

Deptford Township School District



Course Name: Social Studies
Grade: Seventh Grade
Board Approved: September 2025

*All curriculum is aligned with the NJSLs in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

Range of Assessment Requirements

Quarter I	Quarter II
Tests - 2, 1 flex Quizzes - 6, 1 flex Homework / Classwork / Misc - 15-24	Tests - 2, 1 flex Quizzes - 6, 1 flex Homework / Classwork / Misc - 15-24
Quarter III	Quarter IV
Tests - 2, 1 flex Quizzes - 6, 1 flex Homework / Classwork / Misc - 15-24	Tests - 3, 1 flex Quizzes - 6, 1 flex Homework / Classwork / Misc - 15-22

Deptford Township School District Grading Scale

Test (consistent in number and quality)	50%
Quiz	30%
Homework / Classwork / Misc.	20%

	Marking Periods 1 & 2- Era 3 Themes, The Classical Civilizations of the Mediterranean World, Ancient India, China (1000 BCE–600 CE)		
<u>Overarching Theme</u>	Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.		
<u>Power/Anchor Standards and Evidence of Learning</u> Non-negotiable Suggested	RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.		
	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	Define textual evidence, primary source, secondary source	Guided practice using both primary and secondary sources - underline textual evidence that supports an analysis	Individually cite evidence to support analysis of a given source
	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.		
	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	Distinction of central ideas vs. less important ones in reading	Summarize events of an important historical	After reading, connect events of an important historical event to another similar event.
	RH.6-8.3- Identify key steps in a text's description of a process related to history/social studies.		
	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	Follow sequential steps in writing	Explain how laws are created in our own country for comparative	Examine how laws came to be in democracy in ancient Athens,

		purposes.	compared to our government.
	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.		
	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	Define key terms in writings	Explain what key words mean used in historical texts.	Using a teacher chosen text, evaluate historical terms as they are used in the text.
	RH.6-8.5- Describe how a text presents information (sequentially, comparatively, causally)		
	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	Define different forms of writing - Sequential, comparative etc.	Guided and pair practice identifying texts which are sequential, comparative, causal	Individual analysis of the way in which a text presents info.
	RH.6-8.6- Identify aspects of a text that reveal an author's point of view or purpose (Loaded language,inclusion or avoidance of particular facts.		
	Meaning (Why are the students learning this)		Transfer (Evidence of Learning and Performance Tasks)
	Acquisition (knowledge, skills needed to understand)		
	Define loaded language, understand why an author might include or exclude certain facts.	Paired work identifying author's point of view in multiple assigned texts	Individually analyze the author's point of view and identify which language was put in for specific purposes and what might have been left out.

RH.6-8.7- Integrate visual information (charts, graphs, photographs, videos, maps) with other information in print and digital texts.

Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
Ability to label continents, recognize countries we are talking about and define key landforms	Understand the geographical terms and how the locations of those landforms impact the people who live there.	Given any location on a map, determine the good and bad aspects of the geography as it impacts people living there.

RH.6-8.8- Distinguish among fact, opinion, and reasoned judgment in a text.

Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
Understand difference between fact and opinion	Explain the facts, opinions and reasoned judgements in a familiar text.	Evaluate facts and opinions in a new text and create your own reasonable judgment.

RH.6-8.9- Analyze the relationship between primary and secondary sources on the same topic.

Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
Define primary and secondary sources.	compare / contrast differences between a primary and secondary source on the same topic.	Analyze and critique the relationship between a primary and secondary source on the same topic.

RH.6-8.10- Read and comprehend history/social studies texts in the grade 6-8 text complexity band independently and proficiently.

Acquisition	Meaning	Transfer
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	(knowledge, skills needed to understand)	(Why are the students learning this)	(Evidence of Learning and Performance Tasks)
	Describe elements of a historical text.	Summarize historical text in your own words.	Evaluate the historical text and add other information to it in your own words.
<u>Standards</u>	<p>Content Standards:</p> <ul style="list-style-type: none"> • 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires. <p>6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).</p> <p>6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.</p> <p>6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <ul style="list-style-type: none"> • 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. <p>6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</p> <ul style="list-style-type: none"> • 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. • 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. 		

