

Green Township School District Grade 7 Social Studies Curriculum - Revised 2017

Pacing: 4-6 Weeks		Grade 7 Unit 1: Islamic World and Muslim Empires	
NJ SLStandards	Suggested Activities	Unit 1 Islamic World & Muslim Empires	
<p>6.2.8.B.4.a</p> <p>Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.4.d</p> <p>Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>6.2.8.D.4.b</p> <p>Analyze the causes and outcomes of the Crusades from different perspectives,</p>	<p>Web Quest http://webquest.org/</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p> <p>Word study from different sources</p> <p>Compare/contrast information from different sources</p>	<ul style="list-style-type: none"> • Describe key geographical features of the Middle East. • • Describe the principles of Islam and Christianity and their effect on civilization. • Compare and contrast the beliefs of Islam and Christianity. • Describe family structure and social hierarchy in the empires. • Describe the roles and various accomplishments of major figures. • Trace the development of scientific and technological innovations. • Analyze the impact of religions on Ancient and Modern world. • Identify the Five Pillars of Islam. • Compare and contrast historical and contemporary maps. 	

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including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.		
Unit 1 Grade 7 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
In-class Discussions Brief reflection writing assignments Homework Assignments Teacher Questions http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf peer /self assessment Learning response logs Surveys Constructive quizzes Teacher Observation	Tests Final Presentations (performance, technical, or media) Research Projects Historical Essays	
Core Instructional Materials	District/School Supplementary Resources	
Text: World History Holt, Rinehart and Winston	Newsela Discovery Ed Youtube.com Readworks.org https://www.archives.gov/education http://historicalthinkingmatters.org/	

Plan for Word Study Grade 7 Unit 1		
<u>New Academic Vocabulary:</u> <ul style="list-style-type: none"> ● Muhammed ● Islam ● Muslim ● Quran 	<u>Review:</u> <ul style="list-style-type: none"> ● tolerance ● patrons ● calligraphy ● oasis ● caravan 	<u>Tier 2 Vocabulary:</u> <ul style="list-style-type: none"> ● primary source ● secondary source ● analyze ● determine

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<ul style="list-style-type: none"> ● pilgrimage ● mosque ● jihad ● Sunnah ● Five Pillars of Islam ● caliph 		<ul style="list-style-type: none"> ● distinguish
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Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5. 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.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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Integration of 21st Century Themes and Skills	
21st Century Skills/ Career Ready Practices:	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
2014 NJ Technology Standards:	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<p><u>Gifted and Talented:</u></p> <p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of various topics. ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest / cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts. ● Exploration of art and/or artists to understand society and history. ● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p>	

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- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.

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- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments

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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
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UNIT 2: The Early Americas

Pacing: 4 - 6 Weeks

Unit 2 New Jersey Student Learning Standards Suggested Activities		Unit 2 Critical Knowledge and Skills
<p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p>	<p>Web Quest http://webquest.org/</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p>	<ul style="list-style-type: none"> ● Describe key geographical features of the Early Americas. ● Describe the basic principles of religious beliefs in Early American societies and their effect on Early American peoples. ● Describe the roles and various accomplishments of major figures in Early American societies. ● Trace the development of scientific and technological innovations. ● Recognize the artistic contributions of Early American societies. ● Compare and contrast historical and contemporary maps. ● Identify the conquistadors and define their roles in the conquest of these cultures.
<p>6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p>		
<p>6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p>		
<p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and</p>		

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<p>cooperation among European colonists and Native American groups in the New World.</p> <p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p>		
Unit 2 Grade 2 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<p>In-class Discussions Brief reflection writing assignments Homework Assignments Teacher Questions http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf peer /self assessment Learning response logs Surveys</p> <p>Constructive quizzes Teacher Observation</p>	<p>Tests Final Presentations (performance, technical, or media) Research Projects Historical Essays</p>	
District/School Texts	District/School Supplementary Resources	
<p>Text: World History Holt, Rinehart and Winston</p>	<p>Newsela Discovery Ed Youtube.com https://www.archives.gov/education http://historicalthinkingmatters.org/</p>	

