

Curriculum Design

Content Area: Social Studies

Course Title: Social Studies

Grade Level: 7

Unit 1-Road to the Revolution

4 Weeks

Unit 2-The American Revolution

4 Weeks

Unit 3-Confederation to Constitution

4 Weeks

Unit 4-Launching a New Republic

4 Weeks

Unit 5-The Jefferson Era

4 Weeks

Unit 6-National and Regional Growth

4 Weeks

Unit 7-The Age of Jackson

4 Weeks

Unit 8-Manifest Destiny

4 Weeks

Unit 9-A New Spirit of Change	4 Weeks
Unit 10-A Nation Breaking Apart	4 Weeks
Unit 11-The Civil War	4 Weeks
Unit 12-Research	On Going
Date Created: August 2015	
Board Approved on: August 27, 2015	

Unit 1 Overview	
Content Area: Social Studies	
Unit 1 Title: The Road to Revolution	
Grade Level: 7	
<p>Unit Summary</p> <ul style="list-style-type: none"> • Colonists saw British efforts to increase control over them as a violation of their rights and began to organize opposition. • Tensions led to the outbreak of the Revolutionary War. • Americans decided to declare their independence from Britain. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>21st Century Themes 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p>Content Statements</p> <ul style="list-style-type: none"> • Disputes over political authority and economic issues contributed to a movement for independence in the colonies. • The fundamental principles of the United States Constitution serve as the foundation of the United States government today. 	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the

	extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.		
6.1.8.A.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.A.3.f	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.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.		
6.1.8.B.3.d	Explain why New Jersey’s location played an integral role in the American Revolution.		
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> Describe how people might feel about not having a say in rules they must follow. Predict what may happen when the British do not listen to the Colonist. Explain how people can express their dissatisfaction to their governing body. </td> <td> Unit Enduring Understandings <ul style="list-style-type: none"> Colonists saw British control as a violation of their rights. Colonists organized to oppose the British. Dissatisfaction led to the outbreak of the Revolutionary War. </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> Describe how people might feel about not having a say in rules they must follow. Predict what may happen when the British do not listen to the Colonist. Explain how people can express their dissatisfaction to their governing body. 	Unit Enduring Understandings <ul style="list-style-type: none"> Colonists saw British control as a violation of their rights. Colonists organized to oppose the British. Dissatisfaction led to the outbreak of the Revolutionary War.
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Evidence of Learning			
Summative Assessment <ul style="list-style-type: none"> NJ ASK 7 Section Quizzes <u>American History</u> Unit Exam 			
Equipment needed: SmartBoard, Internet			
Teacher Resources: McDougal Littell’s <u>American History</u> , Harcourt’s Social Studies			
Formative Assessments <ul style="list-style-type: none"> Teacher questions will be utilized to check for daily understanding Writing tasks at the beginning or end of class Monitor cooperative group discussions 			

- Peer evaluations and critiques of student writing
- Quiz
- Teacher periodically check student projects under construction

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 2 Overview

Content Area: Social Studies

Unit 2 Title: The American Revolution

Grade Level: 7

Unit Summary

- Although the Continental Army had difficulty fighting in a divided America, the Patriots triumphed at Saratoga.
- The expansion of the war weakened the British by forcing them to spread their resources.
- The Colonial Army, Allies and American people brought about an American victory.
- America emerged from the war as a unified people who valued the ideal of liberty.

Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening

English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

21st Century Themes 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

Learning Targets

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

Content Statements

- Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
- The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

CPI #	Cumulative Progress Indicator (CPI)		
6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.		
6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.		
6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.		
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		
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Evidence of Learning			
<p>Summative Assessment</p> <ul style="list-style-type: none"> NJ ASK 7 Section Quizzes <u>American History</u> Unit Exam <p>Equipment needed: SmartBoard, Internet</p> <p>Teacher Resources: McDougal Littell's <u>American History</u>, Harcourt's <u>Social Studies</u></p>			
<p>Formative Assessments</p> <table border="0" style="width:100%"> <tr> <td style="width:50%"> <ul style="list-style-type: none"> Teacher questions will be utilized to check for daily understanding Peer evaluations and critiques of student writing Teacher periodically check student projects under construction </td> <td style="width:50%"> <ul style="list-style-type: none"> Writing tasks at the beginning or end of class Monitor cooperative group discussions Quiz </td> </tr> </table>		<ul style="list-style-type: none"> Teacher questions will be utilized to check for daily understanding Peer evaluations and critiques of student writing Teacher periodically check student projects under construction 	<ul style="list-style-type: none"> Writing tasks at the beginning or end of class Monitor cooperative group discussions Quiz
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Modifications: (Special education, ELLs, at-risk students, gifted and talented)			