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

Technology Standards

8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking / Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

21st Century Life and Career Standards

9.1.8.A.1 -Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits are taken out of pay.

9.1.8.A.4- relate earning power to quality of life across cultures.

Career Ready Practices-

CRP4- communicate effectively and with reason

CRP11 - Use technology to enhance productivity.

CRP6- demonstrate creativity and innovation

ELA Interdisciplinary

L.VL.7.3.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibility from a range of strategies.

L.VI.7.4.: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RL.CR.7.1.: Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1.: Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2.: Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.PP.7.5.: Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RI.PP.7.5.: Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.MF.7.6.: Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.CT.7.8.: Analyze and reflect on (eg. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.AW.7.1.: Write arguments on discipline-specific content (eg. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.7.2.: Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.NW.7.3.: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.SE.7.6.: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while

avoiding plagiarism and following a standard format for citation.

W.RW.7.7.: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.PI.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.

SEL Competencies

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

	<p><u>SEL Activities</u></p> <ul style="list-style-type: none"> • Evaluate the decisions of historic individuals based on the individual's life/role within history • Use images/video clips from the time period and reflect using all senses • Compare and Contrast two sides of an argument and form opinions based on the arguments of each side • Review a specific time period through the lense of different groups of people and evaluate different experiences and feelings of each • Complete various assignments in collaborative student groups, with assigned student roles to effectively contribute the group's task/goal • Use of journals/warm-up/exit tickets to reflect on personal feelings invoked from topics/events • Play music during independent or cooperative group work time
<u>Enduring Understanding</u>	<p>Units- History Themes, Ancient Greece and Roman Republic</p> <ul style="list-style-type: none"> • Land =resources=money=power • Government is necessary to prevent conflict, protect, establish world relations, promote technology • A government with citizen participation generally has more success as less time is spent quelling rebellions and more time is spent meeting needs of the people and the nation.
<u>Essential Questions</u>	<p>Units- History Themes, Ancient Greece and Roman Republic</p> <ul style="list-style-type: none"> • How can geography give people a "head start" in making a powerful nation? • What elements make successful citizens and successful governments, and how do those lead to a powerful nation? • How do the interactions of people, governments, and cultures of the past affect issues throughout time and into the present day?

<p><u>Differentiation and Support for Learners</u> Non-negotiable Suggested (additions made after consensus at district PLC meetings)</p>	<p>Enrichment- 3 way compare/contrast chart of governments of Athens, Rome, modern USA Real Roman Recipes activity Classes of Romans comic strip Write a myth Slaves' rights analysis Interview a Famous Athenian Role Play Persian War Newspaper Alexander the Great Stations Peloponnesian War Text Analysis & Debate</p> <p>Interventions- provide timelines, interactive maps, video map tutorials - Teachers of students with IEPs and 504 plans are to make the necessary accommodations and modifications required by the student's individual plans.</p> <p>Student Grouping Strategies- grouped by ability from test scores or as needed depending on activity</p>
<p><u>Resources</u> Non-negotiable Suggested (additions made after consensus at district PLC meetings)</p>	<p>Technology- SMART Board Power point presentations of Focus Notes BBC Gladiator docu-drama Flocabulary Edpuzzle KamiApp Newsela Nearpod Canvas Greek brochure</p> <p>Readings Persian War docs How Would You Survive Ancient Rome? Primary source - 12 Tables of Rome Latin Root Words Peloponnesian War text analysis World History Textbook: National Geographic World History Great Civilizations Primary source - 12 Tables of Rome World History Atlas</p>
<p><u>Assessment</u></p>	<p>Formative- Do Now, Ticket out the door, pair and share closure, response cards, Focus notes summaries</p>

