

Englewood on the Palisades Charter School
Seventh Grade Social Studies Curriculum
Aligned With the 2020 New Jersey Student Learning
Standards

The Vision for Social Studies Education in New Jersey

Introduction

Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people
- around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008). Each disciplinary practice below is accompanied by sample performance expectations that illustrate each of the practices.

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

- 6.1.2.HistorySE.3: Use historical data from a variety of sources to *investigate the development of a local community* (e.g., origins of its name, originating members, important historical events and places).
- 6.1.5.GeoPP.5: Describe *how the migration and settlement patterns of Native American groups impacted different regions* of the Western Hemisphere.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

- 6.1.2.HistoryCC.1: *Use multiple sources* to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.5.GeoGI.1: *Use multiple sources* to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

- 6.1.2.HistoryUP.1: Use primary sources *representing multiple perspectives* to compare and make inferences about why there are different accounts of the same event.
- 6.1.5.HistorySE.1: Examine *multiple accounts* of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Developing Claims and Using Evidence

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based

on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

- 6.1.2.CivicsPR.2: *Cite evidence* that explains why rules and laws in school and communities are needed.
- 6.1.5.GeoHE.2: *Cite examples* of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

Presenting Arguments and Explanations

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

- 6.1.2.HistoryCA.1: *Make an evidence-based argument* about how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.5.HistoryCA.1: *Craft an argument*, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

Engaging in Civil Discourse and Critiquing Conclusions

Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

- 6.1.2.CivicsPD.1: *Engage in discussions* effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.3.5.GeoGI.1: Use technology to *collaborate with others who have different perspectives* to examine global issues, including climate change and propose possible solutions.

Taking Informed Action

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

- 6.3.2.CivicsPD.1: With adult guidance and support, *bring awareness of a local issue to school and/or community members* and make recommendations for change.

- 6.3.5.CivicsPD.3: *Propose a solution* to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula:

- Interdisciplinary connections (N.J.A.C. 6A:8-1.1)
- 21st century themes and skills (N.J.A.C. 6A:8-1.1)*
- Holocaust and genocides (N.J.S.A. 18A:35-28)*
- History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)*
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)
- Asian American, Pacific Islander history and contributions (N.J.S.A. 18A:35-4.44)

Elementary Social Studies Requirements

- Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)

Middle School Requirements

- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)
- Two quarters or equivalent Civics course (N.J.S.A. 18A:35-41)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)

High School Requirements

- At least 15 credits in social studies (N.J.A.C. 6A:8-5.1)
- Integration of civics, economics, geography and global content in all course offerings* (N.J.A.C. 6A:8-5.1)
- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)
- Two years of US History in high schools including history of New Jersey and of African-Americans (N.J.S.A. 18A:35-1)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)

*Already integrated into existing New Jersey Student Learning Standards

**Social Studies Curriculum
Seventh Grade**

Unit	Time
Unit 1: The American Revolution (1760 - 1785)	10 - 15 Days
Unit 2: The Blueprint of a Nation: Crafting the Constitution - Forming a Government and the Constitution (1785 - 1791)	10 - 15 Days
Unit 3: Launching the Nation - Washington, Adams, and Jefferson (1785 - 1805)	20 - 25 Days
Unit 4: Fighting for Freedom: The War of 1812 and America's Expansion	20 - 25 Days
Unit 5: A New National Identity (1810 - 1830)	5 - 10 Days
Unit 6: The Shadows of the Past: Understanding the Holocaust and the Rise of Totalitarianism	5 - 7 Days

Unit 1: The American Revolution (1760 - 1785)
Duration: 10 - 15 Days
Unit Overview: America was created by the desire for freedom and the pursuit of democracy. The colonists, facing economic and political oppression, fought to secure independence from Great Britain. Their journey, filled with hardships, saw them overcome immense challenges and eventually form the world's first modern representative democracy. This revolution reshaped not just the American colonies, but also the global political landscape. By the end of the unit, students should be able to critically analyze the complex factors that led to the American Revolution and the ways in which the new nation overcame seemingly insurmountable odds to achieve independence. Through this unit, students will gain not only an understanding of historical events but also develop their ability to think critically about how ideas, leadership, and resilience can shape the future.
Enduring Understandings: • The tensions between the colonies and Great Britain led to the American Revolution. • The colonists faced immense challenges but also demonstrated resilience in the war against Britain. • The war spread beyond the northern colonies, leading to decisive battles in the southern colonies that ultimately brought about the British defeat.
Essential Questions:

- Why were the American Patriots willing to risk their lives for independence?
- How did America manage to defeat the world power of Great Britain?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Identify the economic and political causes of the Revolutionary War.
- Describe the role of the 2nd Continental Congress in shaping the Revolutionary War.
- Analyze the impact of *Common Sense* and the *Declaration of Independence* on the colonists' resolve for independence.
- Examine the hardships faced by the colonial army, including the challenges at Valley Forge.
- Understand how the colonial army adapted its tactics to defeat Britain.
- Discuss the importance of European support for the colonial cause.
- Explain the events leading to the American victory at the Battle of Yorktown and the subsequent Treaty of Paris.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.8.HistoryCC.3.a:** Explain how the Seven Years' War, changes in British policies toward the American colonies, and responses from various groups and individuals led to the American Revolution.
- **6.1.8.HistorySE.3.a:** Analyze how George Washington's leadership in the American Revolution and as president helped establish American democracy.
- **6.1.8.GeoSV.3.a:** Use maps to analyze the impact of geography on the outcomes of the American Revolution, including New Jersey's role.

Interdisciplinary Standards

English Language Arts

- **RI.6.1** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
- **RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **RI.6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **RI.6.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- **W.6.1** Write arguments to support claims with clear reasons and relevant evidence
- **W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **W.6.4** 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.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **W.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources
- **SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.6.3.** Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- **SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- **L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Themes and Skills

8.2 Design

- **8.2.5.ETW.1:** Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
- **8.2.5.ETW.2:** Describe ways that various technologies are used to reduce improper use of resources.
- **8.2.5.ETW.3:** Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- **8.2.5.ETW.4:** Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
- **8.2.5.ETW.5:** Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

9.4 Life Literacies and Key Skills

- **9.4.8.CI.3** Examine challenges that may exist in the adoption of new ideas
- **9.4.8.CT.2** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
- **9.4.8.CT.3** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- **9.4.8.IML.1** Critically curate multiple resources to assess the credibility of sources when searching for information.
- **9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- **9.4.8.IML.7** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

- **9.4.8.TL.3** Select appropriate tools to organize and present information digitally.
- **9.4.8.TL.5** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Targets	Focus Lessons	Resources
Identify the political and economic causes of the Revolutionary War.	- Create a cause/effect chart after reading about the Stamp Act, Townshend Acts, and Tea Act. - Group debate: Loyalists vs. Patriots.	- Textbook/Article on British policies - Primary sources (e.g., Boston Tea Party documents)
Analyze the role of the 2nd Continental Congress in organizing the war effort.	- Jigsaw reading of roles (Washington's appointment, Olive Branch Petition, Declaration of Independence). - Group timeline activity.	- National Archives: 2nd Continental Congress documents - Google Slides or Timeline tools
Evaluate the impact of <i>Common Sense</i> and the Declaration of Independence.	- Excerpts analysis with guiding questions. - Write a persuasive speech as if you were a colonial citizen inspired by the texts.	- <i>Common Sense</i> excerpts - Declaration of Independence - Highlighters, guiding worksheet
Examine hardships faced by the Continental Army, including Valley Forge.	- Station activity: rotate through journals, artwork, maps. - Write a letter from the perspective of a soldier at Valley Forge.	- First-person soldier accounts - Historical photos/maps - Letter-writing template
Understand how the colonial army used unconventional tactics to defeat Britain.	- Watch and discuss segments of battles (e.g., Saratoga, guerrilla warfare in the South). - Create a T-chart comparing British vs. Colonial strategies.	- YouTube: Animated battle maps - Military strategy comparison chart
Discuss the importance of European support (esp. France) in the colonial victory.	- Role-play meeting with French allies. - Create an infographic about foreign aid to the colonies.	- Articles on Lafayette, France's role - Canva or Google Drawings
Describe the events leading to Yorktown and the Treaty of Paris.	- Battle of Yorktown simulation or timeline re-creation. - Analyze and annotate the Treaty of Paris.	- Treaty of Paris document - Yorktown battle visuals or videos