Plan for Word Study Grade 7 Unit 2

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<p><u>New Academic Vocabulary::</u></p> <ul style="list-style-type: none"> ● maize ● observatories ● causeways ● conquistadors ● Hernan Cortes ● Moctezuma II ● Pachacuti ● Quechua ● masonry ● Atahualpa ● Francisco Pizarro 	<p><u>Review:</u></p> <ul style="list-style-type: none"> ● culture ● environment ● resources ● aspect ● rebel ● motive ● distribute 	<p><u>Tier 2 Vocabulary:</u></p> <ul style="list-style-type: none"> ● Trace ● affect ● interactions ● describe ● explain ● compare ● contrast
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Interdisciplinary Connections throughout the K-12 Curriculum

<p><u>ELA:</u></p> <p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5. 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.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
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W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** ([Word](#) | [PDF](#))
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

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- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

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- Ask students to restate information, directions, and assignments.

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- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
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Unit 3 Grade 7: Europe in the Middle Ages		
PACING: 4-6 Weeks		
Unit 3 Standards	Suggested Activities	Unit 3: Europe in the Early Middle Ages Reading Critical Knowledge and Skills
<p>6.2.8.A.4.a</p> <p>Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>	<p>Web Quest http://webquest.org/ Timelines Direct Instruction Group learning Technology based learning Analysis of primary and secondary documents-document based questions (DBQ) Role playing activities Debates</p>	<ul style="list-style-type: none"> ● Describe key geographical features of Early Europe. ● Analyze the major causes of the Dark Ages. ● Trace the origins of feudalism and explain the social structures in a feudal society. ● Evaluate the positive and negative aspects of feudalism. ● Describe the Catholic Church’s impact on Medieval society. ● Describe the roles and various accomplishments of major figures in Medieval society. ● Describe the impact of Charlemagne’s empire of unifying Europe during the Dark Ages ● Compare and contrast historical and contemporary maps.
<p>6.2.8.A.4.b</p> <p>Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p>		
<p>6.2.8.B.4.a</p> <p>Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world</p>		
<p>6.2.8.D.4.c</p> <p>Assess the demographic,</p>		

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economic, and religious impact of the plague on Europe.		
6.2.8.D.4.f Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.		

Unit 3 Grade 7 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
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<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</p> <p>Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p>
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District/School Texts	District/School Supplementary Resources
<p>Text: World History</p> <p>Holt, Rinehart and Winston (Chapter 17)</p>	<ul style="list-style-type: none"> ● Newsela ● Discovery Ed ● Youtube.com ● Readworks.org ● https://www.archives.gov/education ● http://historicalthinkingmatters.org/

Plan for Word Study Grade 7 Unit 3		
<p><u>New Academic Vocabulary::</u></p> <ul style="list-style-type: none"> ● Eurasia ● topography ● Middle Ages ● medieval ● Patrick ● monks ● monasteries ● Benedict ● Charlemange ● knights ● vassal ● feudalism ● William the Conqueror ● manor ● serfs ● Eleanor of Aquitaine ● 	<p><u>Review:</u></p> <ul style="list-style-type: none"> ● chivalry ● haiku ● role ● elements 	<p><u>Tier 2 Vocabulary:</u></p> <ul style="list-style-type: none"> ● analyze ● effective ● determine

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Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5. 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.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

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	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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2014 Technology Standards

<p><u>2014 NJ Technology Standards:</u></p>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
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Differentiation / Accommodations / Modifications

<p><u>Gifted and Talented:</u></p> <p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of various topics. ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest / cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts. ● Exploration of art and/or artists to understand society and history. ● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none"> ● Use of Higher Level Questioning Techniques ● Provide assessments at a higher level of thinking

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English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
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- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

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- Student requires use of other assistive technology device

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- Extended time to complete assignments.
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Unit 4 Grade 7: Europe in the Late Middle Ages

PACING: 4-6 Weeks

Unit 4	Suggested Activities	Unit 4 Europe in the Late Middle Ages
<p>6.2.8.A.4.a</p> <p>Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.A.4.b</p> <p>Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p> <p>6.2.8.A.4.c</p> <p>Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.</p> <p>6.2.8.B.4.a</p> <p>Explain how geography influenced</p>	<p>Web Quest http://webquest.org/</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p>	<ul style="list-style-type: none"> ● Describe key geographical features of Early Europe. ● List and analyze the major causes and effects of the Crusades. ● Describe the Catholic Church's impact on Medieval society. ● Describe the roles and various accomplishments of major figures in Medieval society. ● Describe the causes and impact of the 100 Years War. ● Compare and contrast historical and contemporary maps. ● Recognize the relationship between increased trade and the spread of plagues. ● Describe the social and political changes Europe went through.

