

## Overview of Year 7<sup>th</sup> Grade SS Curriculum (Mitchell/Green)

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1 Are different cultures really that different? (Native Americans)  (4 weeks)	Unit 2 Does cultural interaction inevitably create conflict? (Colonial Developments)  (5 weeks)	Unit 3 Why do some support revolution while others resist? (American Independence)  (5 Weeks)	Unit 4 How much control should government have over people's lives? (Development and Application of the Constitution)  (9 weeks)	Unit 5 Who decides who belongs and how is this decided? (Westward Expansion & Reform Movements)  (5 weeks)	Unit 6 Does compromise equal justice for all involved? (A Nation Divided)  PT (8 weeks)				

Transfer Goal: Seek to understand and respect the role of identity and culture in shaping individuals and societies recognizing similarities and differences.

Unit 1	Understanding	Essential Question
Are different cultures really that different? (Native Americans) CCSS 7.1	<p><b>U1:</b> Individual cultures have developed differently due to adapting to their surroundings, geography and the environment around them. (MOV, GEO)</p> <p><b>U2:</b> Cultures and identity have developed with similarities and differences that can be uniquely appreciated. (ID)</p>	<p><b>EQ1:</b> How does geography affect your culture where you live?</p> <p><b>EQ2:</b> How do we currently identify ourselves?</p> <p><b>EQ3:</b> To what extent does the location in which you live affect your culture and identity?</p>
<p><b>Performance Task:</b> The students will create a book that will provide artifacts and analysis to the question "Are different cultures really that different?". The book will include visual representations of their culture, an "I am from" poem, a personal profile, peer interviews, and individual analysis of the unit compelling question.</p>		
<p><b>Common Formative Assessment:</b> Personal Profile, Peer Interviews, "I am from" Poem, Unit Graphic Organizers, Unit Assessment</p>		
<p><b>Evaluative Criteria:</b></p> <ul style="list-style-type: none"> <li>● Historically accurate</li> <li>● Well-crafted</li> <li>● Revealing and informative</li> <li>● Good detail</li> <li>● Mechanically sound</li> </ul>		

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Unit 2	Understanding	Essential Question
Does cultural interaction inevitably create conflict? (Colonial Developments) <b>CCSS 7.2 C3</b>	<b>U1:</b> People make decisions to migrate based on various social, political, and/or economic factors. (MOV, GEO, ECO)  <b>U2</b> Science and technology impact individuals, societies, and the world. (TECH)  <b>U3:</b> When two or more groups with differing norms and beliefs interact, accommodation or conflict may result. (EXCH, MOV, ECO)	<b>EQ1:</b> Why do people decide to live where they do?  <b>EQ2</b> What are current and historical examples of how science and technology have impacted individuals, societies, and the world?  <b>EQ3:</b> What are the consequences of cultural diffusion?
<b>Performance Task:</b> Students will create a flier for the Rochester community describing an identified issue where interactions have been positive or negative. This flier is also asking for positive feedback or possible solutions to a negative interaction.		
<b>Common Formative Assessment:</b> Graphic Organizer about African retentions Colonial DBQ document analysis from the perspective of Africans, Indigenous people, and Europeans about their interactions with each other		
<b>Evaluative Criteria:</b> <ul style="list-style-type: none"> <li>● Historically accurate</li> <li>● Well-crafted</li> <li>● Revealing and informative</li> <li>● Good detail</li> <li>● Mechanically sound</li> </ul>		

**Transfer Goal:** Solve a problem (question, challenge the status quo, develop an opinion, and take action) by integrating and evaluating multiple perspectives from diverse media.