Use maps to analyze how geography affected battles and outcomes (especially NJ's role).	- Battle map labeling activity. - Gallery walk: maps + QR codes for key events in New Jersey.	- Revolutionary War battle maps - QR code generator tools - Local NJ battle documentation
Compare and reflect on historical texts or perspectives about the revolution.	- Compare textbook vs. primary account or British vs. American point of view. - Use a Venn diagram and write a reflection.	- Primary sources: diary entries, British news articles - Venn diagram template
Engage in collaborative discussion and presentation on the enduring impact of the Revolution.	- Class discussion: "What does it mean to fight for freedom?" - Small group presentations on enduring lessons of the Revolution.	- Rubric for discussions/presentations - Presentation tools (Google Slides, poster paper)

Assessments

Formative Assessment

- Class discussions and exit slips on key concepts.
- Digital and written responses to essential questions.
- Online quizzes and Kahoot to check for understanding.
- Written responses to reading assignments.
- Group discussions and debates.
- Exit slips reflecting on key learning points.
- Google Forms/Surveys for understanding check-ins.
- Journals/letter writing (e.g., Valley Forge soldier)
- Think-pair-share reflections
- Strategy comparison charts
- Gallery walk responses

Summative Assessment

- Unit Assessment: A comprehensive assessment including multiple-choice, short answer, and essay questions to evaluate students' understanding of the causes, key events, and outcomes of the American Revolution.
- Project and Presentation: Students will create a presentation on a key event or figure from the American Revolution, using a mix of primary sources and multimedia.
- Performance Task: Write an argumentative essay: "*Was the American Revolution inevitable?*"
- Multimedia Project: Create a digital presentation or video explaining a key turning point in the war.
- Test or Quiz: Multiple choice, short answer, and document-based questions (DBQs) on events, people, and causes.
- Debate: Loyalist vs. Patriot perspectives on independence.
- Map Assessment: Label battles, colonies, and routes with geographical explanations.

Alternate Assessment

- Document-Based Questions (DBQ): Analyze a set of primary documents related to the American Revolution, answering a series of questions to assess understanding.
- Cumulative Project: Create a detailed timeline of the American Revolution, incorporating key battles, figures, and documents.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

Unit 2: The Blueprint of a Nation: Crafting the Constitution - Forming a Government and the Constitution (1785 - 1791)

Duration:

10 - 15 Days

Unit Overview:

This unit delves into the challenges and successes faced by the newly independent United States as it sought to create a government that would unify and represent its people. The unit starts with a critical look at the Articles of Confederation, the first governing document of the U.S., and examines the weaknesses that led to its failure. It then explores the writing of the U.S. Constitution, highlighting the debates and compromises that shaped the document. Key themes include the balance of power between the states and the federal government, the creation of a strong national government, and the protection of individual rights through the Bill of Rights.

This unit is designed to engage students in deep discussions about the origins of American government and the compromises that led to the Constitution's creation. Through a combination of debates, research, and primary source analysis, students will gain an understanding of the Constitution's importance and the impact it continues to have on the U.S. system of government today.

Enduring Understandings:

- The Articles of Confederation served as the first attempt at a national government but revealed significant weaknesses.
- The Articles' failure highlighted the need for a new, more powerful government system.
- The creation of the Constitution represented a compromise between differing interests and solutions to the weaknesses of the Articles.
- The Constitution provided a new framework for a stronger, more balanced national government.
- The debate over ratifying the Constitution and the creation of the Bill of Rights shaped the future of American democracy.

Essential Questions:

- What weaknesses in the Articles of Confederation led to its eventual failure?
- How did compromise play a key role in the creation of the Constitution?
- In what ways did the Constitution address the problems and weaknesses of the Articles of Confederation?
- What were the differing views of Federalists and Anti-Federalists, and how did they shape the new government?
- How did the Bill of Rights help secure individual freedoms in the early Republic?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Explain the weaknesses of the Articles of Confederation and their impact on the formation of the U.S. government.
- Describe key events, such as Shays' Rebellion, that demonstrated the need for a new constitution.
- Analyze the compromises made during the Constitutional Convention, including the Great Compromise and the 3/5ths Compromise.
- Discuss the debate between Federalists and Anti-Federalists and the role of the Federalist Papers in shaping public opinion.

- Understand the importance of the Bill of Rights in protecting individual freedoms.

New Jersey Student Learning Standards (NJSLs)

Social Studies

- **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.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.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.CivicsHR.3.a** Explain how and why constitutional civil liberties were impacted by acts of government (i.e. Alien and Sedition Acts) during the early republic.
- **6.1.8.History.CC.3.b** Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.
- **6.1.8.CivicsHR.3.b** Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- **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.
- **6.2.8.GeoHE.4.b:** Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges..

Interdisciplinary Standards

English Language Arts

- **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.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of 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 and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- **RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **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.7.8** 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.
- **W.7.1** Write arguments to support claims with clear reasons and relevant evidence.
- **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.
- **SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies
- **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Themes and Skills

8.2 Design

- **8.2.5.ETW.1:** Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
- **8.2.5.ETW.2:** Describe ways that various technologies are used to reduce improper use of resources.
- **8.2.5.ETW.3:** Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- **8.2.5.ETW.4:** Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
- **8.2.5.ETW.5:** Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

9.4 Life Literacies and Key Skills

- **9.4.8.CI.3** Examine challenges that may exist in the adoption of new ideas
- **9.4.8.CT.2** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
- **9.4.8.CT.3** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- **9.4.8.IML.1** Critically curate multiple resources to assess the credibility of sources when searching for information.
- **9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- **9.4.8.IML.7** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- **9.4.8.TL.3** Select appropriate tools to organize and present information digitally.
- **9.4.8.TL.5** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Targets	Focus Lessons	Resources
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Explain the weaknesses of the Articles of Confederation and their impact on the formation of the U.S. government.	- Source analysis: Read and annotate excerpts from the Articles of Confederation. - Small-group brainstorm: List and discuss problems faced by the government under the Articles. - Whole-class debrief and chart creation: “Why the Articles Failed”	- Excerpts of the Articles of Confederation - Primary source analysis worksheet - Anchor chart materials
Describe how Shays’ Rebellion highlighted the need for a stronger central government.	- Watch a short video or documentary clip on Shays’ Rebellion. - Role-play or dramatic reenactment of events leading to the rebellion. - Class discussion: What did this reveal about national government weaknesses?	- Video (e.g., PBS “Shays’ Rebellion”) - Role-play script - Cause/effect graphic organizer
Analyze the key debates and compromises at the Constitutional Convention (Great Compromise, 3/5 Compromise).	- Simulation: Constitutional Convention with student roles (VA Plan, NJ Plan, etc.) - Create a “Compromise Cube” summarizing key issues and solutions.	- Convention role cards and instructions - Chart paper for debate summaries - Compromise Cube template
Compare and contrast the Articles of Confederation and the Constitution.	- Venn Diagram comparing powers under both documents. - Gallery walk of informational posters made by student pairs summarizing differences.	- Excerpts from both documents - Venn diagram template - Poster supplies
Describe the differing views of Federalists and Anti-Federalists.	- Read excerpts from Federalist and Anti-Federalist Papers. - Structured debate: Should the Constitution be ratified? - Create political campaign posters for each side.	- Selected excerpts (Federalist No. 10 & Anti-Federalist arguments) - Debate guidelines - Art supplies or digital tools for posters
Explain the role of the Bill of Rights in securing individual freedoms.	- Close reading and matching activity (amendments to scenarios). - Create a “Bill of Rights Billboard” to explain one right in student-friendly language.	- Text of the Bill of Rights (simplified and original) - Scenario cards - Billboard creation materials
Evaluate how the Constitution and Bill of Rights continue to affect current issues.	- Case study analysis of modern Supreme Court cases.	- Current event articles - Case study handouts

	- Class discussion or Socratic seminar: “How does the Constitution still protect us today?” - Student-led presentation or podcast on a current issue and constitutional connection.	- Podcast/presentation rubric and planning sheets
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Assessments

Formative Assessment

- Written responses to reading assignments.
- Group discussions and debates.
- Exit slips reflecting on key learning points.
- Google Forms/Surveys for understanding check-ins.
- Think-pair-share reflections
- Strategy comparison charts
- Gallery walk responses
- Concept maps or graphic organizers.
- Short written reflections or journal entries.
- Discussion participation and group feedback rubrics.