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 3 Overview

Content Area: Social Studies

Unit 3 Title: Confederation to Constitution

Grade Level: 7

Unit Summary

- The Articles of Confederation created a weak national government.
- The Constitution created a new, stronger government that replaced the Articles of Confederation.
- America’s liberties are protected by the U.S. Constitution and a Bill of Rights.

Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening

English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

21st Century Themes 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.

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Learning Targets

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

Content Statements

- Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
- The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

CPI #	Cumulative Progress Indicator (CPI)
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen

	writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6.1.8.D.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.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the strengths and weaknesses of the Articles of Confederation? • Why was there a call for the Constitutional Convention? • Why did the federalists support ratification of the Constitution and anti-federalists oppose it? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • It was too weak to deal with most national issues. • Delegates wanted to create national trade laws. • The anti-federalists thought it would take too much power away from the states and did not guarantee rights of the people.
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Evidence of Learning

<p>Summative Assessment</p> <ul style="list-style-type: none"> • NJ ASK 7 • Section Quizzes • <u>American History</u> Unit Exam <p>Equipment needed: SmartBoard, Internet</p> <p>Teacher Resources: McDougal Littell’s <u>American History</u>, Harcourt’s <u>Social Studies</u></p>
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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher questions will be utilized to check for daily understanding • Peer evaluations and critiques of student writing • Teacher periodically check student projects under construction • Writing tasks at the beginning or end of class • Monitor cooperative group discussions • Quiz

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
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- Partner work
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- Flexible grouping
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Unit 4 Overview	
Content Area: Social Studies	
Unit 4 Title: Launching a New Republic	
Grade Level: 7	
<p>Unit Summary</p> <ul style="list-style-type: none"> • George Washington and his advisors faced many challenges during his presidency. • Washington established central authority at home and avoided war abroad. • The Federalists dominated politics during the presidency of John Adams. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>21st Century Themes 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
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CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.

6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.1.8.D.3.e	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.D.3.f	Analyze from multiple perspectives 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.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> Describe the decisions made by Washington and Congress that established precedents for later years. Describe the Northwest Territory and the Whiskey Rebellion. What were the main issues behind Adam’s presidency and the conflict over states’ rights? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> His ideas lasted well into the future. The NW Territory is bounded by the Miss. and Ohio Rivers as well as the Great Lakes. Adam’s chief rival, Jefferson, was his vice-president.
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Evidence of Learning

Summative Assessment

- NJ ASK 7
- Section Quizzes
- American History Unit Exam

Equipment needed: SmartBoard, Internet

Teacher Resources: McDougal Littell’s American History, Harcourt’s Social Studies

Formative Assessments

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Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
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- Partner work
- Leveled Texts
- Flexible grouping
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- Compacting
- Varying question levels

Unit 5 Overview	
Content Area: Social Studies	
Unit 5 Title: The Jefferson Era	
Grade Level: 7	
<p>Unit Summary</p> <ul style="list-style-type: none"> • The Nation doubled in size when Jefferson acquired the Louisiana Purchase. • The Nation gained confidence and respect as a result of the War of 1812. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>21st Century Themes 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
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<p>Content Statements</p> <ul style="list-style-type: none"> • Disputes over political authority and economic issues contributed to a movement for independence in the colonies. • The fundamental principles of the United States Constitution serve as the foundation of the United States government today. • Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. 	
CPI #	Cumulative Progress Indicator (CPI)

6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States		
6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.		
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
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Modifications: (Special education, ELLs, at-risk students, gifted and talented) <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work 			

