

7th Grade Social Studies Curriculum (2022)

[To integrate into units]

New York State Regents “Enduring Issues” List:

- 1) Conflict
- 2) Cooperation
- 3) Power & Governance
- 4) Inequality
- 5) Innovation (Technology/Ideas)
- 6) Interconnectedness
- 7) Environmental Impact
- 8) Scarcity & Competition
- 9) Migration Patterns
- 10) Spread of Ideas and Beliefs

I.B. Learner Traits:

- 1) Reflective
- 2) Balanced
- 3) Open-minded
- 4) Knowledgeable
- 5) Communicators
- 6) Thinkers
- 7) Principled
- 8) Caring
- 9) Risk-takers
- 10) Inquirers

Historical Thinking Skills

- 1) Argumentative writing
- 2) Compare/contrast
- 3) Change/continuity
- 4) Fact vs. opinion
- 5) Identify bias/author’s POV
- 6) Cause and effect
- 7) Identify historical context/significance
- 8) Map skills [patterns, trends, changes, causality]
- 9) Identify reliability of historical sources
- 10) Identify central theme/main idea
- 11) Short-term effects vs long-term effects
- 12) Application to current events

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Unit #1: “Geography Shapes America” [First Peoples & Europeans]

Stage 1 – Desired Results	
ESTABLISHED GOALS -The following NYS Regents “Enduring Issues” will be integrated into this unit: Impact of the Environment/ Migration Patterns - The following IB Learner Traits will be integrated into this Unit: Knowledgeable/Balanced - Historical Thinking Skills: Argumentative writing/ Compare and contrast	<i>Transfer</i>
	<i>Students will be able to independently use their learning to...</i>
	Assess/evaluate/apply geographic reasonings and understandings of environment, landscapes, and climate in affecting the social, cultural, and economic development of various societies and groups in America
	<i>Meaning</i>
	UNDERSTANDINGS <i>Students will understand that...</i> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> Factors, such as climate, landscapes, and geographic features, play crucial roles in shaping culture. Geography also plays a crucial role in shaping the success or failure of certain societies and the relationships of different groups within cultures </div>
ESSENTIAL QUESTIONS <div style="border: 1px solid black; padding: 5px; margin: 5px;"> Is the geography the single most important factor in determining the success or failure of a culture or society? How can geography shape and determine relationships amongst different groups? </div>	
<i>Students will know...</i>	<i>Students will be skilled at...</i>
<div style="border: 1px solid black; padding: 5px; margin: 5px;"> Geography and climate affect the development of societies in a given region </div>	<div style="border: 1px solid black; padding: 5px; margin: 5px;"> Writing argumentative sentences using textual evidence; compare and contrast different societies and their characteristics </div>
Stage 2 – Evidence and Assessment	
Evaluative Criteria	Assessment Evidence
Rubric	PERFORMANCE TASK(S): <div style="border: 1px solid black; padding: 5px; margin: 5px;"> Final Assessment: “Letter to President Biden”: Student groups will play the role of a specific Native American tribe that has been affected in the modern day United States either environmentally, culturally, socially, or economically by the American nation. Student groups will write their letter to the President describing their concerns, why their way of life is being affected, and possible solutions that the President could take to try to resolve this pressing issue. </div>
	OTHER EVIDENCE: <div style="border: 1px solid black; padding: 5px; margin: 5px;"> Google Forms quizzes; Exit Tickets; Do Now; Argumentative paragraphs written in the RACE format; “Check for Understanding” during the lesson; Assessment of student data in iReady, ActivelyLearn; Nearpod; Kahoot quizzes </div>
Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	

- 1) What can we learn from narratives? [Tiger and Fox moral story]
- 2) Different points of view in a narrative [6 Blind Men and the Elephant story]
- 3) How can we create history as a historian? [Create historical narrative from images]
- 4) Thinking like a historian- Analyzing a past event using evidence [Hurricane Sandy]
- 5) Intro to Geography [Analyzing different landscapes and geographical features]
 - 6) How does geography affect our lives? [Geography of Long Island]
 - 7) The story of humanity- Migration theories [Landbridge theory]
 - 8) What is a “civilization” [Anasazi, Olmec, Chavin, Mississippi]
 - 9) Native civilizations and dependence on environment [Iroquois of New York]
 - 10) Native societies and nature [Incas, Aztecs, Maya, Plains, Inuit, Pacific Coast]
 - 11) “I Am Indigenous” Poem Creation [“I Am Poem”]
 - 12) Arrival of Europeans- “Push and Pull Factors]
- 13) European motives for migration and expansion [English in Virginia; Spanish in Latin America, French in North America, Dutch in NY, Portuguese in Brazil]
- 14) Europeans and the environment [New England, Midatlantic, and Southern colonies]

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Unit #2: “Colonial Foundations/Disintegration”