Summative Assessment

- DBQ Essay: "To what extent did the Constitution solve the problems created by the Articles of Confederation?"
- Position Paper: "Federalist or Anti-Federalist: Whose arguments were stronger?"
- Creative Project: Create a “Founders’ News Broadcast” or podcast explaining the creation and ratification of the Constitution.
- Constitution & Bill of Rights Quiz: Include document excerpts, matching, short answer, and multiple choice.
- Presentation: Student-led presentations on how a right in the Bill of Rights is interpreted in modern society.

Alternate Assessment / Benchmark Assessment

- Visual presentations or infographics summarizing the key compromises in the U.S. Constitution.
- Video presentations or skits simulating historical events like the ratification debates.
- Cumulative unit assessment reviewing all aspects of the Articles of Confederation, Constitutional debates, and the Bill of Rights.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability

● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts

Unit 3: Launching the Nation - Washington, Adams, and Jefferson (1785 - 1805)

Duration:

20 - 25 Days

Unit Overview:

The early years of the United States were shaped by foundational decisions and events under the presidencies of George Washington, John Adams, and Thomas Jefferson. This unit will focus on key moments during their presidencies, including the establishment of new national traditions, handling foreign and domestic challenges, the creation of political parties, and defining the future of the United States. Students will explore how these early leaders set precedents that continue to impact American government and politics today.

Through engaging activities and discussions, students will understand how Washington's precedents, the rise of political parties, the Louisiana Purchase, and early foreign policy challenges shaped the development of the nation. By the end of this unit, students will have a strong understanding of the early challenges and successes of the United States under the leadership of its first presidents, as well as the legacy of their decisions in shaping the nation.

Enduring Understandings:

- Washington's leadership set essential precedents for the presidency and the federal government.
- Alexander Hamilton's financial plan helped lay the foundation for the country's economic system.
- Political parties, especially the Federalists and Democratic-Republicans, emerged from differing visions of the role of government.
- Key foreign and domestic challenges during Washington, Adams, and Jefferson's presidencies shaped the early republic.
- Thomas Jefferson's presidency marked a new era, expanding the nation and facing tough foreign relations issues.

Essential Questions:

- How did George Washington set the precedent for all other presidents?
- How did Washington and Adams address both domestic and foreign issues during their presidencies?
- What impact did the election of 1800 have on the future of American politics and the peaceful transfer of power?
- How did Thomas Jefferson change how America dealt with both domestic and foreign challenges?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Describe how George Washington established important precedents for the presidency, including creating the presidential cabinet and the two-term tradition.
- Explain how Alexander Hamilton's financial plan shaped early American economic policy.
- Identify the impact of political parties, particularly the Federalists and Democratic-Republicans, on the development of American politics.
- Analyze key events such as the XYZ Affair, the Alien and Sedition Acts, and the Louisiana Purchase and their impact on the country.
- Discuss how the election of 1800 influenced future elections and the peaceful transfer of power.
- Explain how Thomas Jefferson's presidency marked a shift in American policies, particularly regarding foreign diplomacy and territorial expansion.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.8.CivicsPI.3.a** 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.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.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.CivicsHR.3.a** Explain how and why constitutional civil liberties were impacted by acts of government (i.e. Alien and Sedition Acts) during the early republic.
- **6.1.8.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.
- **6.1.8.CivicsPI.3.b** Evaluate the effectiveness of the fundamental principles of the Constitution in establishing a federal government that allows for growth and change over time.
- **6.1.8.CivicsPI.3.d** Distinguish the powers and responsibilities of citizens, political parties, interest groups and the media in a variety of governmental and nongovernmental contexts.
- **6.2.8.GeoHE.4.b:** Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

Interdisciplinary Standards

English Language Arts

- **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.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of 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 and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- **RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **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.7.8** 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.
- **W.7.1** Write arguments to support claims with clear reasons and relevant evidence.
- **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.
- **SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

- **L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies
- **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

21st Century Themes and Skills

8.2 Design

- **8.2.5.ETW.1:** Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
- **8.2.5.ETW.2:** Describe ways that various technologies are used to reduce improper use of resources.
- **8.2.5.ETW.3:** Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- **8.2.5.ETW.4:** Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
- **8.2.5.ETW.5:** Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

9.4 Life Literacies and Key Skills

- **9.4.8.CI.3** Examine challenges that may exist in the adoption of new ideas
- **9.4.8.CT.2** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
- **9.4.8.CT.3** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- **9.4.8.IML.1** Critically curate multiple resources to assess the credibility of sources when searching for information.
- **9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- **9.4.8.IML.7** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- **9.4.8.TL.3** Select appropriate tools to organize and present information digitally.
- **9.4.8.TL.5** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Targets	Focus Lessons	Resources
Describe George Washington's precedents for the presidency.	- Read excerpts from Washington's Farewell Address. - Class discussion: What traditions did Washington establish? - Create a "Presidential Precedents" poster.	- Primary Source: Washington's Farewell Address - Textbook or online readings - Chart paper, markers
Explain Hamilton's financial plan and early economic challenges.	- Analyze Hamilton's financial plan in small groups. - Debate: Hamilton vs. Jefferson on economy.	- Excerpts from Hamilton's financial plan - Video clips on early U.S. economy (PBS, History Channel)

Identify reasons for the rise of political parties.	- Political Parties Simulation: students role-play as Federalists and Democratic-Republicans. - Create a political party pamphlet.	- Short readings on Federalists vs. Democratic-Republicans - Pamphlet templates
Analyze domestic and foreign challenges during Washington's and Adams' presidencies (Whiskey Rebellion, XYZ Affair, Alien and Sedition Acts).	- Timeline creation: key events under Washington and Adams. - Primary source analysis of Alien and Sedition Acts. - Mini Socratic Seminar: Were the Alien and Sedition Acts justified?	- Primary sources: Alien and Sedition Acts - Timeline templates - Short documentary clips
Evaluate the significance of the election of 1800.	- Analyze political cartoons from the Election of 1800. - Partner activity: Create a campaign advertisement for either Adams or Jefferson.	- Political cartoon collections - Campaign ad template - Short reading on Election of 1800
Discuss Jefferson's presidency and changes in domestic and foreign policy (Louisiana Purchase, Marbury v. Madison, Barbary Pirates).	- Louisiana Purchase Map Activity. - "Supreme Court Role Play" (Marbury v. Madison). - Journal reflection: Was Jefferson's presidency successful?	- Louisiana Purchase map handouts - Primary sources: Marbury v. Madison decision excerpts - Journaling supplies
Explain how early leaders set the foundation for American democracy.	- Group project: Create an interactive digital timeline of events from 1785–1805. - Class discussion: Which leader had the biggest impact?	- Timeline software (e.g., Sutori, Canva, Google Slides) - Class notes and primary sources

Optional Enrichment Activities:

- Podcast script or short video reenacting the Election of 1800 or the signing of key acts.
- Design a "New Nation Advice Column" where students write advice to Washington, Adams, or Jefferson on how to handle a particular challenge.

