Jersey and Virginia plans, the Great Compromise, and the 3/5 Compromise.</li><li>3. Cite evidence for the influence of the Magna Carta, Locke, Montesquieu, the English Constitution, and the English Bill of Rights on the development of the United States Constitution.</li><li>4. Differentiate between the positions and arguments of Federalists and Antifederalists during the Constitutional Debate.</li></ol>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
<ul style="list-style-type: none"> <li>-Entrance tickets</li> <li>-Exit tickets</li> <li>-Unit tests</li> <li>-Quizzes</li> <li>-Summary writing</li> <li>-Argumentative writing</li> <li>-Graphic organizers</li> <li>-Discussion questions</li> <li>-Venn diagram (compare and contrast)</li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Unit tests</li> <li>-Summary writing</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Station Activities</li> <li>-Primary source analysis</li> <li>-Secondary source analysis</li> <li>-Formal writing pieces</li> <li>-Debate</li> <li>-Unit test</li> <li>-Problem-based learning</li> </ul>	<ul style="list-style-type: none"> <li>-Writing based project</li> <li>-Oral presentation</li> <li>-Problem-based learning</li> </ul>

Possible Assessment Modifications/Accommodations			
Special Education Students	English Language Learners	At-Risk Students	Gifted Students
<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Additional time</li> <li>- Study guides</li> <li>- Clarify test directions, read test questions</li> <li>- Increase font size</li> <li>- Allow re-do/ retakes</li> </ul> <u>Modifications:</u> <ul style="list-style-type: none"> <li>- Read test passage out loud for assessing reading comprehension</li> <li>- Word banks</li> <li>- Reduce choice for multiple choice</li> <li>- Reduce redundant questions</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Translate directions</li> <li>- Multiple choice format</li> <li>- Read directions aloud</li> <li>- Highlight/underline key words</li> <li>- Peer tutor</li> <li>- Preferential seating</li> <li>- Simplify directions</li> </ul> <u>Modifications:</u> <ul style="list-style-type: none"> <li>- Oral testing</li> <li>- Short answer responses</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Enhanced directions</li> <li>- Leveled texts</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Additional time</li> <li>- Clarify directions</li> <li>- Study guides</li> <li>- Rest breaks</li> <li>- Highlight key words</li> <li>- Chunk long-term assignments</li> <li>- Pace long-term projects</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Leveled texts</li> <li>- Choice of writing topics</li> <li>- Learning menus</li> </ul>	<u>Accommodations/ Differentiation:</u> <ul style="list-style-type: none"> <li>- Independent study</li> <li>- Tiered assessments</li> <li>- Leveled texts</li> <li>- Learning menu</li> </ul>

## Kingsway Regional School District

### 7<sup>th</sup> grade- Social Studies

<ul style="list-style-type: none"> <li>- Limit vocabulary choices</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Enhance directions</li> <li>- Multiple texts</li> <li>- Leveled readings</li> <li style="padding-left: 20px;">Choice of writing topics</li> </ul>	<ul style="list-style-type: none"> <li>- Choice of writing topics</li> <li>- Choice of test format</li> <li>- Shorten homework</li> </ul>		
--	---	--	--

#### Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

<p>Graphic organizers- Chunking content into digestible bites</p> <p>Primary source reading- Analysis of primary source documents</p> <p>Secondary source reading- Analysis of scholarly secondary sources</p> <p>Think, Pair, Share- Collaborative, student-centered discussion</p> <p>Entrance tickets- Informal formative assessment</p> <p>Exit tickets- Informal formative assessment</p> <p>Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking)</p> <p>Setting goals- providing and tracking clear and measurable goals</p> <p>Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences</p> <p>Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument</p> <p>Citing evidence- finding and citing evidence to defend an argument</p>
--

#### Possible Instructional Modifications /Accommodations/Differentiation

Special Education Students	English Language Learners	At-Risk Students	Gifted Students
<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Textbooks for at-home use</li> <li>- Additional time</li> <li>- Provide notes/outlines</li> <li>- Verbal/visual cueing</li> <li>- Preferential seating</li> <li>- Agenda checks</li> <li>- No penalty for spelling</li> <li>- Graphic organizers</li> </ul>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Translated books</li> <li>- Manipulatives</li> <li>- Visual cues</li> <li>- iPad apps</li> <li>- Vocabulary organizers</li> <li>- Additional time</li> <li>- Oral prompts/cues</li> </ul>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>- Graphic organizers</li> <li>- Audio books</li> <li>- Review sessions</li> <li>- Review directions</li> <li>- Work-in-progress check</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Small group instruction</li> </ul>	<p><u>Accommodations/ Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Tiered assignments</li> <li>- Leveled texts</li> <li>- Learning menus</li> <li>- Small group instruction</li> <li>- Learning stations</li> <li>- Flexible grouping</li> <li>- Jigsaw</li> </ul>