Stage 1 – Desired Results		
<p>ESTABLISHED GOALS</p> <p>-The following NYS Regents “Enduring Issues” will be integrated into this unit: Conflict/Innovation</p> <p>- The following IB Learner Traits will be integrated into this Unit: Reflective/Caring</p> <p>- Historical Thinking Skills: Cause & Effect/ Long-term vs Short-term change</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p style="text-align: center;">Assess/evaluate the various conflicts that define America’s colonial beginnings during the Age of Exploration and ultimately the breaking up of the colonial system on the onset of the American Revolution.</p>	
	<i>Meaning</i>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p style="text-align: center;">Conflicts [cultural, military, ideological, economic] between Natives and European settlers defined the early stages of America’s development. Innovations [technology, ideas, strategies] played a role in defining the impacts of conflicts</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <p style="text-align: center;">Can different cultures coexist within the same continent? How should history judge change and conflict in the early creation of the American nation?</p> </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p style="text-align: center;">Conflicts [cultural, military, ideological, economic] between Natives and European settlers defined the early stages of America’s development. Innovations [technology, ideas, strategies] played a role in defining the impacts of conflicts</p>
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p style="text-align: center;">Conflicts [cultural, military, ideological, economic] between Natives and European settlers defined the early stages of America’s development. Innovations [technology, ideas, strategies] played a role in defining the impacts of conflicts</p>	<p>ESSENTIAL QUESTIONS</p> <p style="text-align: center;">Can different cultures coexist within the same continent? How should history judge change and conflict in the early creation of the American nation?</p>	
<i>Application</i>		
<p><i>Students will know...</i></p> <p style="text-align: center;">Conflicts play a major role in defining the culture of a nation. Innovation can influence the outcome of conflicts</p>	<p><i>Students will be skilled at...</i></p> <p style="text-align: center;">Assessing cause & effect of various historical circumstances in America’s colonial foundation; evaluate the short term and long term impacts</p>	
Stage 2 – Evidence and Assessment		
Evaluative Criteria	Assessment Evidence	
<p style="text-align: center;">Rubric</p>	<p>PERFORMANCE TASK(S):</p> <p style="text-align: center;">Final Assessment: “Debate/Discussion”: The following topic will be discussed and debated: What should be done with Long Island’s historical buildings and monuments? Should we fight to preserve them as part of our history/culture, or is it time to move on?</p>	
	<p>OTHER EVIDENCE:</p> <p style="text-align: center;">Google Forms quizzes; Exit Tickets; Do Now; Argumentative paragraphs written in the RACE format; “Check for Understanding” during the lesson; Assessment of student data in iReady, ActivelyLearn; Nearpod; Kahoot quizzes</p>	
Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		

- 1) Introduction to conflict [Kennewick Man Debate]
- 2) Technological innovation- European technology and exploration [cause-effect]
- 3) Conflict- European conflicts with Natives [Cortes, Pizarro, King Philip’s War, Dutch war against Lenape]
- 4) Long-term vs short-term change: Columbian Exchange
- 5) Long-term changes of conflict: Encomienda vs Indentured Servants and Slave Trade
- 6) Conflict vs ideas- Colonial self-government vs mercantilism
- 7) Conflict- European competition in North America and Atlantic
- 8) Innovation/idea: Peter Zenger Trial (colonial vs crown)
- 9) French Indian War (long-term vs short-term)
- 10) Conflict and tension with colonies (post-French Indian War- Royal Proclamation/taxes/Acts)
- 11) Ideas and Conflict- Patriot vs. Loyalist
- 12) Long-term vs short-term change and conflict- Boston Massacre

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Unit #3: Ideas of New Government [Revolution & Constitution]

Stage 1 – Desired Results		
ESTABLISHED GOALS -The following NYS Regents “Enduring Issues” will be integrated into this unit: Spread of Ideas & Beliefs/ Power & Governance - The following IB Learner Traits will be integrated into this Unit: Communicators/Principled - Historical Thinking Skills: Identify bias & POV/ Fact vs opinion	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> Assess/evaluate the power of ideas in shaping colonial and post-colonial perceptions of government in America. Revisit the constant theme of power in shaping different ideas of government	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> Power is an overarching theme that shapes differing ideas/perceptions of how government should be created or designed. Ideas/beliefs play a role in redefining and shaping different perceptions of government	ESSENTIAL QUESTIONS Can government exist to benefit or appease all citizens? What would a principled government look or act like?
	<i>Application</i>	
	<i>Students will know...</i> Differing, sometimes conflicting, ideas about government shape the discourse over what kind of government should exist	<i>Students will be skilled at...</i> Assessing and identifying bias and author’s point of view within primary historical sources. Distinguishing fact from opinion.
Stage 2 – Evidence and Assessment		
Evaluative Criteria	Assessment Evidence	
Rubric	PERFORMANCE TASK(S): Final Assessment: “Create your own political party or platform”: Students will analyze contemporary issues that affect NYS or America as a nation [i.e. economy, inflation, jobs, social issues, immigration, etc] and create a political party platform that seeks to address these modern issues. The question is What should the actions of a principled government look like? OTHER EVIDENCE: Google Forms quizzes; Exit Tickets; Do Now; Argumentative paragraphs written in the RACE format; “Check for Understanding” during the lesson; Assessment of student data in iReady, ActivelyLearn; Nearpod; Kahoot quizzes	
Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		