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<p>the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>6.2.8.D.4.c</p> <p>Assess the demographic, economic, and religious impact of the plague on Europe.</p> <p>6.2.8.D.4.d</p> <p>Determine which events led to the rise and eventual decline of European Feudalism.</p>		
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Unit 4 Grade 7 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</p> <p>Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</p> <p>peer /self assessment</p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p>

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Learning response logs	
Surveys	
Constructive quizzes	
Teacher Observation	
District/School Texts	District/School Supplementary Resources
Text: World History Holt, Rinehart and Winston (Chapter 18)	Newsela Discovery Ed Youtube.com Readworks.org https://www.archives.gov/education http://historicalthinkingmatters.org/

Plan for Word Study Grade 7 Unit 4		
<p><u>New Academic Vocabulary::</u></p> <ul style="list-style-type: none"> ● excommunicate ● clergy ● Crusades ● Holy Land ● Saladin ● religious order ● Francis of Assisi ● friars ● Thomas Aquinas ● natural law ● Magna Carta ● Parliament 	<p><u>Academic Vocabulary Review:</u></p> <ul style="list-style-type: none"> ● society ● politics ● universities ● 	<p><u>Tier 2 Vocabulary:</u></p> <ul style="list-style-type: none"> ● elaborate ● explain ● describe

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<ul style="list-style-type: none"> ● Hundred Years' War ● Joan of Arc ● Black Death ● heresy ● Reconquista ● King Ferdinand ● Queen Isabella ● Spanish Inquisition 		
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Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5. 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.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.

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- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

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Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

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- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes

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- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
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- Distribute study guide for classroom tests.
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Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
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- Extra textbooks for home.
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- Assign a peer helper in the class setting
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<p align="center">Unit 5 Grade 7: African Civilizations PACING: 3 - 4 Weeks</p>		
Unit 5 NJCLS	Suggested Activities	Unit 5: African Civilizations
<p>6.1.8.B.3.a</p> <p>Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p>	<p>Web Quest http://webquest.org/</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p>	<ul style="list-style-type: none"> ● Students will be able to: ● Identify the major causes and effects of the war. ● Identify the roles of key figures during the war. ● Describe the changes and identify the territorial claims by Europeans in North America. ● Students will understand: ● The war demonstrated colonial cohesion with England. ● The colonists and Native Americans played a major role in determining the outcome of the war. ● The defeat of France brought about the fall of New France and expanded the territories of the colonies.
<p>6.1.8.D.3.a</p> <p>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.</p>	<p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p>	
<p>6.1.8.D.2.a</p> <p>Analyze the power struggle among European countries,</p>		

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and determine its impact on people living in Europe and the Americas.		
Unit 5 Grade 7 What This May Look Like		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</p> <p>Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>		<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p>
District/School Texts		District/School Supplementary Resources
<p>Text: World History</p> <p>Holt, Rinehart and Winston (chapter 13)</p>		<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p>Readworks.org</p> <p>https://www.archives.gov/education</p>

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<http://historicalthinkingmatters.org/>

Plan for Word Study Grade 7 Unit 5

New Academic Vocabulary::

- rifts
- Sub-Saharan Africa
- Sahel
- savannah
- rain forests
- animism
- silent barter
- oral history
- griots
- proverbs
- kente

Academic Vocabulary Review:

- extended family
-

Tier 2 Vocabulary:

-

Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

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W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
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- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
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- Extended time on classroom tests and quizzes.
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Grade 7 Unit 6 Pacing: 2 - 4 Weeks		
Unit 6	Unit 6: French and Indian War	
<p>6.1.8.B.3.a</p> <p>Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p> <p>6.1.8.D.3.a</p> <p>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.</p> <p>6.1.8.D.2.a</p> <p>Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p>	<p>Web Quest http://webquest.org/</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p>	<ul style="list-style-type: none"> • Students will be able to: <ul style="list-style-type: none"> • Identify the major causes and effects of the war. Identify the roles of key figures during the war. Describe the changes and identify the territorial claims by Europeans in North America. • Students will understand: <ul style="list-style-type: none"> o The war demonstrated colonial cohesion with England. o The colonists and Native Americans played a major role in determining the outcome of the war. o The defeat of France brought about the fall of New France and expanded the territories of the colonies.
Unit 6 Grade 7 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions</p>	<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</p>	

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http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf peer /self assessment Learning response logs Surveys Constructive quizzes Teacher Observation	Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf peer /self assessment Learning response logs Surveys Constructive quizzes Teacher Observation
District/School Texts	District/School Supplementary Resources
Text: World History Holt, Rinehart and Winston	<i>Districts or schools choose supplementary resources that are not considered "texts."</i>

Plan for Word Study Grade 7 Unit 6		
<u>New Academic Vocabulary::</u> •	<u>Review:</u>	<u>Tier 2 Vocabulary:</u> •

Interdisciplinary Connections throughout the K-12 Curriculum
<p>ELA:</p> <p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>

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- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5. 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.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
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- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
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- CRP11. Use technology to enhance productivity.**
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2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**
All students will develop an understanding of the nature and impact of technology, engineering,

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technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

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Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

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Students at Risk of School Failure:

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Grade 7 Unit 7 Pacing: 2 - 4 Weeks		
Unit 7	Unit 7: Holocaust	
<p>N.J.S.A. 18A:35-28, Holocaust/Genocide Education AN ACT regarding genocide education in the public schools and supplementing chapter 35 of Title 18A of the New Jersey Statutes.</p> <p>BE IT ENACTED by the Senate and General Assembly of the State of New Jersey: The Legislature finds and declares that:</p> <p>a. New Jersey has recently become the focal point of national attention for the most venomous and vile of ethnic hate speeches.</p> <p>b. There is an inescapable link between violence and vandalism and ethnic and racial intolerance. The New Jersey Department of Education itself has formally recognized the existence of the magnitude of this problem in New Jersey schools by the formation of a Commissioner's Task Force on Violence and Vandalism.</p> <p>c. New Jersey is proud of its enormous cultural diversity. The</p>	<p>Web Quest http://webquest.org/</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p>	<ul style="list-style-type: none"> • Students will be able to: • • Explain the history and sources of anti-Semitism in Europe • • Explain the history and sources of anti-Semitism in Europe; describe examples of genocide that occurred prior to World War II • • Describe how Hitler rose to power and how this affected Jewish people in Germany; analyze the impact of the Nuremberg Laws on Jews living in Germany under Hitler and the Nazis • • Define <i>Kirstallnacht</i> and assess the causes and effects of, explain why so many witnesses of the Holocaust did nothing to help its victims • • Consider the consequence of ignoring or conforming to evil powers that target and hurt other based on their religion, ethnicity or other distinguishing factors. • • Explain what factors have caused anti-Semitism throughout history, and what factors allowed Hitler to rise to power and carry out the Holocaust. •

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teaching of tolerance must be made a priority if that cultural diversity is to remain one of the State's strengths.

d. National studies indicate that fewer than 25% of students have an understanding of organized attempts throughout history to eliminate various ethnic groups through a systematic program of mass killing or genocide.

e. The New Jersey Commission on Holocaust Education, created pursuant to P.L. 1991.c.193 (C.18A:4A-1 et seq.), several years ago expanded its mission to study and recommend curricular material on a wide range of genocides. The Holocaust Commission is an ideal agency to recommend curricular materials to local districts.