Brigantine Public School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 6 Overview	
Content Area: Social Studies	
Unit 6 Title: National and Regional Growth	
Grade Level: 7	
<p>Unit Summary</p> <ul style="list-style-type: none"> • New industry and invention changed the way people lived and worked in the 1800’s. • The invention of the cotton gin and the demand for cotton caused slavery to spread in the south. • Tension grew between the North and the South. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>21st Century Themes 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
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<p>Content Statements</p> <ul style="list-style-type: none"> • Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. 	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
6.1.8.D.4.b	Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What new inventions have significantly affected American history? • Why did slavery spread? • How do you show pride and loyalty in the place you live? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Steam engine, cotton gin, telegraph, steamboat, and photography inventions have impacted American history. • Slavery spread as a source of free labor to meet demands for products. • Defending our homes and promoting our citizens’ well being show national pride.
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Evidence of Learning

<p>Summative Assessment</p> <ul style="list-style-type: none"> • NJ ASK 7 • Section Quizzes • <u>American History</u> Unit Exam <p>Equipment needed: SmartBoard, Internet</p> <p>Teacher Resources: McDougal Littell’s <u>American History</u>, Harcourt’s <u>Social Studies</u></p>
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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher questions will be utilized to check for daily understanding • Peer evaluations and critiques of student writing • Teacher periodically check student projects under construction • Writing tasks at the beginning or end of class • Monitor cooperative group discussions • Quiz

<p>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</p> <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts

Brigantine Public School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 7 Overview	
Content Area: Social Studies	
Unit 7 Title: The Age of Jackson	
Grade Level: 7	
<p>Unit Summary</p> <ul style="list-style-type: none"> • Andrew Jackson’s election to presidency opened a new era of popular democracy in 1828. • Native Americans were forced to move west. • After Jackson left office his policies caused the economy to collapse and affected the next election. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>21st Century Themes 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards: 6.1 U.S. History: America in the World- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>	
<p>Content Statements</p> <ul style="list-style-type: none"> • Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. 	
CPI #	Cumulative Progress Indicator (CPI)
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
RH6-8.2	Determine the central ideas or information of a primary or secondary source;

	provide an accurate summary of the source distinct from prior knowledge or opinions.		
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		
6.1.8.C.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.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.		
<table border="1" style="width:100%"> <tr> <td style="width:50%"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How might a nation change after it elects a new leader? • Predict effects of Jackson’s policies on Native Americans. • How do a government’s economic policies affect the daily lives of people? </td> <td style="width:50%"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • They must now adhere to the new leader’s policies. • Native Americans were forced to move west. • There could be financial impacts when new policies are invoked. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How might a nation change after it elects a new leader? • Predict effects of Jackson’s policies on Native Americans. • How do a government’s economic policies affect the daily lives of people? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • They must now adhere to the new leader’s policies. • Native Americans were forced to move west. • There could be financial impacts when new policies are invoked.
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Evidence of Learning			
<p>Summative Assessment</p> <ul style="list-style-type: none"> • NJ ASK 7 • Section Quizzes • <u>American History Unit Exam</u> <p>Equipment needed: SmartBoard, Internet</p> <p>Teacher Resources: McDougal Littell’s <u>American History</u>, Harcourt’s <u>Social Studies</u></p>			
<p>Formative Assessments</p> <table border="0" style="width:100%"> <tr> <td style="width:50%"> <ul style="list-style-type: none"> • Teacher questions will be utilized to check for daily understanding • Peer evaluations and critiques of student writing • Teacher periodically check student projects under construction </td> <td style="width:50%"> <ul style="list-style-type: none"> • Writing tasks at the beginning or end of class • Monitor cooperative group discussions • Quiz </td> </tr> </table>		<ul style="list-style-type: none"> • Teacher questions will be utilized to check for daily understanding • Peer evaluations and critiques of student writing • Teacher periodically check student projects under construction 	<ul style="list-style-type: none"> • Writing tasks at the beginning or end of class • Monitor cooperative group discussions • Quiz
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<p>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</p> <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts 			

Brigantine Public School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 8 Overview
Content Area: Social Studies
Unit 8 Title: Manifest Destiny
Grade Level: 7
<p>Unit Summary</p> <ul style="list-style-type: none"> • Many followed trails west to settle land and make their fortunes. • Texas revolts and wins independence from Mexico in 1836. • America expands the nation across the continent. • In 1848 gold is discovered in California leading to population increase and statehood. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>21st Century Themes 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>
Learning Targets
<p>Standards: 6.1 U.S. History: America in the World- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p>
<p>Content Statements</p> <ul style="list-style-type: none"> • Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. • The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. • The Civil War and Reconstruction had a lasting impact on the development of the United States.