<p>Non-negotiable Suggested</p>	<p>Summative- Unit test, data reference chart, Kids Discover American Government seek and find activity, Greek Brochure, ancient Greek coming to modern day America, ongoing assignment, government Venn Diagram, content quizzes, primary source analysis (12 Tables), Create a Country project, geography of Greece map, or elections, Persian Empire research, DBQ - Athens citizenship and Spartan education</p> <p>Benchmark - Create a Country Project, Ancient Greece Test</p>
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	MP2- Era 3. The Classical Civilizations of the Mediterranean World, Roman Empire, India, and China (1000 BCE–600 CE)		
<p><u>Overarching Theme</u></p>	<p>Good Geography, resources, workforce, government, military, and world relations are key factors that lead to the rise of an empire; likewise the deterioration of multiple key factors lead to the decline. Large empires leave enduring legacies with regard to things like language, architecture, religion etc.</p>		
<p><u>Standards</u></p>	<p>RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.</p>		
	<p>Acquisition (knowledge, skills needed to understand)</p>	<p>Meaning (Why are the students learning this)</p>	<p>Transfer (Evidence of Learning and Performance Tasks)</p>
	<p>Define textual evidence, primary source, secondary source</p>	<p>Guided practice using both primary and secondary sources - underline textual evidence that supports an analysis</p>	<p>Individually cite evidence to support analysis of a given source</p>
	<p>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.</p>		

Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
Distinction of central ideas vs. less important ones	Summarize events of an important historical event	After reading, connect events of an important historical event to another similar event.

RH.6-8.3- Identify key steps in a text's description of a process related to history/social studies.

Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
Follow sequential steps in writing	Explain how laws are created in our own country for comparative purposes.	Examine how laws came to be in democracy in ancient Athens, compare to our government.

RH.6-8.5- Describe how a text presents information (sequentially, comparatively, causally)

Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
Define different forms of writing - Sequential, comparative etc.	Guided and pair practice identifying texts which are sequential, comparative, causal	Individual analysis of the way in which a text presents info.

RH.6-8.6- Identify aspects of a text that reveal an author's point of view or purpose (Loaded language, inclusion or avoidance of particular facts.

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exclude certain facts.	texts	language was put in for specific purposes and what might have been left out.
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SEL Competencies

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- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

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- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
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- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

	<p><u>SEL Activities</u></p> <ul style="list-style-type: none"> • Evaluate the decisions of historic individuals based on the individual's life/role within history • Use images/video clips from the time period and reflect using all senses • Compare and Contrast two sides of an argument and form opinions based on the arguments of each side • Review a specific time period through the lense of different groups of people and evaluate different experiences and feelings of each • Complete various assignments in collaborative student groups, with assigned student roles to effectively contribute the group's task/goal • Use of of journals/warm-up/exit tickets to reflect on personal feelings invoked from topics/events • Play music during independent or cooperative group work time
<u>Enduring Understanding</u>	<p>Unit - Roman Empire</p> <ul style="list-style-type: none"> • Good Geography, resources, workforce, government, military, and world relations are key factors that lead to the rise of an empire; likewise the deterioration of multiple key factors lead to the decline. • The legacies of Ancient Greece and Rome can be seen throughout the world today in our government, art and architecture. • Imperialism has happened in all time periods due to the quest for land as a means to achieve more power.
<u>Essential Questions</u>	<p>Unit - Roman Empire</p> <ul style="list-style-type: none"> • How does a nation rise and fall? • In what ways could we say that nations never really just die, but instead evolve and merge into something else? • Is imperialism inevitable? • Is imperialism ever justified?
<p><u>Differentiation and Support for Learners</u></p> <p>Non-negotiable</p> <p>Suggested</p> <p>(additions made after consensus at district PLC meetings)</p>	<p>Enrichment- Pompeii artifact research J.Caesar, Cleopatra, Marc Antony dramatic role play Campaign Manager for a Roman Empire What would have happened if the Roman Empire had not Ended? "Han, Gupta, Roman Lose Vigor and Decline" chart</p> <p>Interventions- timeline, vocabulary list, maps, data reference chart, pre-highlighted and annotated versions of primary sources - Teachers of students with IEPs and 504 plans are to make the necessary accommodations and modifications required by the student's individual plans.</p>