Assessments

Formative Assessment

- Written and digital responses to discussion questions
- Exit slips and Google Forms surveys
- Teacher observations during group work
- Quizzes (using tools like Kahoot)
- Quickwrites: Reaction to the Alien and Sedition Acts

- Group discussions with rubric scoring
- Political party comparison charts (graded for accuracy and completeness)

Summative Assessment

- Document-Based Questions (DBQs) with scoring rubrics
- Project and Presentations with scoring rubrics
- DBQ Essay: "To what extent did Washington, Adams, and Jefferson successfully address the challenges facing the new nation?"
- Unit Test: Combination of multiple-choice, short-answer, and document analysis questions.
- Political Party Pamphlet Project: Students create a pamphlet for either the Federalists or Democratic-Republicans, graded on accuracy, creativity, and persuasiveness
- Debate Performance: Grading students' debates on Hamilton vs. Jefferson or the Alien and Sedition Acts.

Alternate Assessment / Benchmark

- RAFT Writing Activities on Jefferson and the Louisiana Purchase
- Political cartoon creation and analysis
- Essential Question Writing Activity
- Cumulative unit assessments via HMH US History materials
- Create a Museum Exhibit: Students design an exhibit on the Early Republic, including artifacts (maps, political cartoons, documents) with explanatory labels.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum

● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts
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Unit 4: Fighting for Freedom: The War of 1812 and America’s Expansion

Duration:

20 - 25 Days

Unit Overview:

This unit will explore the War of 1812, which marked a pivotal moment in U.S. history. The conflict, triggered by British restrictions on U.S. trade and America’s expansionist desires, put the young nation to the test as it faced the greatest naval power in the world: Great Britain. Students will analyze the causes, events, and outcomes of the war, as well as the impact it had on the growth of U.S. nationalism and territorial expansion. The unit will also cover the Monroe administration’s efforts to solidify and expand U.S. borders through diplomacy and military action.

Through engaging activities, discussions, and primary source analysis, students will come to understand how the War of 1812 affected America’s economy, patriotism, and position in the world, as well as how it shaped the nation's future trajectory.

This unit provides an in-depth look at the War of 1812, its causes, major events, and its far-reaching effects on the United States. Through engaging activities and assessments, students will gain a deeper understanding of this critical moment in American history and its role in shaping the nation's future.

Enduring Understandings:

- The War of 1812 was caused by a combination of British interference with American trade and the U.S. desire for territorial expansion.
- The conflict was a struggle for survival against a powerful opponent, and despite early defeats, America emerged with a stronger sense of national identity.

- The Monroe administration played a crucial role in securing U.S. borders and establishing a foreign policy stance that reflected the nation's growing confidence.
- The War of 1812 led to economic and territorial expansion, as well as a surge in American nationalism.

Essential Questions:

- What were the primary causes of the War of 1812, and how did American leaders respond?
- How did the United States manage to survive and ultimately achieve victories in the War of 1812?
- What were the social, political, and economic effects of the War of 1812 on the United States?
- How did the Monroe Doctrine and the actions of the Monroe administration contribute to the growth and stability of the United States?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Explain the causes of the War of 1812, including British interference with Native Americans and U.S. trade.
- Analyze the key events of the War of 1812, such as the British attack on Washington D.C., victories at Baltimore and New Orleans, and naval successes on the Great Lakes.
- Evaluate the impact of the War of 1812 on U.S. nationalism, economy, and territorial expansion.
- Describe the Monroe Doctrine and its role in the expansion and security of U.S. borders.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **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.c** Analyze how the concept of Manifest Destiny influences the acquisition of land through annexation, diplomacy, and 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 as well as the locations of conflicts with 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.CivicsHR.4.a** Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
- **6.2.8.GeoHE.4.b:** Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

Interdisciplinary Standards

English Language Arts

- **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.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of 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 and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- **RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **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.7.8** 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.
- **W.7.1** Write arguments to support claims with clear reasons and relevant evidence.
- **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.
- **SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies
- **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

21st Century Themes and Skills

8.2 Design

- **8.2.5.ETW.1:** Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
- **8.2.5.ETW.2:** Describe ways that various technologies are used to reduce improper use of resources.
- **8.2.5.ETW.3:** Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- **8.2.5.ETW.4:** Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
- **8.2.5.ETW.5:** Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

9.4 Life Literacies and Key Skills

- **9.4.8.CI.3** Examine challenges that may exist in the adoption of new ideas
- **9.4.8.CT.2** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
- **9.4.8.CT.3** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

- **9.4.8.IML.1** Critically curate multiple resources to assess the credibility of sources when searching for information.
- **9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- **9.4.8.IML.7** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- **9.4.8.TL.3** Select appropriate tools to organize and present information digitally.
- **9.4.8.TL.5** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Targets	Focus Lessons	Resources
Identify and explain the causes of the War of 1812.	- Analyze political cartoons and primary sources about British interference. - Create a cause-and-effect graphic organizer.	- Primary source excerpts (e.g., letters, political cartoons) - Cause-and-effect organizer template - SmartBoard/Anchor chart materials
Describe major events of the War of 1812, including the burning of Washington D.C. and the Battle of New Orleans.	- Timeline project (group activity) - Battle "news report" skit: Students create a live broadcast from one of the key battles.	- Timeline templates - Sample battle maps - Costume props for skits (optional)
Analyze the effects of the War of 1812 on nationalism and the U.S. economy.	- Read and annotate a secondary article about the post-war economy. - Small group discussion: "How did the war change American identity?"	- Secondary source articles - Annotation bookmarks - Group discussion norms chart
Explain the purpose and impact of the Monroe Doctrine.	- Jigsaw reading activity: Each group becomes an expert on a section of the Monroe Doctrine and teaches others. - Create a political cartoon illustrating the Doctrine's message.	- Excerpts of the Monroe Doctrine (student-friendly) - Political cartoon templates - Markers/colored pencils
Map territorial expansion following the War of 1812 and analyze its effects on Native Americans.	- Interactive map activity tracing U.S. expansion. - Case study: Analyze the Seminole Wars and forced relocation impacts.	- Blank U.S. maps - Seminole Wars reading packet - Colored pencils
Evaluate the long-term impact of U.S. expansion and Manifest Destiny.	- Debate: Was Manifest Destiny justified? Students prepare arguments and counterarguments. - Opinion writing: Students craft a persuasive essay.	- Debate prep graphic organizer - Rubric for persuasive writing - Access to online research tools

Synthesize key concepts by connecting the War of 1812 to America's later foreign policies.	- Create a multimedia presentation: "From War of 1812 to World Power?" - Peer-review presentations using a checklist.	- Google Slides, Canva, or PowerPoint - Peer review checklist - Rubric for presentations
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Optional Enrichment:

- Student-designed political cartoons about the Monroe Doctrine or War of 1812 impacts.
- Comparative analysis writing piece: Compare U.S. expansion post-1812 to expansion during other periods (e.g., post-Mexican-American War).

Assessments

Formative Assessment

- Exit Slips: Students will write quick reflections or answers to the essential questions after each lesson.
- Discussions: Group discussions to analyze causes and effects of the War of 1812.
- Quizzes/Kahoot: Short quizzes to assess students' understanding of key events and concepts from the unit.
- Teacher Observations: Informal observations during class activities and discussions.
- Annotated primary and secondary sources.
- Graphic organizers (cause/effect charts, timelines, jigsaw notes).

Summative Assessment

- Unit Test: A multiple-choice and short-answer test covering the causes, events, and outcomes of the War of 1812, as well as the Monroe Doctrine.
- Project & Presentation: Students will create a presentation on a key event or figure from the War of 1812 and its impact on American history, using primary sources and visuals.
- Timeline Project: Group-created timelines highlighting at least 5 major events.
- News Report Skits: Rubric-scored based on historical accuracy, creativity, and clarity.
- Debate Performance: Scored on clarity of argument, use of evidence, and rebuttal strength.
- Persuasive Essay: Students argue whether Manifest Destiny was justified, using at least 3 sources.
- Multimedia Project: Students synthesize causes, events, and impacts of the War of 1812 and the Monroe Doctrine into a visual presentation (graded with a rubric on content accuracy, creativity, and presentation skills).