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact

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<p>on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p> <p>This act shall take effect immediately and shall first apply to curriculum offerings in the 1994-95 school year.</p>		
Unit 6 Grade 7 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</p> <p>Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</p> <p>Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	
District/School Texts	District/School Supplementary Resources	
<p>Text: World History</p>	<p>About.com Holocaust Glossary http://history1900s.about.com/library/holocaust/aa081997.htm?once=true&</p>	

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<p>Holt, Rinehart and Winston</p>	<p>United States Holocaust Memorial Museum The Holocaust: A Learning Site for Students http://www.ushmm.org/outreach/nrule.htm</p> <p>Anne Frank Museum Amsterdam http://www.annefrank.org/content.asp?pid=1&lid=2</p> <p>InspirEd: The Holocaust</p> <p>DVD: One survivor Remembers; Kary Antholis</p> <p>The Holocaust : Primary Sources; Gallopade</p> <p>Holocaust: The events and their impact on real people; Angela Gluck Wood</p>
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<p><u>New Academic Vocabulary::</u></p> <ul style="list-style-type: none"> • 	<p><u>Review:</u></p>	<p><u>Tier 2 Vocabulary:</u></p> <ul style="list-style-type: none"> •

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Modifications for Classroom

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Pacing: 2 weeks Unit 8: Economics		
NJ Learning Standards	Knowledge and Skills Students will Demonstrate	Suggested Activities
<p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.5 Relate how certain skills determines an individual’s earning power.</p> <p>9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.</p> <p>9.1.8.B.3 Justify the concept of “paying yourself first” as a financial savings strategy.</p> <p>9.1.8.B.4 Relate the concept of deferred gratification to investment, meeting financial goals, and building wealth.</p> <p>9.1.8.B.7 Construct a budget to save for long-term, short-term and charitable goals.</p> <p>9.1.8.B.8 Develop a system for keeping and using financial records.</p> <p>9.1.8.D.1 Determine how savings contributes to financial well-being.</p> <p>9.1.8.D.2 Differentiate among various savings tools and how to use them most effectively.</p> <p>9.1.8.D.3 Differentiate among various investment options.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p>	<ul style="list-style-type: none"> ● Investigate careers based on personal goals and interests, focusing on the difference between being an employee vs. entrepreneur/employer. ● Compare and contrast incomes for different occupations. ● Discuss how education choices affect income, future opportunities and lifestyle. ● Use the “pay yourself first” strategy to identify money available for savings. ● Investigate various savings vehicles (e.g. bank accounts, mutual funds, stocks, CDs, etc.) where money can be saved or invested, and their interest rates and risks. ● Analyze the pros and cons of using different savings and investment vehicles for short and long-term goals. ● Calculate the percentage of income that will be used for savings and charity goals and incorporate them into a simple budget. ● Explain the concept of impulse buying and deferred gratification. ● Identify strategies to avoid impulse buying and to employ deferred gratification as part of 	<p>Create a simple budget using a spreadsheet program.</p> <p>Roleplay - Each student chooses a career with a given income and creates a simple budget based on the income.</p> <p>Research investment vehicles and their uses (i.e. long term savings plan, short term savings and then present a compare/contrast model.</p> <p>Charitable giving activity: Have students “spend” \$10,000 on personal wants and then use a charity gift catalog to then “spend” \$10,000 on the needs of the poor. Discuss the impact that charity has on the needs of others.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● budget ● income ● expense ● savings vehicles (e.g. mutual funds, stocks, CDs, etc.) ● investment ● deferred gratification

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	<p>an overall financial game plan.</p> <ul style="list-style-type: none"> Investigate various charitable organizations where money can be donated and incorporate charitable giving into a budget. 	
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; reflective writing assignments; teacher observations		Projects that engage students with real world applications of the ideas presented in the unit.
Core Instructional Materials		Supplementary Resources
<p><i>Practical Money Skills - Lesson Plans Grade 7-8</i></p>		<p> The Mint Budgets for Kids Wants vs Needs www.bizkids.com Pay Yourself First Rich Kid Smart Kid Finance in the Classroom </p>

Interdisciplinary Connections throughout the K-12 Curriculum

ELA:
 RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
 W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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- W.7.5. 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.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**
([Word](#) | [PDF](#))
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

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- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.

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- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher

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- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
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