	Student Grouping Strategies- homogeneous from TEST scores, or heterogeneous as needed based on activity
<u>Resources</u> Non-negotiable Suggested (additions made after consensus at district PLC meetings)	Technology Google slides presentations ELMO-geography Do Nows and timeline BBC Pompeii docu-drama Flocabulary Edpuzzle Kids Discover Newsela Nearpod Chrome books/Google Drive- research Pompeii and for presentations Readings How Would You Survive Rome? Spartacus Biography Gracchus Brothers Biography Shakespeare's Caesar Play (adapted) World History Atlas World History Textbook: National Geographic World History Great Civilizations DBQ pages- Fall of Rome
<u>Assessment</u> Non-negotiable Suggested	Formative - Do Now, Ticket out the door, guided practice questions, pair and share closure, 3-2-1 closure activity Focus notes summaries Summative - content quizzes, Unit Test, compare Julius and Octavian Caesar, compare fall of empires - Rome, Gupta, Han, DBQ- Fall of Rome, choice board activity, Save Rome activity, rank and evaluate themes, ongoing assignment, independent unit vocabulary work, Pompeii Narrative Writing, Gladiator Interview, Gladiator webquest, 4 Corners Debate (Caesar Assassination), Roman Government Stations

<u>Overarching Theme</u>	The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.		
<u>Standards</u>	RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.		
	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	Define textual evidence, primary source, secondary source	Guided practice using both primary and secondary sources - underline textual evidence that supports an analysis	Individually cite evidence to support analysis of a given source
	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.		
	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	Distinction of central ideas vs. less important ones	Summarize events of an important historical event	After reading, connect events of an important historical event to another similar event.
	RH.6-8.3- Identify key steps in a text's description of a process related to history/social studies.		
	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	Follow sequential steps in writing	Explain how laws are created in our own country for comparative purposes.	Examine how laws came to be in democracy in ancient Athens, compared to our government.

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.

Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
Define key terms in writings	Explain what key words mean used in historical texts.	Using a teacher chosen text, evaluate historical terms as they are used in the text.

RH.6-8.5- Describe how a text presents information (sequentially, comparatively, causally)

Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
Define different forms of writing - Sequential, comparative etc.	Guided and pair practice identifying texts which are sequential, comparative, causal	Individual analysis of the way in which a text presents info.

RH.6-8.6- Identify aspects of a text that reveal an author's point of view or purpose (Loaded language, inclusion or avoidance of particular facts.

Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
Define loaded language, understand why an author might include or exclude certain facts.	Paired work identifying author's point of view in multiple assigned texts	Individually analyze the author's point of view and identify which language was put in for specific purposes and what might have been left out.

RH.6-8.7- Integrate visual information (charts, graphs, photographs, videos, maps) with other information in print and digital texts.

	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	Ability to label continents, recognize countries we are talking about and define key landforms	Understand the geographical terms and how the locations of those landforms impact the people who live there.	Given any location on a map, determine the good and bad aspects of the geography as it impacts people living there.
	RH.6-8.8- Distinguish among fact, opinion, and reasoned judgment in a text.		
	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	Understand difference between fact and opinion	Explain the facts, opinions and reasoned judgements in a familiar text.	Evaluate facts and opinions in a new text and create your own reasonable judgment.
	RH.6-8.9- Analyze the relationship between primary and secondary sources on the same topic.		
	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	Define primary and secondary sources.	compare / contrast differences between a primary and secondary source on the same topic.	Analyze and critique the relationship between a primary and secondary source on the same topic.
	RH.6-8.10- Read and comprehend history/social studies texts in the grade 6-8 text complexity band independently and proficiently.		
	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)

Describe elements of a historical text.

Summarize historical text in your own words.

