

Social Studies – Grade 7



September-October: Native Americans and Colonial Developments

Standards:

New York State:

1. *History of the United States and New York:* Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.

PERFORMANCE INDICATOR(S)-

1.2.2 Investigate key turning points in New York State and United States history and explain why these events or developments are significant

2. *World History -* Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

PERFORMANCE INDICATOR(S)-

2.1.2 Know some important historic events and developments of past civilizations

2.3.1 Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practice throughout world history

2.3.3 Classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic.

3. *Geography-* Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

PERFORMANCE INDICATOR(S)-

3.1.4 Describe the relationships between people and environments and the connections between people and places.

CCLS: *Prioritize standards based on which appear in your chosen formative assessment(s).*

Main Idea or Essential Questions: How do issues of power, wealth and morality influence exploration and colonization?

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Time Frame	Skills, practices or Expectations	Specific New York State Grade 7 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
September-October	<ul style="list-style-type: none"> • Gathering, Interpreting, and Using Evidence • Geographic Reasoning • Economics and Economics Systems • Chronological Reasoning and Causation • Comparison and Contextualization 	<p>The Americas prior to early explorers and colonial settlement, 7.1a</p> <p>European Age of Exploration, 7.2a</p> <p>European encounters with Native Americans 7.2b</p> <p>European colonies in North America 7.2c</p>	<p>America: History of our Nation (NYS Version) student textbook and online resources. Chapters 1, 2, 3 & 4 NYS</p> <p>Archives Web Resources: http://www.archives.nysed.gov/education/ed_web.shtml NYS Archives</p> <p>Document Showcases: http://www.archives.nysed.gov/education/showcase/index.shtml Library of Congress: http://loc.gov/education/ Our Documents 100 Milestone Documents: http://www.ourdocuments.gov/index</p>	<p>primary source secondary source migration Beringia land bridge culture Civilization Iroquois (Haudenosaunee) conflict League of Five Nations Hiawatha Iroquois Confederacy civilization social Archaeology Artifact exploration Christopher Columbus Northwest Passage imperialism colonization Columbian exchange</p>	<p>Text Unit including: Content Vocabulary Reading Comprehension Writing</p>
ELL Enhancements	<p><u>Listening</u></p> <p>Build Background Knowledge</p> <p>Audio</p>	<p><u>Speaking</u></p> <p>Sentence Frames</p> <p>Academic conversation starters</p>	<p><u>Reading</u></p> <p>Supplementary Texts</p> <p>Visual Aids</p> <p>Video</p> <p>Standards-based questions</p>	<p><u>Writing</u></p> <p>Sentence Frames</p> <p>Graphic Organizers</p> <p>Standards-based Sentence Stems</p>	<p><u>Modifications</u></p> <ul style="list-style-type: none"> • Extended time • Directions read 3x • Oral interpretation • Translated

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					version of text (may have English and other) <ul style="list-style-type: none">• Responses in home language.
Special Education Modification					
Enrichment					



November-December: American Independence

Standards:

New York State:

- History of the United States and New York:* Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.
PERFORMANCE INDICATOR(S)-
 - 1.2.2 Investigate key turning points in New York State and United States history and explain why these events or developments are significant.
 - 1.3.1 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.
 - 1.3.2 Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.
 - 1.3.4 Classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.
 - 1.4.1 Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.
- Geography-* Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.
PERFORMANCE INDICATOR(S)-
 - 3.1.4 Describe the relationships between people and environments and the connections between people and places.

CCLS: *Prioritize standards based on which appear in your chosen formative assessment(s).*

Main Idea or Essential Questions

1. Does geography influence social-cultural, political, and economic development?
2. Did the American Revolution accomplish its goals?
3. What constitutes an advanced civilization?
4. Does learning about the past benefit the present?

Enduring Understandings

Students will understand:

- The migration of the first Americans.