Unit 3	Understanding	Essential Question
Why do some support revolution while others resist? (American Independence) <b>CCSS 7.3 C3</b>	<b>U1</b> A complex relationship exists between individuals and political systems. (GOV)  <b>U2</b> Different groups of people attempt to resolve conflict in different ways. (TCC)  <b>U3</b> Tensions occur when the goals, values, and principles of two or more groups conflict. (TCC, ECO)	<b>E1</b> What role should government play in society?  <b>E2</b> How does conflict arise?  <b>E3</b> What are the consequences of conflict?
<b>Performance Task:</b> Students will write an essay providing evidence and analysis to the questions of “What’s worth fighting for?” or “When is fighting not worth it?”. Students will be required to support their claim with evidence from their personal lives and the perspectives of both Patriots and Loyalists.		
<b>Common Formative Assessment</b>		

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Primary Source Document Analysis, Graphic Organizers, Debate

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**Transfer Goal:** Solve a problem (question, challenge the status quo, develop an opinion, and take action) by integrating and evaluating multiple perspectives from diverse media.

Unit 4	Understanding	Essential Question
How much control should government have over people’s lives? (Development and Application of the Constitution) <b>CCSS 7.4-7.5 C3</b>	<b>U1</b> Compromise is a solution to conflict between differing perspectives. (TCC, GOV, CIV)  <b>U2</b> The Constitution is a living document that addresses the roles, rights, and responsibilities of the government and its citizens. (TCC, GOV, CIV)	<b>E1</b> How do differing viewpoints come to compromise?  <b>E2</b> What role does the Constitution maintain in society?

**Performance Task:**

Students will construct an argument (e.g., detailed outline, poster, essay) that discusses whether or not the Great Compromise was fair to both less populated and more populated states using specific claims and relevant evidence from historical sources while acknowledging competing views.

**Common Formative Assessment**

Chart of the strengths and weaknesses of the Articles of Confederation, Primary Source Document Analysis of New Jersey Plan & Virginia Plan  
 Graphic Organizer defining the principles of the U.S. Constitution

**Evaluative Criteria:**

- Historically accurate
- Well-crafted
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**Transfer Goal:** *Advocate for yourself and others by acting as an informed participant in our democracy and promoting social justice.*

Unit 5	Understanding	Essential Question
Who decides who belongs and how is this	<b>U1:</b> Ideas or actions that benefit one group can come at the expense of another. (ID, MOV, TCC, GEO)	<b>E1:</b> How do ideas create opportunities and conflicts?

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decided? (Westward Expansion & Reform Movements) <b>CCSS 7.6-7.7</b> <b>C3</b>	<b>U2:</b> The rights and freedoms of individuals and groups is continually debated. (CIV, GOV)	<b>E2:</b> Why do some have certain rights and freedoms while others do not?
<b>Performance Task:</b> In groups students will create posters to address the following prompt: “To what extent have the right and freedoms of Native Americans and African Americans changed over time?” Students will engage in both historical and contemporary research, develop a claim, extract evidence from identified sources, and then analyze this evidence.		
<b>Common Formative Assessment</b> Document analysis, research graphic organizers		
<b>Evaluative Criteria:</b> <ul style="list-style-type: none"> <li>● Historically accurate</li> <li>● Well-crafted</li> <li>● Revealing and informative</li> <li>● Good detail</li> <li>● Mechanically sound</li> </ul>		

**Transfer Goal:** Solve a problem (question, challenge the status quo, develop an opinion, and take action) by integrating and evaluating multiple perspectives from diverse media.

Unit 6	Understanding	Essential Question
Does compromise equal justice for all involved? (A Nation Divided) <b>CCSS 7.8</b> <b>C3</b>	<b>U1:</b> Compromise does not mean equality for all. (TCC, GEO, GOV, ECO)  <b>U2:</b> Tensions occur when the goals, values, and principles of two or more groups conflict. (TCC, GOV, ECO)	<b>E1:</b> Is compromise fair?  <b>E2:</b> What are the consequences of conflict?
<b>Performance Task:</b> Students will write a DBQ. The DBQ will answer the compelling question, “Does compromise equal justice for all involved?” . Students will have scaffolded activities which will end in the creation of an essay.		
<b>Common Formative Assessment</b> A timeline of events leading up to the American Civil war		
<b>Evaluative Criteria:</b> <ul style="list-style-type: none"> <li>● Historically accurate</li> <li>● Well-crafted</li> <li>● Revealing and informative</li> <li>● Good detail</li> <li>● Mechanically sound</li> </ul>		

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