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed

● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts

Unit 5: A New National Identity (1810 - 1830)

Duration:

10 - 15 Days

Unit Overview:

After the War of 1812, the United States entered a time of relative peace and prosperity. During this era, the country developed its identity as a new and emerging world power, both politically and economically. While the national mood was positive, tensions were also rising due to deep regional differences, particularly surrounding the issues of slavery and sectionalism. This unit will explore the factors that contributed to the development of a distinctly American identity in this critical period of the nation's history. Students will learn about the role of transportation infrastructure, the Monroe Doctrine, cultural contributions, and political developments that shaped America's national character.

Enduring Understandings:

- Nationalism played a key role in guiding American foreign policy and domestic unity in the early 1800s.
- A growing sense of national unity allowed the country to focus on common interests, despite regional differences.
- Cultural development in art, music, literature, and politics contributed to the creation of a new American identity.

Essential Questions:

- How did America grow politically and economically, becoming a rising world power in the early 19th century?
- In what ways did art, music, and literature begin to represent American culture for the first time?
- Why is the "Era of Good Feelings" considered a misleading description of the time after the War of 1812?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Explain how transportation projects like the Erie Canal and National Road connected the nation and helped unify it economically and politically.
- Analyze how the Monroe Doctrine reflected America's growing political power and influence on the global stage.
- Describe how American artists, writers, and musicians reflected and shaped the emerging national identity through their works.
- Discuss the implications of the "Era of Good Feelings" and why it did not accurately represent the entire nation at the time.
- Understand how regional differences, especially slavery and sectionalism, began to create divisions that would eventually lead to the Civil War.

New Jersey Student Learning Standards (NJSLS)**Social Studies**

- **6.1.8.HistoryCC.5.a:** Prioritize causes and events that led to the Civil War from different perspectives.
- **6.1.8.HistoryCC.5.b:** Analyze critical events and battles of the Civil War from different perspectives.
- **6.1.8.CivicsPL.3.b:** Evaluate the effectiveness of the fundamental principles of the Constitution in establishing a federal government that allows for growth and change.
- **6.1.8.GeoHE.4.b:** Use geographic models to determine the impact of environmental modifications made by earlier civilizations on current environmental challenges.
- **6.1.8.EconET.3.a:** Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments at this time.

Interdisciplinary Standards**English Language Arts**

- **RI.7.1:** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly and inferences drawn.
- **RI.7.2:** Analyze central ideas in a text and analyze their development.
- **W.7.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **SL.7.1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics.

- **SL.7.4:** Present claims and findings in a focused, coherent manner, using pertinent facts, details, and examples.

21st Century Themes and Skills

8.2 Design

- **8.2.5.ETW.1:** Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
- **8.2.5.ETW.2:** Describe ways that various technologies are used to reduce improper use of resources.
- **8.2.5.ETW.3:** Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- **8.2.5.ETW.4:** Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
- **8.2.5.ETW.5:** Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

9.4 Life Literacies and Key Skills

- **9.4.8.CI.3** Examine challenges that may exist in the adoption of new ideas
- **9.4.8.CT.2** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
- **9.4.8.CT.3** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- **9.4.8.IML.1** Critically curate multiple resources to assess the credibility of sources when searching for information.
- **9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- **9.4.8.IML.7** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- **9.4.8.TL.3** Select appropriate tools to organize and present information digitally.
- **9.4.8.TL.5** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Targets	Focus Lessons	Resources
Explain how transportation projects like the Erie Canal and National Road connected the nation and helped unify it economically and politically.	- Map Analysis: Trace major transportation routes on 1810-1830 maps. - Group Discussion: How transportation affected trade and travel. - Create a Travel Brochure: Students design brochures advertising the Erie Canal/National Road.	- Historic maps (1810s-1830s) - Primary source images of Erie Canal and National Road - Materials for brochure design (paper, markers, Canva, etc.)
Analyze how the Monroe Doctrine reflected America's growing political power and influence on the global stage.	- Primary Source Analysis: Read and annotate the Monroe Doctrine. - Debate: Was the Monroe Doctrine a bold or reckless move? - Role Play: Students act as diplomats responding to the Doctrine.	- Excerpt from Monroe Doctrine - Teacher-created graphic organizer for analyzing policy documents - Debate prep worksheet

Describe how American artists, writers, and musicians reflected and shaped the emerging national identity.	- Gallery Walk: View and analyze paintings, songs, and literature from the period. - Create Your Own: Students create a short poem, painting, or song reflecting national pride.	- Samples of early American art (Hudson River School paintings) - Excerpts from Washington Irving and James Fenimore Cooper - 1812-era patriotic songs
Discuss the implications of the "Era of Good Feelings" and why it did not accurately represent the entire nation at the time.	- Jigsaw Reading: Different groups read about various regional tensions (e.g., slavery, economy, tariffs). - Timeline Creation: Students plot major events that show rising tensions. - Socratic Seminar: Was it really an "Era of Good Feelings"?	- Short readings on regional differences - Timeline templates - Socratic Seminar prep sheet with key questions
Understand how regional differences, especially slavery and sectionalism, began to create divisions that would lead to the Civil War.	- Case Study Analysis: Missouri Compromise and the slavery debate. - Cause and Effect Diagram: Trace the impact of regional tensions. - Research Project: Mini-presentations on different regions' perspectives (North, South, West).	- Excerpts on Missouri Compromise - Cause and Effect graphic organizers - Research materials (library databases, websites like Britannica School)

Assessments

Formative Assessment

- Participation in discussions
- Exit slips
- Quizzes (using tools like Google Forms or Kahoot)
- Graphic organizers on key concepts (e.g., the Monroe Doctrine, Erie Canal)
- Teacher observations
- Brochure/Travel Poster rubric-based evaluation

Summative Assessment

- DBQs (Document-Based Questions) with scoring rubrics
- Project & Presentations: Students will work in groups to present their analysis of American cultural developments (art, literature, music) during the era and how they reflect American identity.
- Cumulative Unit Assessment: A final exam assessing students' understanding of the major events, developments, and cultural contributions during this period.
- Performance Task: Create a multimedia project (e.g., Google Slides, poster, video) answering *one* essential question using evidence from multiple sources.

- Essay: Analyze the true nature of the "Era of Good Feelings," using at least three pieces of evidence from different activities or readings.
- Debate/Discussion: Host a formal debate evaluating the Monroe Doctrine's impact, graded with a rubric on use of evidence, speaking skills, and collaboration.
- Quiz: Short-answer and multiple-choice quiz on key figures, events, and concepts from the unit (transportation, Monroe Doctrine, cultural works, regional differences).

Alternate Assessment

Project-Based Assessment (Optional Extension):

- Students design an interactive "Virtual Museum Exhibit" highlighting how transportation, foreign policy, and culture built a national identity.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Unit 6: The Shadows of the Past: Understanding the Holocaust and the Rise of Totalitarianism

Duration:

5 - 7 Days

Unit Overview:

In this unit, students will explore the rise of Adolf Hitler and the Nazi Party, the devastating consequences of totalitarian regimes, and the tragic events of the Holocaust. The unit will guide students through understanding the social, political, and economic factors that led to the Nazi rise to power, the propaganda tools they used to manipulate public opinion, and the horrifying impact on Jewish people and other persecuted groups. Through the examination of historical documents, survivor testimonies, and secondary sources, students will reflect on the dangers of prejudice, discrimination, and the dehumanization of others. Additionally, students will explore the Holocaust’s broader significance, contemplating the lessons we can learn today to prevent such atrocities in the future.

This unit will provide a deep dive into the horrors of the Holocaust and explore important lessons about the dangers of prejudice and intolerance in a thoughtful and age-appropriate manner.

Enduring Understandings:

- **Totalitarianism:** Totalitarian regimes manipulate and control populations through propaganda, violence, and suppression of freedoms.
- **Impact of Prejudice:** Prejudice and discrimination can spiral into violent, genocidal actions when left unchecked.
- **Personal Choices and Society:** Our choices are influenced by our social environment, and they, in turn, shape societal structures and interactions.
- **The Power of Propaganda:** Propaganda can be a powerful tool in shaping public opinion and manipulating societies to conform to harmful ideologies.