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- How social scientists research the past.
- Primary and secondary sources.
- How geography affects where and how people live.
- How geographic factors affect political, social, and economic aspects of life in Native American cultures.
- The development of the Iroquois Confederacy in response to conflict with other tribes.
- The political, social and economic developments of the Maya, Aztec, and Inca

Time Frame	Skills, practices or Expectations	Specific New York State Grade 7 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
November-December	<ul style="list-style-type: none"> • Chronological Reasoning and Causation • Comparison and Contextualization • Economics and Economics Systems • Civic Participation • Vocabulary Development • Map / Graph / Chart Analysis • Determining Cause and Effect • Analyzing and Interpreting Primary Sources • Thesis Writing • Research Skills 	<p>Growth and conflict in the colonies 7.3a</p> <p>The Road to Independence 7.3a, 7.3b</p> <p>Grievances against the British 7.3c</p>	<p>America: History of our Nation (NYS Version) student textbook and online resources. Chapters 5, 6 & 7 Archives</p> <p>Web Resources: http://www.archives.nyse.d.gov/education/ed_web.shtml NYS Archives</p> <p>Document Showcases: http://www.archives.nyse.d.gov/education/showcase/index.shtml Library of Congress: http://loc.gov/education/Our Documents 100 Milestone Documents: http://www.ourdocuments.gov/index</p>	<p>Proclamation of 1763 Boston Massacre Boycott Sugar Act French and Indian War Stamp Act Quartering Act Intolerable Acts protest Revolution Patriots Sons of Liberty Red Coats Loyalists Albany Plan of Union Patrick Henry Townshend Act</p>	<p>Text Unit including: Content Vocabulary Reading Comprehension Writing</p>

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	<ul style="list-style-type: none"> • Elaboration in Writing • Incorporating Outside Information • Compare and Contrast • Document Based Question writing skills 				
ELL Enhancements	<p><u>Listening</u></p> <p>Build Background Knowledge</p> <p>Audio</p>	<p><u>Speaking</u></p> <p>Sentence Frames</p> <p>Academic conversation starters</p>	<p><u>Reading</u></p> <p>Supplementary Texts</p> <p>Visual Aids</p> <p>Video</p> <p>Standards-based questions</p>	<p><u>Writing</u></p> <p>Sentence Frames</p> <p>Graphic Organizers</p> <p>Standards-based Sentence Stems</p>	<p><u>Modifications</u></p> <ul style="list-style-type: none"> • Extended time • Directions read 3x • Oral interpretation • Translated version of text (may have English and other) • Responses in home language.
Special Education Modification					

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Enrichment					
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January-February: The United States Constitution: Development and Implementation

Standards:

New York State:

1. *History of the United States and New York:* Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.
PERFORMANCE INDICATOR(S)-
 - 1.1.1 Explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans.
 - 1.2.1 Interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and the United States Constitution, Bill of Rights, and other important historical documents.
 - 1.3.3 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.
2. *World History -* Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
PERFORMANCE INDICATOR(S)-
 - 2.2.3 Study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes.
3. *Geography-* Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.
PERFORMANCE INDICATOR(S)-
 - 3.1.4 Describe the relationships between people and environments and the connections between people and places.
4. *Economics -* Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
PERFORMANCE INDICATOR(S)-
 - 4.1.1 Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human

CCLS: Prioritize standards based on which appear in your chosen formative assessment(s).

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Main Idea or Essential Questions: Why do people create, structure, and change governments?					
Time Frame	Skills, practices or Expectations	Specific New York State Grade 7 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
January-February	<ul style="list-style-type: none"> • Chronological Reasoning and Causation • Comparison and Contextualization • Civic Participation • Vocabulary Development Map / Graph / Chart Analysis • Determining Cause and Effect Analyzing and Interpreting Primary Sources • Thesis Writing • Research Skills • Elaboration in Writing • Incorporating Outside Information • Compare and Contrast • Document 	States vs. Federal Power , 7.4a, 7.4b 1787 Constitutional Convention, 7.4b, 7.4c Constitutional Compromise, 7.4c Checks and Balances, 7.5b George Washington’s presidency, 7.5c, 7.5d The New Nation 7.5d Students will know and be able to:	America: History of our Nation (NYS Version) student textbook and online resources. Chapters 8, 9 & 10 NYS Archives Web Resources: http://www.archives.ny.gov/education/ed_web.shtml NYS Archives Document Showcases: http://www.archives.ny.gov/education/showcase/index.shtml Library of Congress: http://loc.gov/education/ourdocuments / Our Documents 100 Milestone Documents: http://www.ourdocuments.gov/index	3/5 Compromise amendment (amend) Popular Sovereignty Anti-Federalist government Articles of Confederation Bill of Rights citizen citizenship concurrent (Shared) powers Constitution democracy elastic clause electoral college Federalism Great Compromise National/Federal/Central Powers New York State Constitution Preamble President Ratify republic Reserved Powers James Madison Separation of Powers Supreme Court	Text Unit including: Content Vocabulary Reading Comprehension Writing Thomas Paine Common Sense Declaration of Independence 1776 http://nysedregents.org/Grade8/SocialStudies/20050601book1.pdf