- 1) What does it mean to be “principled?” [Short story: “Legend of the Spider”]
- 2) What is fairness and what is accountability? [FIFA and the Russian athlete ban]
- 3) What kind of power exists in government [Authoritarian vs Democratic]
- 4) Enlightenment ideas on power and government [Intro to Enlightenment]
- 5) Early philosophes and ideas [Enlightenment Thinkers- Locke, Beccaria, Hobbes, Voltaire, Montesquieu]
- 6) Argumentative Writing- Can ideas be dangerous? Who can be harmed by ideas?
- 7) What is a “social contract? [roles of government in modern day]
- 8) Does identity shape ideas of government? [American identity in English colonies]
- 9) “The Breakup Letter” [America’s breakup with England]
- 10) Parts of the Declaration of Independence [Grievances and Reasons] + My Own Breakup Letter
- 11) “World Turned Upside Down” [Points of View on Independence]
- 12) “Critical Period: What’s Going Wrong with the Country?” [Failure of 1st Government; Washington Complains]
- 13) What do we want as a nation? [Points of View on Strong or Weak Central Government]
- 14) Federalism
- 15) Checks and Balances
- 16) Powers of Congress
- 17) Different views on leadership [What qualities or ideas should an effective leader have?]
- 18) Powers of the President
- 19) Elections in the Country [Electoral vs Popular]
- 20) Powers of Supreme Court
- 21) Judicial Review and Bill of Rights
- 22) How does the Bill of Rights apply today?
- 23) How is democracy being challenged or threatened today?

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Unit #4: “Growing and Expanding a Nation”

Stage 1 – Desired Results		
ESTABLISHED GOALS -The following NYS Regents “Enduring Issues” will be integrated into this unit: <u>Scarcity and Competition/ Migration</u> -The following IB Learner Traits will be integrated into this Unit: <u>Risk-takers/open-minded</u> - Historical Thinking Skills: <u>Map skills/ Change and continuity</u>	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> Assess/evaluate the role of Scarcity/Competition in shaping the expansion of the American nation to the West. Analyze how the nation’s expansion came at a cost.	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> Scarcity and competition over land/resources/people plays a large role in justifying the expansion of a nation. American settlers moved west for various social, economic, cultural, and political factors.	ESSENTIAL QUESTIONS Is growth, expansion, and power sometimes worth the sacrifice? Do the needs of the nations come first before the needs of a particular group?
	<i>Application</i>	
<i>Students will know...</i> Differing, sometimes conflicting, ideas about government shape the discourse over what kind of government should exist	<i>Students will be skilled at...</i> Analyzing and inferring different historical patterns and circumstances via the analysis of maps and charts. Identify change/continuity	
Stage 2 – Evidence and Assessment		
Evaluative Criteria	Assessment Evidence	
Rubric	PERFORMANCE TASK(S): Final Assessment: “TED Talk Discussion or News Report Interview”: Students will analyze create a mock TED Talk Discussion or a News Report Special Interview with a Politician or Leader where they discuss the following questions: “Is a nation’s growth and expansion the most important goal for a citizen? Do the needs of the nation come first before the needs of particular groups?	
	OTHER EVIDENCE: Google Forms quizzes; Exit Tickets; Do Now; Argumentative paragraphs written in the RACE format; “Check for Understanding” during the lesson; Assessment of student data in iReady, ActivelyLearn; Nearpod; Kahoot quizzes	
Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		

- 1) “Fight over Fish” [Nations compete over Fishing Rights in international waters]
- 2) Figuring out the nation’s capital [Building Washington DC]
- 3) Early immigration to the United States and the changing perceptions of an “American”
- 4) John Adams’ Alien Sedition Act and justifications
- 5) What is the West? [Images/Perceptions of the West]
- 6) Louisiana Purchase and Reasons [Do the needs of the nation come first?]
- 7) Transformations in American Society [Technology, Religious, Women’s Rights, Industrialization]
- 8) “Where the Buffalo No Longer Roam” [Impact of American Expansion to West]
- 9) Conflict and Competition with the Native Americans [Trail of Tears/Plains Indians Wars]
- 10) Gold Rush in California and Land Rush in Texas and Plains
- 11) Conflict with Mexico over Texas and Manifest Destiny
- 12) Mexican-American War and lasting impacts
- 13) Conflicts over the border in modern times [Views on Mexico and US Border]
- 14) Conflict over the spread of slavery

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