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>- No penalty for spelling errors</li> <li>- Change level of difficulty/complexity</li> <li>- Read passages aloud</li> <li>- Shorten assignments</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- One-on-one conferencing</li> <li>- Learning stations</li> <li>- Flexible grouping</li> <li>- Tiered assignments</li> <li>- Leveled texts</li> <li>- Jigsaw</li> </ul>	<p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>- Shorten assignments</li> <li>- No penalty for spelling errors</li> <li>- Lower level of difficulty/complexity</li> <li>- Rerword/rephrase questions and directions</li> <li>- Simplify language</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- One-on-one conferencing</li> <li>- Small group instruction</li> <li>- Learning stations</li> <li>- Leveled texts</li> <li>- Peer tutor</li> <li>- Journaling</li> </ul>	<ul style="list-style-type: none"> <li>- One-on-one conferences</li> <li>- Learning stations</li> <li>- Leveled texts</li> <li>- Jigsaw</li> </ul>	
---	--	--	--

**Unit Vocabulary**

**Essential: constitution, bicameral, republic, petition, ordinance, depreciate, depression, manumission, proportional, compromise, Enlightenment, federalism, article, legislative branch, executive branch, judicial branch, Electoral College, checks and balances, ratify, Federalist, Antifederalist, amendment**

**Non-Essential:**

<b>Interdisciplinary Connections (Applicable Standards)</b>	<b>Integration of Technology</b>	<b>21<sup>st</sup> Century Themes: P21 Framework Toolkit</b>	<b>21<sup>st</sup> Century Skills: P21 Framework Toolkit</b>
<p><b>Career Ready Practices:</b> CRP.K-12.CRP2.1, CRP.K-12.CRP4.1</p>	<p>Chromebooks iPad Cart PC</p>	<p>___ Global Awareness  _X_ Civic Literacy</p>	<p>___ Creativity &amp; Innovation ___ Media Literacy</p>

## Kingsway Regional School District

### 7<sup>th</sup> grade- Social Studies

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
<b>Technology:</b> TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E	Google Classroom	<input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input type="checkbox"/> Life and Career Skills  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

#### Resources:

##### Texts/Materials:

- The American Journey pgs. 192 – 215
- **Primary Sources:**
  - Gov. Hancock’s Declaration of Mercy for Shays Rebels
  - “Insurgents” Poem
  - “The Spirit of Laws” – the Baron de Montesquieu
  - “Second Treatise on Government” – John Locke
  - Articles of Confederation
  - Constitution of the United States
- **Secondary Sources:**
  - Phillip Hoose, *We Were There, Too!: Young People in U.S. History* (New York: Melanie Kroupa Books, 2001), 74 – 76.

##### Major Assignments (required):

- Comparing and Contrasting Articles of Confederation and United States Constitution
- Analysis of Shays’s Rebellion

**Resources:**

**Major Activities (required):**

- **Federalist/Antifederalist Debate**
- **Writing Assignments**
  - **Journals**
  - **Reflections**
  - **Primary Source Analysis**
  - **Secondary Source Analysis**

# Kingsway Regional School District

## 7<sup>th</sup> grade- Social Studies

<b>U.S. HISTORY 7</b> <b>UNIT 7: Civics</b>	<b>Recommended Duration: 4-5 weeks: May - June</b>
<p><b>Unit Description:</b> The students will study the Constitution, the Bill of Rights, the Federal Government and the three branches of the U.S. government, as well as citizens' rights and responsibilities. Students will analyze various components of the U.S. government, which can include but are not limited to major principles of and amendments to the Constitution, the Legislative, Executive, and Judicial branches of the U.S. government, and specific rights of American citizens afforded by our system of government.</p>	

