

7th Grade Social Studies Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

Lower Cape May Regional School District 7th Grade Social Studies Curriculum	
Content Area: Social Studies	
Course Title: United States History: Beginnings to 1877	Grade level: 7
Unit 1: Our Colonial Heritage	Dates for Units 12 weeks
Unit 2: A New Nation	Dates for Units 8 weeks
Unit 3: The New Republic	Dates for Units 8 weeks
Unit 4: Expansion and War	Dates for Units 12 weeks
Date Created/Revised: 10/2021	Board Approved On: 10/28/21

**Lower Cape May Regional School District 7th Grade Social Studies Curriculum
Unit 1 Overview**

Content Area: Social Studies

Unit Title: Our Colonial Heritage

Target Course/Grade Level: 7

Unit Summary:

- North and South America were populated by Native American Societies before Europeans arrived and began to colonize them. During the colonial period, Europeans came to the Americans to make new homes and to gain wealth. Many people did so using slave labor from Africa. As England's colonies in North America became more successful, they began to have conflicts with neighboring colonies, Native American people, and the British government. In this Unit, students will learn about the world before and after Columbus and how the American colonies gained their independence.

Interdisciplinary Connections:

- Map skills lessons integrate science and math skills.
- Reading and writing tasks integrate language arts skills.

21st Century Themes, Skills, and Standards:

- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income

9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income

9.1.8.EG.2: Explain why various sources of income are taxed differently.

9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
6.1.8.CivicsPI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time
6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
6.1.8.HistoryCC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.CivicsPI.3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.CivicsPD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.GeoSV.3.a	Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. •

6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.HistoryUP.3.	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy
6.1.8.HistorySE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

Lower Cape May Regional School District 7th Grade Social Studies Curriculum Unit 2 Overview
Content Area: Social Studies
Unit Title: A New Nation
Target Course/Grade Level: 7
Unit Summary: <ul style="list-style-type: none"> • After the Revolutionary War, much needed to be done in the new United States. The ideas of the Revolution had to be preserved in the country’s new government. During the first years of the United States, political leaders met and discussed the form that the government should take. Often, people disagree about how the new nation should be organized. Debates still take place about the framework of the U.S. government, which is written in the Constitution. In this unit, you will learn about the creation of the Constitution and how that document affects us today.
Interdisciplinary Connections: <ul style="list-style-type: none"> • Map skills lessons integrate science and math skills. • Reading and writing tasks integrate language arts skills.

21st Century Themes, Skills, and Standards:

- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
6.1.8.CivicsHR.3.a	Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
6.1.8.CivicsHR.3.b:	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States
. 6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals
6.1.8.HistoryCC.3.b	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
6.1.8.HistoryCC.3.b	: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.8.HistoryCC.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.HistoryUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. •
6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.HistoryUP.3.	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy
6.1.8.HistorySE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • What events and ideas affected the writing of the Articles of Confederation and the Constitution? • How do the ideas in the Constitution affect the lives of Americans? • What important events occurred during the terms of the first two U.S. Presidents? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • After the Revolutionary War, the founding fathers worked to create a strong, stable, and fair government in the new nation. • The creation of the Constitution laid the foundation for our government.

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● The failings of the earliest government and the Articles of Confederation and understand how the Constitution solved those problems. ● The importance of the U.S. Constitution and the Bill of Rights and what it means to be an American citizen. ● The significance of the first two presidencies and how the events of those presidencies shaped the nation. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Access primary source work to analyze and interpret information. ● Utilize technological resources in order to create, explain, summarize, and validate information. ● Work cooperatively with classmates to test their knowledge using the interactive whiteboard. ● Use active listening guides to analyze video from both the textbook and other sources.

<p>Lower Cape May Regional School District 7th Grade Social Studies Curriculum Unit 3 Overview</p>
<p>Content Area: Social Studies</p>
<p>Unit Title: The New Republic</p>
<p>Target Course/Grade Level: 7</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● By the time the country had experienced two presidential terms, people had begun to think of themselves as Americans. A new sense of pride and unity influenced all areas of American

society, from politics to art, from economics to religion. Settlers began moving deeper into the continent and the United States began to grow. In this unit, students will learn about the first expansion of the young nation.

Interdisciplinary Connections:

- Map skills lessons integrate science and math skills.
- Reading and writing tasks integrate language arts skills.

21st Century Themes, Skills, and Standards:

- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
6.1.8.CivicsHR.3.b:	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States
. 6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals
6.1.8.HistoryCC.3.b	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.CivicsDP.4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
6.1.8.GeoSV.4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
6.1.8.EconET.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
6.1.8.EconET.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States
6.1.8.EconNE.4.a	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
6.1.8.EconNE.4.b	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.1.8.HistoryCC.4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

<p>6.3.8.CivicsPI.3</p>	<p>Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</p>
<p>6.3.8.CivicsDP.2</p>	<p>Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p>
<p>6.3.8.CivicsDP.3</p>	<p>Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government</p>
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How did the events of the Jefferson Era strengthen the nation? ● What forces and events affected national unity and growth? ● What impact did Andrew Jackson’s presidency have on the nation? ● How did westward expansion transform the nation? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● As time moved on, the new nation expanded and its citizens had a great sense of pride in America.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● The importance of the presidency of Thomas Jefferson. ● The factors that contributed to the emergence of a distinctly American identity. ● The significance of the Age of Jackson and its impact on American history. ● The impact of westward expansion and its effects on the new nation. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Access primary source work to analyze and interpret information. ● Utilize technological resources in order to create, explain, summarize, and validate information. ● Work cooperatively with classmates to test their knowledge using the interactive whiteboard. ● Use active listening guides to analyze video from both the textbook and other sources.