CPI #	Cumulative Progress Indicator (CPI)		
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		
6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.		
6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.		
6.1.8.B.5.a	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.		
6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.		
6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.		
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • When people seek new opportunities, what do they leave behind? • What challenges do people face when moving? • Why take on a new challenge? </td> <td style="width:50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The security of what you know is often left behind when you take on a challenge. • When you move you encounter the unknown. • Americans have a great sense of adventure to take on new challenges. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • When people seek new opportunities, what do they leave behind? • What challenges do people face when moving? • Why take on a new challenge? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The security of what you know is often left behind when you take on a challenge. • When you move you encounter the unknown. • Americans have a great sense of adventure to take on new challenges.
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Evidence of Learning			
<p>Summative Assessment</p> <ul style="list-style-type: none"> • NJ ASK 7 • Section Quizzes • <u>American History Unit Exam</u> <p>Equipment needed: SmartBoard, Internet</p> <p>Teacher Resources: McDougal Littell’s <u>American History</u>, Harcourt’s <u>Social Studies</u></p>			
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writing

- Teacher periodically check student projects under construction

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 9 Overview	
Content Area: Social Studies	
Unit 9 Title: A New Spirit of Change	
Grade Level: 7	
<p>Unit Summary</p> <ul style="list-style-type: none"> • In the mid 1800’s millions of Europeans came to America in search of a better life. • 19th century religious revivals launched reforms to education. • Social campaigns to gain freedom for slaves and equality for women were closely linked. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>21st Century Themes 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards: 6.1 U.S. History: America in the World- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p>Content Statements</p> <ul style="list-style-type: none"> • The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. • The Civil War and Reconstruction had a lasting impact on the development of the United States. 	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.B.5.a	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen

	writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		
6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.		
6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.		
6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.		
<table border="1"> <tr> <td> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why would a person want to change their own life or their family’s life? • How would people do that today? • What would you change to improve your life today? </td> <td> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • People look for a better way of life. • They may change jobs or locations. • (various answers) One could move, change friends, jobs, etc. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why would a person want to change their own life or their family’s life? • How would people do that today? • What would you change to improve your life today? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • People look for a better way of life. • They may change jobs or locations. • (various answers) One could move, change friends, jobs, etc.
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Evidence of Learning			
<p>Summative Assessment</p> <ul style="list-style-type: none"> • NJ ASK 7 • Section Quizzes • <u>American History Unit Exam</u> <p>Equipment needed: SmartBoard, Internet</p> <p>Teacher Resources: McDougal Littell’s <u>American History</u>, Harcourt’s <u>Social Studies</u></p>			
<p>Formative Assessments</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> • Teacher questions will be utilized to check for daily understanding • Peer evaluations and critiques of student writing • Teacher periodically check student projects under construction </td> <td> <ul style="list-style-type: none"> • Writing tasks at the beginning or end of class • Monitor cooperative group discussions • Quiz </td> </tr> </table>		<ul style="list-style-type: none"> • Teacher questions will be utilized to check for daily understanding • Peer evaluations and critiques of student writing • Teacher periodically check student projects under construction 	<ul style="list-style-type: none"> • Writing tasks at the beginning or end of class • Monitor cooperative group discussions • Quiz
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<p>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</p> <ul style="list-style-type: none"> • Menus • Choice Boards 			

- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 10 Overview	
Content Area: Social Studies	
Unit 10 Title: A Nation Breaking Apart	
Grade Level: 7	
<p>Unit Summary</p> <ul style="list-style-type: none"> • Tensions between the North and South increased over slavery. • The formation of the antislavery Republican Party divided the country further. • The presidential election of Abraham Lincoln in 1860 led 6 southern states to secede from the union. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>21st Century Themes 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards: 6.1 U.S. History: America in the World- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p>Content Statements</p> <ul style="list-style-type: none"> • The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. • The Civil War and Reconstruction had a lasting impact on the development of the United States. 	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address

	continue to impact American life.
6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Unit Essential Questions <ul style="list-style-type: none"> • Why might people living in the same region share the same attitudes and beliefs? • How could the known beliefs of a newly elected president foreshadow the future of a nation? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Immigrants would tend to live in the same area as others from the same part of the world. • Seeing the priorities of a new president could help one see the focus of future issues.
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • NJ ASK 7 • Section Quizzes • <u>American History</u> Unit Exam 	
Equipment needed: SmartBoard, Internet Teacher Resources: McDougal Littell's <u>American History</u> , Harcourt's <u>Social Studies</u>	
Formative Assessments <ul style="list-style-type: none"> • Teacher questions will be utilized to check for daily understanding • Peer evaluations and critiques of student writing • Teacher periodically check student projects under construction • Writing tasks at the beginning or end of class • Monitor cooperative group discussions • Quiz 	
Modifications: (Special education, ELLs, at-risk students, gifted and talented) <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping 	

Brigantine Public School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Individualizing lessons
- Compacting
- Varying question levels

Unit 11 Overview

Content Area: Social Studies

Unit 11 Title: The Civil War

Grade Level: 7

Unit Summary: Students will begin by increasing background knowledge of the causes and events that created divisions in our country, next a PBL assignment will have the students create a Civil War newspaper front page, students will then complete a chart on battles and Generals of the Civil War by viewing a *PhotoStory* produced by teacher and manipulating a *GoogleEarth* product, and finally students will create their own summary of the battles using *PhotoStory* or *Google Earth*.

Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening

English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

21st Century Themes 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

Learning Targets

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

Content Statements

- The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.
- The Civil War and Reconstruction had a lasting impact on the development of the United States.

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and

	South.
6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.D.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What characteristic do you think great military leaders have? • What were some everyday needs of a Civil War soldier? • Why was the Civil War long and bloody? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • A great military leader should be brave, strong, courageous and selfless. (varied answers) • Union soldier wore blue uniforms, Confederate soldiers wore grey. • Soldiers traveled on foot often and through harsh weather and terrain.
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Evidence of Learning

<p>Summative Assessment</p> <ul style="list-style-type: none"> • NJ ASK 7 • Section Quizzes • <u>American History</u> Unit Exam <p>Equipment needed: SmartBoard, Internet</p> <p>Teacher Resources: McDougal Littell’s <u>American History</u>, Harcourt’s <u>Social Studies</u></p>
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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher questions will be utilized to check for daily understanding • Peer evaluations and critiques of student writing • Teacher periodically check student • Writing tasks at the beginning or end of class • Monitor cooperative group discussions • Quiz

projects under construction

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 12 Overview	
Content Area: Social Studies	
Unit 12 Title: Research	
Grade Level: 7	
<p>Unit Summary</p> <p>Throughout the year students will be asked to complete research on historical figures/topics and provide appropriate citation to show where this research was obtained. This may be shown through project work or written work.</p> <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>21st Century Themes 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards: Common Core State Standards</p> <p>Reading Standards for Literacy in History/Social Studies 6-12</p> <p>Writing Standards for Literacy in History/Social Studies 6-12</p>	
<p>Content Statements</p> <ul style="list-style-type: none"> • Clear and coherent writing supports my arguments. • The use of visual information also supports my arguments. • There is a pattern and process to research and writing in technical subjects. 	
CPI #	Cumulative Progress Indicator (CPI)
RH8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
WHST8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
Unit Essential Questions <ul style="list-style-type: none"> • Why do I need to cite an author’s words in my writing? • How do concise writing and the use of visual information support my argument? 		Unit Enduring Understandings <ul style="list-style-type: none"> • Credit must be given to the author to be correct. • My arguments are stronger when supported with concise writing and visual information.
Evidence of Learning		
Summative Assessment <ul style="list-style-type: none"> • Assigned research work • Note cards • Outlines Equipment needed: Teacher Resources: Teacher created assignments focusing on research		
Formative Assessments <ul style="list-style-type: none"> • Research paper • Speech 		
Modifications: (Special education, ELLs, at-risk students, gifted and talented) <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping • Individualizing lessons • Compacting • Varying question levels 		