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	<p>Based Question writing skills</p> <ul style="list-style-type: none"> History through differing perspectives 		<p>http://nysedregents.org/Grade8/SocialStudies/20060607book1.pdf</p>		
<p>ELL Enhancements</p>	<p><u>Listening</u></p> <p>Build Background Knowledge</p> <p>Audio</p>	<p><u>Speaking</u></p> <p>Sentence Frames</p> <p>Academic conversation starters</p>	<p><u>Reading</u></p> <p>Supplementary Texts</p> <p>Visual Aids</p> <p>Video</p> <p>Standards-based questions</p>	<p><u>Writing</u></p> <p>Sentence Frames</p> <p>Graphic Organizers</p> <p>Standards-based Sentence Stems</p>	<p><u>Modifications</u></p> <ul style="list-style-type: none"> Extended time Directions read 3x Oral interpretation Translated version of text (may have English and other) Responses in home language.
<p>Special Education Modification</p>					
<p>Enrichment</p>					

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March-April: Western Expansion and Reform Movements

Standards:

New York State:

1. *History of the United States and New York:* Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.

PERFORMANCE INDICATOR(S)-

1.2.2 Investigate key turning points in New York State and United States history and explain why these events or developments are significant

1.3.3 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

1.4.2 Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives

1.4.4 Describe historic events through the eyes and experiences of those who were there.

CCLS: *Prioritize standards based on which appear in your chosen formative assessment(s).*

Main Idea or Essential Questions: How do issues of power, wealth and morality influence growth?

Time Frame	Skills, practices or Expectations	Specific New York State Grade 7 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
March-April	<ul style="list-style-type: none"> • Geographic Reasoning • Chronological Reasoning and Causation • Economics and Economics Systems 	Geographic Growth, 7.6a Economic Growth, 7.6a, 7.6b Second Great Awakening 7.7a Anti-Slavery and Abolitionist Movement 7.7b The Women’s Rights	America: History of our Nation (NYS Version) student textbook and online resources. Chapters 11, 12 & 13 NYS Archives Web Resources: http://www.archives.nysed.gov/education/ed_web.shtml NYS Archives Document Showcases: http://www.archives.nysed.gov/education/showcase/index.sht	Industrial Revolution Abolition Women’s Rights Frederick Douglass Harriet Tubman urbanization Samuel Slater Francis Cabot Lowell Gold Rush William Lloyd Garrison	Text Unit including: Content Vocabulary Reading Comprehension Writing

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	<ul style="list-style-type: none"> • Civic Participation • Comparison and Contextualization 	Movement 7.7c	<p>ml Library of Congress: http://loc.gov/education/ Our Documents 100 Milestone</p> <p>Documents: http://www.ourdocuments.gov /index https://www.gilderlehrman.org Stanford History Education Group: https://sheg.stanford.edu</p>	Indian Removal Act Agrarian Society Erie Canal National Road, Alexander Hamilton Thomas Jefferson Westward Expansion Manifest Destiny Suffrage Seneca Falls Convention Elizabeth Cady Stanton Susan B. Anthony Louisiana Purchase Mexican Cession Transcontinental Railroad Lewis and Clark Eli Whitney	
ELL Enhancements	<p><u>Listening</u></p> <p>Build Background Knowledge</p> <p>Audio</p>	<p><u>Speaking</u></p> <p>Sentence Frames</p> <p>Academic conversation starters</p>	<p><u>Reading</u></p> <p>Supplementary Texts</p> <p>Visual Aids</p> <p>Video</p> <p>Standards-based questions</p>	<p><u>Writing</u></p> <p>Sentence Frames</p> <p>Graphic Organizers</p> <p>Standards-based Sentence Stems</p>	<p><u>Modifications</u></p> <ul style="list-style-type: none"> • Extended time • Directions read 3x • Oral interpretation • Translated version of text (may have English and other) • Responses in

