

Theme/Unit: grade 7 unit 1 The Global Heritage of the American People Prior to 1500 (8 weeks)		Standards-Based Essential Skills to be Targeted Throughout the Unit	Strategies or Best Practices Used to Explicitly Teach Skills and Concepts	<u>Instructional Resources</u>	
Enduring Understandings: 1.To understand the social scientific method and techniques used by social scientists to study human cultures 2.To understand how the social scientific method and techniques can be applied to a variety of situations and problems 3. To formulate social science questions and define social science issues and problems 4.To describe the relationships between people and environments and the connections between people and places 5.To describe the reasons for periodizing history in different ways 3.To map information about people, places, and environments 6.To identify and compare the physical, human, and cultural characteristics of different regions and people 7.To understand the geography of settlement patterns and the development of cultural patterns 8.To know the social and economic characteristics such as customs, traditions, child-rearing practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations 9.To map information about people, places, and environments 10.To understand the worldview held by native peoples of the Americas and how that worldview developed 11.To understand the ways different people view the same event or issues from a variety of perspectives 12.To understand the worldview held by Europeans prior to 1500	Reading Outcomes	NYS Social Studies Standards 1, 2, 3, 4, and 5	Textbook Q and A Studying and labeling maps Note packets Class discussion	Literature	None
Assessments: Formative – During Unit: Continents and Oceans quiz, US regions quiz, Ancient American Civilizations quiz, Tools of history quiz Summative – End of Unit: Quarter 1 Progressive Exam Presentation:	Writing Outcomes	NYS Social Studies Standards 1, 2, 3, 4, and 5	Literature Based Writing: Informational Writing:	Poetry	None
Notes: Various powerpoints Review: Various review games Blank maps Websites:	Language/Listening and Speaking			Focus Vocabulary	Tier 2 – Academic Vocabulary: See academic vocabulary list Tier 3 – Content Vocabulary: See Essential Vocabulary and Essential People list

<p>Theme/Unit: European Exploration and Colonization of the Americas (5 weeks)</p> <p>Enduring Understandings: 1.To understand major turning points, such as the European exploration of and settlement in the Americas, by investigating the causes and other factors that brought about change and the results of these changes 2.To understand the impacts of European settlement on Native American Indians and Europeans 3.To investigate why people and places are located where they are located and what patterns can be perceived in these locations 4.To understand the ways different people view the same event or issues from a variety of perspectives 5.To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the colonial period 6.To investigate why people and places are located where they are located and what patterns can be perceived in these locations 7.To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human resources 8.To analyze how the values of colonial powers affected the guarantee of civil rights and made provisions for human needs 9.To understand how European and other settlers adapted to life in the American colonies 10.To classify major developments in categories such as social, political, geographic, technological, scientific, cultural, or religious 11.To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the American colonies 12. To present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models 13.To investigate how people in colonial communities answered the three fundamental economic questions (What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?) and solved their economic problems 14.To analyze how values of a people affect the guarantee of civil rightsand make provision for human needs</p>	<u>Reading Outcomes</u>	<p>Standards-Based Essential Skills to be Targeted Throughout the Unit</p> <p>NYS Social Studies Standards 1-5</p> <p>Consider: Information/explanation Essay Supported by instruction on:</p> <ul style="list-style-type: none"> Defining term <i>analysis</i> Organization of written essay to include; pre-writing plan using graphic organizer/web, introduction, body, conclusion 	<p>Strategies or Best Practices Used to Explicitly Teach Skills and</p> <ul style="list-style-type: none"> Textbook Q and A DBQs World Maps <p>Literature Based Writing:</p> <p>Informational Writing:</p> <p>Explorer project: Research explorer</p> <p>Present information as realistic fictional</p>	<u>Literature</u>	None
<p>Assessments:</p> <p>Formative – During Unit: Exploration quiz</p> <p>Summative – End of Unit: Exploration Test</p> <p>Presentation:</p>	<u>Writing Outcomes</u>	<p>NYS Social Studies Standards 1-5</p>		Tier 2 – Academic Vocabulary: See Academic Vocabulary list	
<p>Notes: Various Powerpoints</p> <p>Review: Various review games</p> <p>Websites:</p>	<u>Literacy Standards</u>	<p>R.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>R.2 Integrate visual information Determine the central ideas or information of a primary or secondary source; provide an accurate summary</p>	<p>W.1 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W. 2 Write informative/explanatory texts, including the</p>		Tier 3 – Content Vocabulary: See Essential Vocabulary and Essential People List