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Lower Cape May Regional School District 7th Grade Social Studies Curriculum Unit 4 Overview
Content Area: Social Studies
Unit Title: Expansion and War
Target Course/Grade Level: 7
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● The United States continued to grow in size and wealth, experiencing revolutions in technology and business as did other parts of the world. During the earliest phases of expansion, regions of the United States developed differently from each other. Citizens differed in their ideas of progress, government, and religion. For the success of the nation, they tried to compromise on their disagreements. When those compromises failed, the United States was divided by war. The American Civil War tested the bond between the states. During the Civil War, Americans fought each other on the battlefields and in the government. In this unit, students will learn about two regions in the United States, their similarities and differences, and how those factors led them into a Civil War.
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Map skills lessons integrate science and math skills. ● Reading and writing tasks integrate language arts skills.
<p>21st Century Themes, Skills, and Standards:</p> <ul style="list-style-type: none"> ● 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. ● 9.1.8.A.4 Relate earning power to quality of life across cultures. ● 9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power. ● 9.1.8.D.5 Explain the economic principle of supply and demand.

- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
6.1.8.GeoSV.4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
6.1.8.EconET.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
6.1.8.EconET.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States
6.1.8.EconNE.4.a	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
6.1.8.CivicsHR.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.HistoryCC5.b	Analyze critical events and battles of the Civil War from different perspectives.
6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.HistpryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

6.1.8.HistoryCC.5.d	Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology)
6.1.8.HistoryCC.5.e	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.HistoryCC.5.f	Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.HistoryCC.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What changes occurred in the North during the early 1800s? ● How did slavery and agriculture affect the economy and society of the South? ● What goals did American social reformers have during the early 1800s? ● How did the issue of slavery affect politics in the United States? ● In what ways did the Civil War transform the nation? ● How did a deeply divided nation move forward after the Civil War? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The differences in economic activity in the two regions of the nation caused great polarization on political, social, economic levels. ● Although the Civil War tested the strength of the bond between the states, the nation was eventually reunited and the rebuilding of the South became a priority.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● The importance of the Industrial Revolution and its effects on the nation. ● The significance of the institution of slavery was important to the agricultural economy of the South and the impact of slavery on the southern culture. 	<p>Unit Objectives:</p> <ul style="list-style-type: none"> ● Access primary source work to analyze and interpret information. ● Utilize technological resources in order to create, explain, summarize, and validate information. ● Work cooperatively with classmates to test

<ul style="list-style-type: none"> ● The impact of the social reform movement. ● How and why use of slave labor became an issue that divided the American people and learn about the events that led to the Civil War. ● How the resources of the North enabled them to defeat the South. 	<p>their knowledge using the interactive whiteboard.</p> <ul style="list-style-type: none"> ● Use active listening guides to analyze video from both the textbook and other sources.
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**Lower Cape May Regional School District 7th Grade Social Studies Curriculum
Evidence of Learning**

Specific Formative Assessments Utilized in Daily Lessons:

<ul style="list-style-type: none"> ● Graphic organizers ● Section quizzes ● Timelines ● Map skills ● Vocabulary term exercises ● Summative essay ● Research posters, pamphlets, papers, etc. 	<ul style="list-style-type: none"> ● Drawing conclusions from a video (active listening guides) ● Illustration ● PowerPoint Presentations ● Venn Diagrams ● Newspaper article ● Group Discussion ● Group/Individual Games ● Chapter Test (multiple choice, short answer, essay) ● Quizlet
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Summative Assessment Utilized throughout Units:

- Quarterly Benchmark (Paper copies on File)

Modifications for ELL’s, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

<https://www.state.nj.us/education/cccs/2014/career/>

Project-based Learning Tasks:

- Native American Research Project
- Explorer “Baseball” Card
- Columbus “Hero or Villain” Project
- Interactive Notebook Projects (Forming A Government, Civil War)
- Revolutionary War Storyboard Project
- Oregon Trail Guidebook
- President Project
- Vocabulary Pictionary Project
- Industrial Revolution Product Brochure

Vocabulary:

- Chapter Vocabulary (Define words)
- Unit Vocabulary Builder
- Vocabulary Pictionary Project

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

www.hmhsocialstudies.com

www.historychannel.com

www.brainpop.com

www.mrdonn.org

www.pbs.org

www.Google.com

www.biography.com

<https://lcmrschooldistrict.com/utschj/archives.html>

www.quizlet.com

Technology:

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online databases, video, webquests, Google Classroom, Quizlet, Kahoot, Remind, Newsela.

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
 - Google Classroom
 - Safari Montage
 - Junior Scholastic
 - Newsela
 - Various printable activities from supplemental resource books
 - U.S. History Textbook and accompanying resources.
 - Powerpoint
 - Youtube
 - Guest Speakers (Example: Cold Spring Village Historian, Active member of U.S Army)

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their

	answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on

	mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow

	<p>individual or groups of students to work at their own pace. Students are constantly re-assessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>
<p>Curriculum development Resources/Instructional Materials:</p>	
<p>List or Link Ancillary Resources and Curriculum Materials Here:</p> <ul style="list-style-type: none"> ● Google Classroom ● Safari Montage ● Junior Scholastic ● Newsela ● Various printable activities from supplemental resource books ● U.S. History Textbook and accompanying resources. ● Powerpoint ● Youtube ● Guest Speakers (Example: Cold Spring Village Historian, Active member of U.S Army) 	
<p>Board of Education Approved Text(s)</p>	
<ul style="list-style-type: none"> ● N/A 	