Essential Questions:

- What factors in Germany led to the demise of the Weimar Republic and the rise of Adolf Hitler and the Nazi Party?
- How did the Nazi Party use propaganda to control the German population during the 1930s?
- What were the Nuremberg Laws, and how do they represent the build-up of anti-Jewish policies in Nazi Germany?
- Why was it difficult for Jews to leave Germany as persecution intensified?
- What was the significance of Kristallnacht, and how did it mark a turning point in Nazi anti-Semitic policy?
- What lessons can we learn from the Holocaust, and how can these lessons help us prevent such atrocities from happening in the future?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Explain the factors that led to the rise of Adolf Hitler and the Nazi Party in Germany.
- Analyze the role of propaganda in shaping public opinion in Nazi Germany.
- Describe the Nuremberg Laws and Kristallnacht, and understand their significance in the escalation of anti-Jewish policies.
- Reflect on the personal and societal choices that led to the Holocaust.
- Discuss the impact of the Holocaust and recognize the importance of understanding human rights and preventing genocide in the future.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsDP.2:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.12.CivicsHR.11.a*:** Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- **6.1.12.HistoryUP.11.b*:** Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- **6.2.12.CivicsPI.4.b*:** Assess government responses to incidents of ethnic cleansing and genocide.
- **6.2.12.CivicsHR.4.a*:** Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- **6.2.12.HistoryCC.4.b*:** Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- **6.2.12.HistoryCC.4.c*:** Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- **6.2.12.HistoryCC.4.g*:** Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
- **6.2.12.HistoryUP.4.c*:** Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- **6.2.12.CivicsHR.6.a*:** Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences

Interdisciplinary Standards

English Language Arts

- **RH.6-8.1.** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6-8.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6-8.5.** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6-8.6.** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- **RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8.** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6-8.9.** Analyze the relationship between a primary and secondary source on the same topic.
- **RH.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

21st Century Themes and Skills**Career Readiness**

- **9.4.5.GCA.1** - Reflect on how culture shapes perspectives and points of view

Targets	Focus Lessons	Resources
Identify the factors that led to the rise of Adolf Hitler and the Nazi Party.	- Timeline creation: Students work in groups to create a visual timeline of key events from the end of WWI to Hitler's rise to power. - Cause-and-effect graphic organizer.	- Excerpts from <i>Treaty of Versailles</i>, <i>Mein Kampf</i> (age-appropriate passages), teacher-created timeline templates.
Analyze how the Nazi Party used propaganda to influence the German population.	- Propaganda analysis: Examine Nazi posters and short propaganda films. - Class discussion: How propaganda manipulates emotions and facts. - Create their own (non-offensive) "awareness poster" on modern issues to understand persuasive techniques.	- Archive of Nazi propaganda materials (USHMM and Yad Vashem websites). - Propaganda analysis worksheet.
Explain the purpose and impact of the Nuremberg Laws.	- Primary source reading: Summarize and discuss excerpts of the Nuremberg Laws.	- Text excerpts from the Nuremberg Laws (simplified for middle school). - Role-play character cards.

	- Role-play: How would life change for different groups (Jewish Germans, Non-Jewish Germans)?	
Evaluate why Jewish citizens and other persecuted groups found it difficult to emigrate.	- Case study: Read and discuss real immigration stories and visa difficulties. - Simulation: "Immigration Station" classroom activity showing obstacles.	- Survivor testimonies (video clips from USC Shoah Foundation or USHMM). - Immigration simulation materials.
Understand the significance of Kristallnacht.	- Analyze newspaper articles from 1938. - Create an emotional journal entry from the perspective of someone experiencing Kristallnacht.	- Newspaper clippings (primary sources). - Survivor testimony videos.
Reflect on the lessons of the Holocaust and how to stand against prejudice today.	- Seminar discussion: "What lessons should the world learn from the Holocaust?" - Create "Never Again" pledges with actions students can take today. - Group project: Design an informational campaign promoting tolerance and human rights.	- Archive of Nazi propaganda materials (USHMM and Yad Vashem websites). - Propaganda analysis worksheet

Assessments

Formative Assessment

- **Class Discussions:** Students will engage in discussions about key events and their impact, demonstrating their understanding of the rise of Nazism, propaganda, and the Holocaust.
- **Exit Slips:** After each lesson, students will write a brief reflection on the day's lesson to assess their understanding and identify questions for further exploration.
- **Primary Source Analysis:** Students will complete analysis activities using primary sources such as photographs and documents from the era.

Summative Assessment

- **Project:** Students work in groups to create a project that examines the rise of the Nazi Party and its impact on society, using primary sources, historical photographs, and survivor testimonies. The project will include a presentation and written report.
- **Document-Based Essay (DBQ):** "How did propaganda contribute to the rise of totalitarianism in Germany?"

- **Choice Project:** Create either a visual timeline, infographic, mini-podcast, or dramatic monologue based on survivor testimony or historical events.
- **Simulation Reflection Paper:** After "Immigration Station" activity, students write an analysis connecting immigration difficulties to historical realities.
- **Final Project:** Group informational campaign promoting tolerance (posters, digital slideshows, videos) presented to the class.

Alternate Assessment

- Conduct a Socratic Seminar at the end of the unit on the essential question: "How can understanding the Holocaust help prevent future atrocities?"

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

• Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and • Descriptor Name Charts • Allow extra time to complete assignments or tests • Guided notes and/or scaffold outline for written assignments	
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**Civics Curriculum
Seventh Grade Civics**

Unit	Time
Unit 1: The Blueprint of Freedom: America's Founding Documents	25 - 30 Days
Unit 2: Making a Difference: Your Role in Democracy	25 - 30 Days
Unit 3: Citizenship in Action: Shaping Your Community and Future	25 - 30 Days

Unit 1: The Blueprint of Freedom: America's Founding Documents
Duration: 25 - 30 Days
Unit Overview: This unit explores the foundational documents that helped establish the framework for the United States government, emphasizing the ideals and principles embedded in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. Students will examine the historical context of these documents and analyze the ideals of liberty, equality, and justice that they present. The unit aims to provide students with a deep understanding of how these documents shaped the political structure and laid the groundwork for the American democratic system. Through interactive activities, primary source analysis, and debates, students will engage with these texts to understand their significance not only in the founding of the nation but also in their ongoing influence on American society. By the end of the unit, students will have a comprehensive understanding of the framework of American democracy, including the separation of powers, the role of government branches, federalism, and the importance of protecting individual rights through the Bill of Rights and subsequent amendments.
Enduring Understandings: • The Declaration of Independence laid the ideological foundation for the United States by articulating the right of the people to self-govern and seek liberty and justice. • The U.S. Constitution created a structure of government designed to balance powers through the separation of powers and checks and balances.

- The Bill of Rights and subsequent amendments were introduced to protect individual rights and limit the power of government, ensuring a fair and just system.
- The evolving process of constitutional amendments highlights the importance of adapting government structures to changing needs while maintaining foundational democratic principles.

Essential Questions:

- How did the Declaration of Independence articulate the core values of American democracy, and how did it influence future generations?
- In what ways does the Constitution provide a framework for a balanced government that protects individual rights?
- What is the significance of the Bill of Rights in the development of American democracy?
- How did the separation of powers and checks and balances prevent the concentration of power in one branch of government?
- To what extent do the Constitution and Bill of Rights uphold the ideals of liberty, equality, and justice, and how have these ideals evolved over time?
- How does the amendment process demonstrate the flexibility and adaptability of the Constitution in responding to societal changes?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Explain the significance of the Declaration of Independence in the creation of the United States.
- Identify and analyze the key principles in the Preamble of the Constitution.
- Understand the framework of the U.S. government as established by the Constitution, including the roles and powers of the three branches of government.
- Analyze how the Bill of Rights ensures the protection of individual rights.
- Explain how federalism divides power between the national and state governments.
- Demonstrate the process of constitutional amendments and understand how they expanded citizens' rights.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.8.CivicsPI.3.d:** Use data to assess the influence of demographics on debates over representation in Congress and federalism.
- **6.1.8.CivicsPD.3.a:** Cite evidence to determine the role of compromise in the creation of the Constitution and Bill of Rights.
- **6.1.8.HistoryUP.3.a:** Use primary sources to understand why the Declaration of Independence was written and how its key principles became central to American democracy.
- **6.1.8.CivicsDP.3.a:** Assess whether the ideals in the Declaration of Independence were realized for women, African Americans, and Native Americans during this period.