	<p>of the source distinct from prior knowledge or opinions.</p> <p>R.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation prese</p>	
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<p>Theme/Unit: grade 7 unit 3 A Nation is Created (8 weeks)</p> <p>Enduring Understandings:</p> <ol style="list-style-type: none"> To understand the economic, political, and social causes of the American Revolution To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems To consider the nature and evolution of a constitutional democracy To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts To consider the nature and evolution of constitutional democracies To understand how the colonists attempted to establish new forms of self-government To investigate key turning points in New York State and United States history and explain why these events or developments are significant To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents To understand how the colonists were able to unite against British power to win a major military and political victory To understand how events on the national level influenced and affected New Yorkers To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources To understand how a revolution can have a profound effect on the economic, political, and social fabric of a nation To analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs To present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions 	Reading Outcomes	<p>Standards-Based Essential Skills to be Targeted Throughout the Unit</p> <p>NYS Social Studies Standards 1-5</p>	<p>Strategies or Best Practices Used to Explicitly Teach Skills and</p> <p>Textbook Q and A DBQs Decoding the Declaration</p>	Instructional Resources	
<p>Assessments:</p> <p>Formative – During Unit: Causes of the American Revolution quiz, American Revolutionary War Quiz, Declaration of Independence quiz</p> <p>Summative – End of Unit: Quarter 2 Progressive</p> <p>Presentation:</p>	Writing Outcomes	<p>NYS Social Studies Standards 1-5</p>	<p>Literature Based Writing:</p> <p>Informational Writing: Letter to King George Revolution DBQ Essay</p>	Poetry	None
<p>Notes: Various Powerpoints</p> <p>Review: Various review games</p> <p>Websites:</p>	Language/Listening and Speaking			Focus Vocabulary	<p>Tier 2 – Academic Vocabulary: See Academic Vocabulary list</p> <p>Tier 3 – Content Vocabulary: See Essential Vocabulary and Essential People List</p>

<p>Theme/Unit: grade 7 unit 4</p> <p>Experiments in Government (10 weeks)</p> <p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1.To understand the earliest formal structure of the United States government as expressed in the Articles of Confederation 2.To consider the nature and evolution of constitutional democracies 3.To understand the earliest formal structure of the New York State government, as expressed in the first New York State Constitution 4.To compare and contrast the development and evolution of the United States and New York State constitutions 5.To understand how the United States and New York State constitutions support majority rule but also protect the rights of the minority 6.To understand the importance of the events that took place during the writing and adoption of the United States Constitution and to recognize their significance beyond their time and place 7.To explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time 8.To understand that the New York State Constitution, along with other documents, served as a model for the development of the United States Constitution 9.To compare and contrast the development and evolution of the constitutions of the United States and New York State 10.To define federalism and describe the powers granted to the national and state governments by the United States Constitution 	<u>Reading Outcomes</u>	Standards-Based Essential Skills to be Targeted Throughout the Unit	Strategies or Best Practices Used to Explicitly Teach Skills and	<u>Instructional Resources</u>	
<p>Assessments:</p> <p>Formative – During Unit: Constitutional Convention quiz, 3 branches quiz, Bill of Rights quiz</p> <p>Summative – End of Unit: Constitution Test</p> <p>Presentation:</p>	<u>Writing Outcomes</u>	<p>NYS Social Studies Standards 1-5</p>	<p>Literature Based Writing:</p> <p>Informational Writing: Write your own law Write your own amendment</p>	<u>Literature</u>	<p>Articles of Confederation US Constitution</p>
<p>Notes: Various Powerpoints</p> <p>Review: Various review games</p> <p>Websites:</p>	<u>Language/Listening and Speaking</u>			<u>Poetry</u>	<p>None</p>
				<u>Informational</u>	<p>Textbook</p>
				<u>Focus Vocabulary</u>	<p>Tier 2 – Academic Vocabulary: See Academic Vocabulary list</p> <hr/> <p>Tier 3 – Content Vocabulary: See Essential Vocabulary and Essential People List</p>

<p>Theme/Unit: grade 7 unit 5 Life in the New Nation (8 weeks)</p> <p>Enduring Understandings:</p> <p>1. To understand how political parties emerged in response to concerns at the local, State, and national levels</p> <p>3.To understand how civic values reflected in the United States and New York State constitutions have been implemented through law and practice</p> <p>4.To understand the relationship between and the relative importance of United States domestic and foreign policies over time</p> <p>5.To analyze the role played by the United States in international politics, past and present</p> <p>6.To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</p> <p>7.To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems</p> <p>8.To complete well-documented and historically correct case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians in New York State and the United States</p> <p>1. To understand how an American consciousness began to develop during Jackson’s administration</p> <p>2.To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations</p> <p>1. To describe how ordinary people and famous historic figures in the local community, the State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents</p> <p>4.To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States</p> <p>5. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions define it and unite all Americans</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading Outcomes</p>	<p>Standards-Based Essential Skills to be Targeted Throughout the Unit</p>	<p>Strategies or Best Practices Used to Explicitly Teach Skills and</p>	<p><u>Instructional Resources</u></p>	
<p>NYS Social Studies Standards 1-5</p>		<p>Textbook Q and A DBQs Erie Canal maps</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literature</p>	<p>The Monroe Doctrine Washington’s Farewell Address</p>	
<p>Assessments:</p> <p>Formative – During Unit: Washington/Adams quiz, Jeffersonian quiz, War of 1812 quiz, Age of Jackson Quiz, Westward Expansion quiz</p> <p>Summative – End of Unit: Final Exam</p> <p>Presentation:</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Outcomes</p>	<p>NYS Social Studies Standards 1-5</p>		<p>Literature Based Writing:</p> <p>Informational Writing: Westward expansion/gold rush story Presidential power essay</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Poetry</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Informational</p>		<p>Textbook</p>			
<p>Notes: Various Powerpoints</p> <p>Review: Various review games</p> <p>Websites:</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Language/Listening and Speaking</p>			<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Focus Vocabulary</p>	<p>Tier 2 – Academic Vocabulary: See Academic Vocabulary list</p>
<p>Tier 3 – Content Vocabulary: See Essential Vocabulary and Essential People List</p>					