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> <li>1. What are the major goals of the U.S. Constitution?</li> <li>2. How can the Constitution be amended in order to adjust to a growing nation with unique problems?</li> <li>3. What is the form and function of each individual branch of the U.S. federal government (Legislative, Executive, and Judicial)?</li> <li>4. What are the rights and responsibilities of a U.S. citizen?</li> </ol>	<ol style="list-style-type: none"> <li>1. The framework of the U.S. Constitution provides government structure and the basic rights of American citizens</li> <li>2. The goals and powers of the three branches of the U.S. government</li> <li>3. The rights and responsibilities of U.S. citizenship</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>  <b>Subject Area:</b> New Jersey Student Learning Standards- 6.1.8.A.3.b, 6.1.8.A.3.g</p> <p><b>ELA:</b> LA.6-8.RH.6-8.1, LA.6-8.RH.6-8.2, LA.6-8.RH.6-8.9</p>	<ol style="list-style-type: none"> <li>1. Students will be able to assess the principles of the Constitution and their practical application. <i>(2 weeks)</i></li> <li>2. Students will be able to differentiate between the 3 branches of government. <i>(2 weeks)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast the goals and principles of the Articles of Confederation and the Constitution.</li> <li>2. Construct a graphic organizer differentiating the three branches of government under the United States Constitution.</li> <li>3. Differentiate between citizen duties and responsibilities.</li> <li>4. Hypothesize the practical application of the Constitution and the Bill of Rights.</li> </ol>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
<ul style="list-style-type: none"> <li>-Entrance tickets</li> <li>-Exit tickets</li> <li>-Common Summative Assessment</li> <li>-Unit test</li> <li>-Quizzes</li> <li>-Summary writing</li> <li>-Descriptive writing</li> <li>-Graphic organizers</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Unit tests</li> <li>-Summary writing</li> <li>-Discussion questions</li> <li>-Common Summative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Station Activities</li> <li>-Primary source analysis</li> <li>-Secondary source analysis</li> <li>-Formal writing pieces</li> <li>-Socratic seminar</li> <li>-Debate</li> <li>-Common Summative Assessment</li> <li>-Unit test</li> </ul>	<ul style="list-style-type: none"> <li>-Common Summative Assessment</li> <li>-Writing based project</li> <li>-Oral presentation</li> </ul>

Possible Assessment Modifications/Accommodations			
Special Education Students	English Language Learners	At-Risk Students	Gifted Students
<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Additional time</li> <li>- Study guides</li> <li>- Clarify test directions, read test questions</li> <li>- Increase font size</li> <li>- Allow re-do/ retakes</li> </ul> <u>Modifications:</u> <ul style="list-style-type: none"> <li>- Read test passage out loud for assessing reading comprehension</li> <li>- Word banks</li> <li>- Reduce choice for multiple choice</li> <li>- Reduce redundant questions</li> <li>- Limit vocabulary choices</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Translate directions</li> <li>- Multiple choice format</li> <li>- Read directions aloud</li> <li>- Highlight/underline key words</li> <li>- Peer tutor</li> <li>- Preferential seating</li> <li>- Simplify directions</li> </ul> <u>Modifications:</u> <ul style="list-style-type: none"> <li>- Oral testing</li> <li>- Short answer responses</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Enhanced directions</li> <li>- Leveled texts</li> <li>- Choice of writing topics</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Additional time</li> <li>- Clarify directions</li> <li>- Study guides</li> <li>- Rest breaks</li> <li>- Highlight key words</li> <li>- Chunk long-term assignments</li> <li>- Pace long-term projects</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Leveled texts</li> <li>- Choice of writing topics</li> <li>- Learning menus</li> </ul>	<u>Accommodations/ Differentiation:</u> <ul style="list-style-type: none"> <li>- Independent study</li> <li>- Tiered assessments</li> <li>- Leveled texts</li> <li>- Learning menu</li> </ul>

## Kingsway Regional School District

### 7<sup>th</sup> grade- Social Studies

<u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Enhance directions</li> <li>- Multiple texts</li> <li>- Leveled readings</li> <li style="padding-left: 20px;">Choice of writing topics</li> </ul>	<ul style="list-style-type: none"> <li>- Choice of test format</li> <li>- Shorten homework</li> </ul>		
---	---	--	--

#### Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

Graphic organizers- Chunking content into digestible bites  
 Primary source reading- Analysis of primary source documents  
 Secondary source reading- Analysis of scholarly secondary sources  
 Think, Pair, Share- Collaborative, student-centered discussion  
 Entrance tickets- Informal formative assessment  
 Exit tickets- Informal formative assessment  
 Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking)  
 Setting goals- providing and tracking clear and measurable goals  
 Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences  
 Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument  
 Citing evidence- finding and citing evidence to defend an argument

#### Possible Instructional Modifications /Accommodations/Differentiation

Special Education Students	English Language Learners	At-Risk Students	Gifted Students
<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Textbooks for at-home use</li> <li>- Additional time</li> <li>- Provide notes/outlines</li> <li>- Verbal/visual cueing</li> <li>- Preferential seating</li> <li>- Agenda checks</li> <li>- No penalty for spelling</li> <li>- Graphic organizers</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Translated books</li> <li>- Manipulatives</li> <li>- Visual cues</li> <li>- iPad apps</li> <li>- Vocabulary organizers</li> <li>- Additional time</li> <li>- Oral prompts/cues</li> </ul> <u>Modifications:</u> <ul style="list-style-type: none"> <li>- Shorten assignments</li> </ul>	<u>Accommodations:</u> <ul style="list-style-type: none"> <li>- Graphic organizers</li> <li>- Audio books</li> <li>- Review sessions</li> <li>- Review directions</li> <li>- Work-in-progress check</li> </ul> <u>Differentiation:</u> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- One-on-one conferences</li> </ul>	<u>Accommodations/ Differentiation:</u> <ul style="list-style-type: none"> <li>- Tiered assignments</li> <li>- Leveled texts</li> <li>- Learning menus</li> <li>- Small group instruction</li> <li>- Learning stations</li> <li>- Flexible grouping</li> <li>- Jigsaw</li> </ul>

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>- No penalty for spelling errors</li> <li>- Change level of difficulty/complexity</li> <li>- Read passages aloud</li> <li>- Shorten assignments</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- One-on-one conferencing</li> <li>- Learning stations</li> <li>- Flexible grouping</li> <li>- Tiered assignments</li> <li>- Leveled texts</li> <li>- Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>- No penalty for spelling errors</li> <li>- Lower level of difficulty/complexity</li> <li>- Reword/rephrase questions and directions</li> <li>- Simplify language</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- One-on-one conferencing</li> <li>- Small group instruction</li> <li>- Learning stations</li> <li>- Leveled texts</li> <li>- Peer tutor</li> <li>- Journaling</li> </ul>	<ul style="list-style-type: none"> <li>- Learning stations</li> <li>- Leveled texts</li> <li>- Jigsaw</li> </ul>	
---	---	--	--

**Unit Vocabulary**

**Essential: preamble, domestic tranquility, popular sovereignty, republicanism, federalism, enumerated powers, reserved powers, concurrent powers, amendment, implied powers, judicial review, appropriate, impeach, constituents, due process of law, citizen, naturalization**

**Non-Essential:**

<b>Interdisciplinary Connections (Applicable Standards)</b>	<b>Integration of Technology</b>	<b>21<sup>st</sup> Century Themes: P21 Framework Toolkit</b>	<b>21<sup>st</sup> Century Skills: P21 Framework Toolkit</b>
<p><b>Career Ready Practices:</b> CRP.K-12.CRP2.1, CRP.K-12.CRP4.1</p> <p><b>Technology:</b></p>	<p>Chromebooks iPad Cart PC Google Classroom</p>	<p>___ Global Awareness</p> <p><u>  X  </u> Civic Literacy</p> <p>___ Financial, Economic, Business, &amp; Entrepreneurial Literacy</p>	<p>___ Creativity &amp; Innovation</p> <p>___ Media Literacy</p> <p><u>  X  </u> Critical Thinking and Problem Solving</p>

## Kingsway Regional School District

### 7<sup>th</sup> grade- Social Studies

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E		___ Health Literacy	__X__ Life and Career Skills  __X__ Information & Communication Technologies Literacy  __X__ Communication & Collaboration  __X__ Information Literacy

#### Resources:

##### Texts/Materials:

- The American Journey pgs. 216 - 253
- **Primary Sources:**
  - The United States Constitution
  - The United States Bill of Rights
- **Secondary Sources:**
  - <http://www.icivics.org/>

##### Major Assignments (required):

- Bill of Rights

##### Major Activities (required):

- **Writing Assignments**
  - Journals
  - Reflections
  - Primary Source Analysis
  - Secondary Source Analysis