Interdisciplinary Standards

English Language Arts

- **RI.7.1:** Cite textual evidence and make relevant connections to support analysis.
- **RI.7.2:** Analyze central ideas and summarize texts.
- **W.7.1:** Write arguments supporting claims with clear reasons and relevant evidence.
- **SL.7.1:** Engage in collaborative discussions, building on others' ideas and expressing their own.

21st Century Themes and Skill

9.4 Life Literacies and Key Skills

- **9.4.8.CI.3** Examine challenges that may exist in the adoption of new ideas
- **9.4.8.CT.2** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
- **9.4.8.CT.3** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- **9.4.8.IML.1** Critically curate multiple resources to assess the credibility of sources when searching for information.
- **9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- **9.4.8.IML.7** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- **9.4.8.TL.3** Select appropriate tools to organize and present information digitally.
- **9.4.8.TL.5** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Targets	Focus Lessons	Resources
Explain the significance of the Declaration of Independence.	- Analyze excerpts from the Declaration. - Create a "Founders' Town Hall" role-play where students represent different groups (patriots, loyalists, women, Native Americans).	- Declaration of Independence (primary source excerpts) - Graphic organizers - Video clips (e.g., "Crash Course US History: Revolution")
Identify and analyze key principles in the Preamble of the Constitution.	- Group "Preamble Break-Down" activity (paraphrasing each phrase). - Design a class "New Nation Preamble" based on agreed values.	- U.S. Constitution (Preamble section) - Chart paper/markers - Digital collaboration tools (Jamboard, Padlet)
Understand the framework of the U.S. government: 3 branches.	- Create a three-branch government diagram. - "Checks and Balances" simulation game.	- Constitution excerpts (Articles I-III) - Interactive government websites (iCivics, Congress for Kids) - Graphic templates
Analyze how the Bill of Rights protects individual rights.	- Case Study Jigsaw: Each group investigates a different amendment and presents a real-life court case.	- Bill of Rights text - Simplified case summaries (Tinker v. Des Moines, etc.)

		- Presentation templates
Explain federalism and the division of national and state powers.	- Federalism Sorting Game (federal vs. state powers). - Local vs. National Law Research Project.	- Federal vs. State powers handouts - Current events articles - Mapping templates
Demonstrate understanding of the amendment process and its impact on rights.	- Amendment Process Flowchart creation. - "Propose Your Amendment" debate.	- Constitution (Article V) - Infographic examples - Debate guidelines handout
Assess how ideals evolved for different groups (women, African Americans, Native Americans).	- Inquiry Project: "Voices of the Revolution" research and presentations. - Primary source analysis journals.	- Primary sources (Abigail Adams' letters, Native petitions, etc.) - Biography articles - Rubric for journal entries

Assessments

Formative Assessment

- **Quizzes:** On key concepts and documents.
- **Class Discussions:** Participation and engagement in understanding the key ideals.
- **Exit Slips:** Reflect on how the founding documents still shape the U.S. government.
- **Interactive Activities:** Reflection on activities such as debates and the Constitution amendment project.
- **Journal Entries:** Write about how the Declaration of Independence influences their personal understanding of freedom and rights.
- Short written reflections summarizing daily learning goals.
- "2 Truths and a Lie" review games after mini-lessons.
- Peer feedback on Preamble re-writes or visual projects.

Summative Assessment

- **Unit Project:** Students will create a multimedia presentation or poster explaining one of the founding documents and its influence on the American government today.
- **Bill of Rights Debate:** Students will debate the importance of each amendment, assessing their relevance in modern times.
- **Foundational Documents Portfolio:** Students compile their notes, activities, skits, debates, and reflections into a digital or physical portfolio.
- **Unit Test:** Combination of multiple choice, short answer, and document-based questions (DBQs) focusing on the Declaration, Constitution, and Bill of Rights.
- **Performance Task:** Students write and present a persuasive speech answering the essential question: *"How well do the Constitution and Bill of Rights live up to the ideals of liberty, equality, and justice?"*

Alternate Assessment

- **Podcast Episode:** Students script and record a short podcast explaining a founding document's impact today.

- **Choice Board:** Offer students creative project options (e.g., design a video PSA about constitutional rights, build an infographic on the separation of powers, create a children’s book explaining federalism).

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

Unit 2: Making a Difference: Your Role in Democracy

Duration:

20 - 25 Days

Unit Overview:

In this unit, students will learn the responsibilities and rights of citizens in a democratic society. By exploring various levels of government—local, state, and federal—students will discover how citizens can engage with these institutions to influence public policy. Emphasis will be placed on the importance of voting, understanding governmental structure, and actively participating in civic life. Students will analyze how individuals can influence public policy, the significance of informed decision-making, and strategies for engaging in the legislative process. Through a variety of interactive activities, students will practice the skills they need to become active and informed members of their communities.

This unit gives students a chance to actively engage with civics content, develop critical thinking skills, and practice informed decision-making, all while understanding the interconnectedness between local, state, and federal governments.

Enduring Understandings:

- Citizenship involves a relationship with the government, where citizens have both rights and responsibilities.
- The concept of Federalism in the U.S. allows for power to be shared between federal, state, and local governments.
- Civic engagement is crucial for the development and implementation of laws that address public issues.

Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- What are the attributes of a citizen and what is the value of civic engagement?
- How can individuals and civilians influence public policy?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Identify how citizens must actively engage with the government to fulfill their responsibilities.
- Describe voting as a critical responsibility for citizens in a democracy
- Explain the different roles and powers held by local, state, and federal governments.
- Demonstrate how informed citizens are essential for making good decisions in a democracy.
- Describe how laws are passed in local and state governments and propose solutions for civic issues.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.3.8.CivicsPL.1** Evaluate the necessity of government and its purposes.
- **6.3.8.CivicsPR.3** Take a position on issues where fundamental ideals and principles are in conflict.
- **6.3.8.CivicsPR.4** Use evidence to propose a public policy related to climate change.

- **6.3.8.CivicsPR.5** Engage in simulated democratic processes to understand how conflicting points of view are addressed.
- **6.3.8.CivicsPR.7** Compare how ideas become laws at different government levels.
- **6.3.8.CivicsDP.1** Identify an issue of inequality, develop solutions, and communicate it to a government body.

Interdisciplinary Standards

English Language Arts

- **RI.7.1** Cite textual evidence to support analysis and inferences.
- **W.7.1** Write arguments supporting claims with clear reasons and relevant evidence.
- **SL.7.1** Engage in collaborative discussions with diverse partners on civic topics.
- **L.7.4** Clarify the meaning of unknown and multiple-meaning words based on context.

21st Century Themes and Skills

9.4 Life Literacies and Key Skills

- **9.4.8.CI.3** Examine challenges that may exist in the adoption of new ideas
- **9.4.8.CT.2** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
- **9.4.8.CT.3** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- **9.4.8.IML.1** Critically curate multiple resources to assess the credibility of sources when searching for information.
- **9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- **9.4.8.IML.7** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- **9.4.8.TL.3** Select appropriate tools to organize and present information digitally.
- **9.4.8.TL.5** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Targets	Focus Lessons	Resources
Explain the rights and responsibilities of citizens in a democracy	Class brainstorm and discussion: "What does it mean to be a good citizen?"; Create a Rights & Responsibilities T-Chart	U.S. Citizenship and Immigration Services (USCIS) website; Printable T-Chart template
Describe the voting process and why voting is important	Mock election simulation (nominate candidates, create ballots, vote, and tally); Voting rights timeline project	Mock election toolkit; Timeline templates; Articles on history of voting rights
Identify and compare the powers and structures of local, state, and federal governments	Create a Venn diagram comparing powers; Research and present on a local, state, or federal official's role	State and local government websites; Printable Venn diagram organizer