Evaluate the historical text and add other information to it in your own words.

Content Standards:

• 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.GeoPP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

6.2.8.GeoPP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

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.

6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and

opportunities for trade, development, and the spread of religion.

6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Technology Standards

8.1 Educational Technology – All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking / Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

21st Century Life and Career Standards

9.1.8.A.1-explain the meaning & purposes of taxes and tax deductions and why fees for various benefits are taken out of pay.

Career Ready Practices

CRP6- Demonstrate creativity and innovation.

CRP4- Communicate clearly and effectively with reason.

ELA Interdisciplinary

L.VL.7.3.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibility from a range of strategies.

L.VI.7.4.: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RL.CR.7.1.: Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1.: Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2.: Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.PP.7.5.: Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RI.PP.7.5.: Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.MF.7.6.: Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.CT.7.8.: Analyze and reflect on (eg. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by

emphasizing different evidence or advancing different interpretations of facts.

W.AW.7.1.: Write arguments on discipline-specific content (eg. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.7.2.: Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.NW.7.3.: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.SE.7.6.: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7.: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.PI.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.

SEL Competencies

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds

	<ul style="list-style-type: none"> • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> • Develop implement and model effective problem solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety and civic impact of decisions <p>Relationship Skills</p> <ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed <p><u>SEL Activities</u></p> <ul style="list-style-type: none"> • Evaluate the decisions of historic individuals based on the individual's life/role within history • Use images/video clips from the time period and reflect using all senses • Compare and Contrast two sides of an argument and form opinions based on the arguments of each side • Review a specific time period through the lense of different groups of people and evaluate different experiences and feelings of each • Complete various assignments in collaborative student groups, with assigned student roles to effectively contribute the group's task/goal • Use of of journals/warm-up/exit tickets to reflect on personal feelings invoked from topics/events • Play music during independent or cooperative group work time
<p><u>Enduring Understanding</u></p>	<p>Unit - Middle Ages</p> <ul style="list-style-type: none"> • Conflict in many forms is repeated throughout history; including imperialistic land conflicts, religious intolerance, and social class conflict. • People in crisis will adapt • Religion in the Middle Ages helped keep people in their place.

<p><u>Essential Questions</u></p>	<p>Unit - Middle Ages</p> <ul style="list-style-type: none"> • Which forms of conflict and causes of conflict are seen repeatedly throughout history? • In what ways can conflict promote a nation? In what ways can it destroy a nation? • Were the enforced hierarchies and religious rules of the Middle Ages crucial to survival at the time, or just a ploy of the rulers to keep wealth and power?
<p>Resources Non-negotiable Suggested (additions made after consensus at district PLC meetings)</p>	<p>Technology- Viking maps Google presentations Chrome books Flocabulary Newsela Nearpod Life as Noble video, Life as a Serf Video Vikings- Foot soldier video BBC Black Death Plague video ChromeBooks/Google Drive- research hierarchy of M.A. and religious intolerance with citations</p> <p>Readings-World History Textbook: National Geographic World History Great Civilizations World History Atlas Magna Carta primary source DBQ- Vikings DBQ- printing press How Would You Survive the Middle Ages? Kids Discover the Vikings Kids Discover Knights and Castles Document stations with primary sources on the Black Death Plague, Webquest Spanish Flu News Article Byzantine Empire Read and Respond Japanese/European Feudalism Notice and Note</p>

<p><u>Assessment</u> Non-negotiable Suggested</p>	<p>Formative - Do Now, Ticket out the door, guided practice questions, pair and share closure, 3-2-1 closure activity, Focus notes summaries</p> <p>Summative- data reference chart, cause & effect chart, knight poster, design your own fief project, DBQ-Vikings and DBQ - Printing press, Rome, causes and effects of the Black Death plague, Unit Test, content quizzes, Menu Activity, independent unit vocabulary work, guild project, Knight vs. samurai, ongoing assignment, Islamic achievements, Document stations - Black Death primary source, research key events of M.A.</p>
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