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					home language.
Special Education Modification					
Enrichment					



May-June: A Nation Divided

Standards:

New York State:

1. *History of the United States and New York:* Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.
PERFORMANCE INDICATOR(S)-
 - 1.1.1 explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans.
 - 1.2.2 investigate key turning points in New York State and United States history and explain why these events or developments are significant.
 - 1.3.3 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.
 - 1.4.2 understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.
3. *Geography-* Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.
PERFORMANCE INDICATOR(S)-
 - 3.1.4 describe the relationship between people and environments and the connections between people and places.
5. *Civics, Citizenship, and Government -* Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.
PERFORMANCE INDICATOR(S)-
 - 5.1.1 analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs.
 - 5.2.4 define federalism and describe the powers granted the national and state governments by the United States Constitution.
 - 5.3.1 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 in New York State over time.

CCLS: *Prioritize standards based on which appear in your chosen formative assessment(s).*

Main Idea or Essential Questions:

1. Was the Civil War inevitable?

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2. When is violence a justifiable means for change?
3. Was the Civil War inevitable?
4. To what extent did the Civil War and the Reconstruction Era create a more perfect union?

Enduring Understandings

Students will understand:

- The causes/series of events that led to the American Civil War.
- The role sectionalism played in starting the Civil War.
- The development, progress and key turning points in the Civil War.
- The long-term economic, political and social implications of the Civil War and Reconstruction.

Time Frame	Skills, practices or Expectations	Specific New York State Grade 7 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
February through March	<ul style="list-style-type: none"> • Geographic Reasoning • Chronological Reasoning and Causation • Economics and Economics Systems • Comparison and Contextualization • Targeted Skills • Vocabulary Development • Map / Graph / Chart Analysis • Determining Cause and Effect • Analyzing and Interpreting 	<p>Slavery in the United States, 7.8a, 7.8b</p> <p>Efforts to Compromise, 7.8b</p> <p>Causes of the Civil War 7.8c</p> <p>Results of the Civil War 7.8e</p>	<p>America: History of our Nation (NYS Version) student textbook and online resources. Chapters 14, 15 & 16</p> <p>NYS Archives Web Resources: http://www.archives.nysed.gov/education/ed_web.shtml NYS Archives Document</p> <p>Showcases: http://www.archives.nysed.gov/education/showcase/index.shtml</p> <p>Library of Congress: http://loc.gov/education/ Our Documents</p>	<p>sectionalism slavery Uncle Tom’s Cabin Abolitionists States’ Rights Secession Jefferson Davis 13th - 15th amendments Raid on Harper’s Ferry Fugitive Slave Law Civil War Confederacy (South or Grey) Union (North or Blue) Fort Sumter Freedman’s Bureau Compromise of 1850 Missouri Compromise Kansas Nebraska Act</p>	<p>Text Unit including: Content Vocabulary Reading Comprehension Writing</p> <p>http://nysedregents.org/Grade8/SocialStudies/20100615book2w.pdf</p>

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	<p>Primary Sources</p> <ul style="list-style-type: none"> • Thesis Writing • Research Skills • Elaboration in Writing • Incorporating Outside Information • Compare and Contrast • Document Based Question writing skills • History through differing perspectives 		<p>100 Milestone Documents: http://www.ourdocuments.gov/index https://www.gilderlehrman.org Stanford History Education Group: https://sheg.stanford.edu</p>	<p>Robert E. Lee Popular Sovereignty Dred Scott Case Abraham Lincoln Emancipation Proclamation Reconstruction Lynching</p>	
<p>ELL Enhancements</p>	<p><u>Listening</u></p> <p>Build Background Knowledge</p> <p>Audio</p>	<p><u>Speaking</u></p> <p>Sentence Frames</p> <p>Academic conversation starters</p>	<p><u>Reading</u></p> <p>Supplementary Texts</p> <p>Visual Aids</p> <p>Video</p> <p>Standards-based questions</p>	<p><u>Writing</u></p> <p>Sentence Frames</p> <p>Graphic Organizers</p> <p>Standards-based Sentence Stems</p>	<p><u>Modifications</u></p> <ul style="list-style-type: none"> • Extended time • Directions read 3x • Oral interpretation • Translated version of text (may have English and other) • Responses in home language.

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Special Education Modification					
Enrichment					