Analyze how informed citizens contribute to democratic decision-making	News literacy scavenger hunt (students identify credible sources); Group analysis of current civic issues	NewsELA, Common Sense Media lessons on media literacy, local news sources
Explain how a bill becomes a law at the local and state levels	Group role-play: "Pass a law" simulation (students create, debate, and vote on classroom "bills")	Diagram of the legislative process; Sample classroom bill forms
Evaluate how individuals can influence public policy	Research a real-world civic issue and design a "public action plan" (letter to an official, petition, awareness campaign)	Sample petition templates; Guides for writing to government officials
Propose solutions to a public issue and present them to the class	Civic Action Project: Identify a local issue, develop a solution, and present to a "community panel" (peers, teachers, administrators)	Rubrics for civic action projects; Presentation tools (Google Slides, Canva)

Assessments

Formative Assessment

- Collaborative Group Work: Group projects and presentations assessing students' understanding of civic concepts.
- Discussions and Debates: Participation in discussions to assess understanding of the rights and responsibilities of citizens.
- Quizzes/Kahoot: Quick assessments to check knowledge of key concepts and terminology.
- Interactive Projects: Creation of visual aids like graphic organizers and posters demonstrating understanding of citizenship.
- Quizzes on levels of government and voting rights
- Peer evaluations during debates and simulations
- Group discussions graded with collaboration rubric

Summative Assessment

- Project Presentations: Students will present their proposals for a public policy issue and defend their positions.
- Persuasive Letter to Government Official: Write a letter to a local government official proposing a solution to a community problem.
- Final Civic Action Plan: A research-based project where students propose local, state, or national solutions for issues such as climate change or human rights.
- Civic Action Project: Identify a civic issue, develop a solution, and present it (graded with a rubric based on research, creativity, presentation, and argument strength)
- Mock Election Reflection Essay: Explain why voting matters, what challenges exist, and how they can be addressed

- Rights & Responsibilities Portfolio: Students collect and reflect on classwork and activities related to citizenship responsibilities and civic engagement throughout the unit
- Public Policy Proposal: Write and submit a persuasive letter or plan advocating for a solution to a local or national issue, citing evidence

Alternate Assessment

Civic Engagement Digital Portfolio: Students will create a digital portfolio that showcases their understanding of citizenship, government structures, civic responsibilities, and civic engagement strategies. It will be a living document students build throughout the unit.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Unit 3: Citizenship in Action: Shaping Your Community and Future

Duration: 25-30 Days

Unit Overview: Beyond learning civic content, students need meaningful opportunities to build the skills and attitudes necessary to become active, informed contributors to their communities. While voting is a key responsibility of citizenship, it is equally important for students to understand how to engage with different levels of government to influence public policy that impacts their lives and careers. This unit examines the meaning of citizenship and provides guiding questions and strategies to help students grow into active participants and advocates within their communities.

Enduring Understandings:

- Citizenship is a relationship with government where they have rights and responsibilities
- The American idea of Federalism allows for power to be shared between federal, state, and local governments.
- Citizenship relies on the people being actively involved in problem solving and working with legislatures to develop and implement laws.

Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- What are the attributes of a citizen and what is the value of civic engagement?
- How can individuals and civilians influence public policy?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- explain how citizens must exercise their responsibilities.
- describe how voting is the most important act a citizen has in a democracy.
- explain how to be an active citizen, people must be educated so they can help make good choices.
- explain the different roles and powers the local, state, and federal governments have.
- describe the makeup of the local government in town.
- explain how laws are passed within school and town.
- develop ideas and changes that could improve life in school and town.

Social Studies

- **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.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.4** Use evidence and quantitative data to propose or defend a public policy related to climate change
- **6.3.8.CivicsPR.5** Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
- **6.3.8.CivicsPR.6** Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy
- **6.3.8.CivicsPR.7** Compare how ideas become laws at the local, state and national level
- **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
- **6.3.8.CivicsPI.4** the role of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from it
- **6.3.8.CivicsPD.1** Deliberate on a public issue affecting an upcoming election, consider opposing arguments and develop a reasoned conclusion
- **6.3.8.CivicsPD.2** Propose and defend a position regarding a public policy issue at the appropriate local, state or national level
- **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.CivicsDP.1** Identify an issue of inequality, develop multiple solutions and communicate the best one to an appropriate government body

Interdisciplinary Standards

English Language Arts

- **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.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of 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 and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- **RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **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.7.8** 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.
- **W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

- 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.
- **SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies
- **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

21st Century Themes and Skills

9.4 Life Literacies and Key Skills

- **9.4.8.CI.3** Examine challenges that may exist in the adoption of new ideas
- **9.4.8.CT.2** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
- **9.4.8.CT.3** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- **9.4.8.IML.1** Critically curate multiple resources to assess the credibility of sources when searching for information.
- **9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- **9.4.8.IML.7** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- **9.4.8.TL.3** Select appropriate tools to organize and present information digitally.
- **9.4.8.TL.5** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Targets	Focus Lessons	Resources
Define what it means to be a citizen and explain the rights and responsibilities that come with it. Discuss how my actions contribute to the community and society.	- Define what citizenship means. - Discuss the rights and responsibilities of citizens.	- Read text: "What does it mean to be a citizen?" - Group discussion on personal responsibilities.
Explain why voting is an important responsibility in a democracy.	- Understand the importance of voting in a democracy.	- Video on voting rights and history of voting in America.

Describe other ways citizens can participate in civic life beyond voting.	- Discuss other forms of civic participation.	- Debate on voting and other civic responsibilities.
Identify and describe the roles and powers of local, state, and federal governments. Explain how the different levels of government work together under federalism.	- Explain the roles and powers of local, state, and federal governments. - Identify how governments work together in federalism.	- Interactive diagram of government levels. - Group activity: Create a flowchart of how laws are made at each level.
Explain how local government impacts my daily life and my community. Identify ways to participate and address issues with local government.	- Explore how local government impacts students' daily lives. - Learn how to address issues to local government.	- Invite a local government official for a Q&A session. - Research and analyze a local policy issue (e.g., school policies, town hall meetings).
Recognize issues in my school or community that need improvement.	- Identify issues that could be improved in their school or community. - Develop strategies for addressing these issues.	- Group brainstorming session on local issues. - Action plan template for improving community issues.
Describe how public policies are created and debated.	- Learn how public policies are developed and debated. - Develop a policy proposal for a school or community issue.	- Research project on policy proposals. - Student groups create a policy proposal to present to the class.
Explain the legislative process.	- Participate in a simulation of the legislative process. - Practice taking a position on an issue and defending it.	- Mock legislative hearings. - Role-play activity on debating a community issue (e.g., environmental concerns, local laws).

Assessments

Formative Assessment

- **Collaborative Group Work:** Group projects and presentations assessing students' understanding of civic concepts.
- **Discussions and Debates:** Participation in discussions to assess understanding of the rights and responsibilities of citizens.
- **Quizzes/Kahoot:** Quick assessments to check knowledge of key concepts and terminology.
- **Interactive Projects:** Creation of visual aids like graphic organizers and posters demonstrating understanding of citizenship.

Summative Assessment

- **Project Presentations:** Students will present their proposals for a public policy issue and defend their positions.
- **Persuasive Letter to Government Official:** Write a letter to a local government official proposing a solution to a community problem.
- **Final Civic Action Plan:** A research-based project where students propose local, state, or national solutions for issues such as climate change or human rights.
- **Public Policy Proposal:** Students research a community or school issue, propose a solution, and defend their proposal in writing.
- **Legislative Simulation:** Students participate in a simulated legislative process, taking positions on an issue, engaging in debate, and defending their viewpoint.
- **Unit Test**

Alternate Assessment

- **Community Issue Research Project:** Students select a current community issue, research it, and create a multimedia presentation (e.g., video, infographic, or poster) outlining the problem and proposed solutions.
- **Civic Engagement Reflection:** Students write a reflective essay or create a visual diary about their experiences and thoughts on civic engagement, including how they could make a difference in their own community.
- **Peer Feedback:** Students provide feedback on each other's public policy proposals or research projects.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

● Use visuals / Anchor Charts ● Leveled texts according to ability	
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts