

Fairfield Township School District

Curriculum Guide Grade 7

Subject: Social Studies	Grade Level: 7th Grade
Unit 1: Middle Ages/Feudalism	Pacing: 3 weeks (September)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> -Who decides on the structure of the government? -Are people always interdependent? -What is a government’s role? -What happens to society when the basic needs of people are met? -How does travel influence society and people lives. -Can a single event change history? -What is the Bubonic Plague and its effect on culture and science? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -People will create organizational structures to address their basic needs. -It is the role of the government to provide military protection. -Trade and travel increased as people began to feel more secure in the Middle Ages. -Exposure to new Knowledge drives change. -When Europe experienced a major decline in population, the serving people became more valuable. -Advances in weapons changed war.

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Core Standards	Classroom Applications
<p>6.1.8.A.1.a 6.2.8.A.4.b 6.2.8.A.4.c 6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.B.4.d 6.2.8.B.4.f 6.2.8.C.4.a 6.2.8.C.4.b 6.2.8.D.4.a 6.2.8.D.4.b 6.2.8.D.4.c 6.2.8.D.4.d 6.2.8.D.4.e 6.2.8.D.4.f 6.2.8.D.4.g</p>	<p><u>Objectives:</u> Students will independently be able to use their skills to:</p> <ol style="list-style-type: none"> 1. Analyze the causes of the rebirth of ideas in Italy. 2. Summarize how how art changed during the Renaissance. 3. Observe the effect of the printing press on the spread of ideas. 4. Describe the contributions of Copernicus, Galileo, and Newton. 5. Evaluate the effectiveness of Feudalism in 6. addressing the the needs of society during the Middle Ages. 7. Analyze the change from Manors to Towns and its importance. 8. Evaluate the role of religion in Medieval life and government. 9. Research and examine Middle Ages Era through various media formats. 10. Identify and describe the social structure of the feudal system. 11. Discuss Heraldry 12. Investigate and explain the Black Plague causes and effects. 13. Identifying the role of the Church in the Middle Ages. 14. Analyzing the differences between manors and feudal towns, and describe the growth of cities. 15. Describe the shift of power away from the church. 16. Analyze how knowledge led to advancements during the Middle Ages. <p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group,</p>

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	<p>Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p>	

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Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities

- Response Sheets
- Observations, Questioning, and discussions
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

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Subject: Social Studies	Grade Level: 7
Unit 2: Renaissance /Reformation	Pacing: 3 weeks (September-October)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> -How do beliefs shape a culture? -How does prosperity enable a society to change? -Can an individual make a difference? -How does change in technology change the lives of people and society? -Are modern societies more civilized than ancient or medieval ones? -How and why do beliefs change? -How is power gained, used, and justified? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -Only when human thought is valued can beliefs be changed. - When society has more than enough to meet its needs it begins to be open to new ideas. -Inventions such as the printing press made more written primary sources available to people. -Thinking differently can lead to criticism from others. -The Church's use of power (abuse) led some people to question their beliefs and wanted change. -During the Renaissance people rediscovered art and learning and advanced it.

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Core Content Standards	Classroom Applications
<p>6.1.8.A.1.a 6.2.8.B.4.a 6.2.8.b.4.b 6.2.8.b.4.e 6.2.8.c.3.a 6.2.8.a.4.a 6.2.8.d.4.a 6.2.8.D.4.g</p>	<p><u>Objectives:</u> Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> -Analyze how the growth of wealthy city-states led to a rebirth of arts and learning called the Renaissance. -Summarize advances in technology, literature, art, and science which derived from humanist beliefs and rediscovery of classical ideas. -Examine how efforts to reform the Roman Catholic Church led to changes in society and creation of new religions. <p>Students will be skilled at...</p> <ul style="list-style-type: none"> -Explaining how the Renaissance represented a break with thinking of the Middle Ages and was the beginning of Modern Times. -Examine key contributors / figures of the Renaissance. -Analyze the rediscovery of classical ideas and how they led to advances in Renaissance Arts and Learning. -Analyze how religious intolerance of the Reformation and modern world intolerance are similar. -Examine the basic ideas that began the

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	<p>Reformation in Europe.</p> <p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <ol style="list-style-type: none">11. -UDL Choice Board12. -Create Plague Headline13. -Video and Primary Source Research14. -Simulation Writing Piece15. -Evaluate Primary Document / Magna Carta <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
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Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

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CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

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Subject: Social Studies	Grade Level: 7th Grade
Unit 3: Sub-Saharan Africa/North Africa	Pacing: 2 weeks (October)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> -What various cultural groups ruled Africa over time and over what areas of Africa? -How did contact with the Middle East and different cultures affect Africa's geography? -How did Africa's culture and geographical landscape transform over time through colonization? -What is colonization? -How can conflict arise when colonization occurs? -How did the struggle for independence impact the development of African nations? 	<p>Students will understand that...</p> <p>Differences Cultural lifestyles in Africa have influenced its colonization and affect its makeup of geography, people, languages, government, and social community.</p>

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Core Standards	Classroom Applications
<p>6.1.8.A.1.a 6.2.8.A.3.b 6.2.8.A.4.a 6.2.8.C.3.a 6.2.8.D.3.d 6.2.8.A.4.a 6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.B.4.c 6.2.8.B.4.d 6.2.8.B.4.f 6.2.8.C.4.b 6.2.8.D.4.a 6.2.8.D.4.g</p>	<p><u>Objectives:</u></p> <p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> -Determine how geography impacted the development of the African nations over time. -Evaluate the colonization on African countries and its effect on culture. -Compare and contrast the diversity of the people on the African continent. -Evaluate the influence of African nations on the United States throughout history. <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p>

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	<p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p><u>Connections to other content areas, including 21st Century Skills:</u> 21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><u>Career Ready Practices</u> CRP2 Apply appropriate academic and technical skills. CRP12 Work productively in teams while using cultural global competence.</p>	

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Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

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Subject: Social Studies	Grade Level: 7th Grade
Unit 4: Exploration	Pacing: November-December
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> -What were the motivations behind European exploration? -What regions of the Americas were impacted by European exploration? -What led to conflicts between explorers and indigenous people? -What are the benefits and costs of nations becoming involved in one another's affairs? -How do motivations for exploration compare with present day desires to understand space and the oceans? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> European nations competed with each other to expand their empires. -Individual explorers and nations were motivated to claim land for different reasons. (Gold, God, Glory) -Cultural differences often led to misconceptions and conflicts between civilizations (Native and European) -Exploration still exists in the modern world.

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Core Standards	Classroom Applications
6.1.8.B.1.b 6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.D.1.c	<p><u>Objectives:</u> Students will independently be able to use their skills to:</p> <ol style="list-style-type: none">1. Students will be able to independently2. use their learning to...3. -Analyze how European exploration4. expanded global economic and cultural5. exchange into the Western Hemisphere.6. Students will be skilled at...7. -Identifying reasons for Europeans to explore <p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p>

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	<p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
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Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

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Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

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Subject: Social Studies	Grade Level: 7th Grade
Unit 5: Colonization of the Americas	Pacing: 4 weeks (January)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> - Why did Britain want to establish colonies in the Americas? -What challenge did the first English colonies in America face? -Why were towns and villages important to New England life? -Why did the colony of New Netherlands become the colony of New York? -What was life like in the Middle Colonies? -What two ways of life developed in Southern 	<p>Students will understand that...</p> <ul style="list-style-type: none"> - English colonies took shape in various ways for various reasons. -English settlers dealt with starvation due to lack of preparation and organization while establishing the colony of Virginia -England believed a nation became stronger through strict control over colonial trade -African slaves were brought against their will to fill the need for farm workers -towns were areas of cultural influence and education -the Great Awakening led to a greater desire for democratic government amongst colonists.

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<p>Colonies?</p> <p>-Why did England want to regulate colonial trade?</p> <p>What class differences existed in colonial society?</p> <p>Why did the slave trade grow in the 1700's?</p> <p>How were the colonies affected by new ideas?</p> <p>How did the colonists educate their children?</p> <p>How did the Great Awakening affect the colonies?</p>	
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Core Standards	Classroom Applications
<p>6.1.8.C.1.b 6.1.8.D.1.b 6.1.8.D.1.c 6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c</p>	<p><u>Objectives:</u> Students will independently be able to use their skills to:</p> <ol style="list-style-type: none"> 1- Explain why England wanted to establish colonies in North America. 2- Describe the experience of the settlers who founded the first permanent English colony in Jamestown. 3- Explain how the Pilgrims managed to survive the first years in the Plymouth colony. 4- Describe the geography and climate in the middle colonies. 5- Describe the early history of New York and New Jersey. 6- Explain how Pennsylvania and Delaware were founded. 7- Explain how the middle colonies change in the 1600's and early 1700s. 8- Describe the geography and climate of the southern colonies. 9- Describe the early history of Virginia. 10- Explain how Maryland, the Carolinas, and Georgia were founded. 11- Identify the factors that produced a the tidewater and backcountry ways of life. 12- Explain how English political traditions influenced the 13 colonies. 13- Describe the responsibilities of early colonial governments. 14- Identify John Peter Zenger's role in establishing the freedom of the press. 15- Understand the Navigation Acts affected the colonies' economy. 16- Learn about life on a colonial farm. 17- Describe the roles of men, women, and children of colonial America. 18- List the class differences that existed in colonial society. 19- Describe the conditions under which enslaved Africans came to the Americas. 20- Explain why slavery became part of the colonial economy. 21- Identify the restrictions placed on enslaved Africans in the colonies.

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- 22 - Describe how African culture influenced American Culture.
- 23 - Describe the education colonial children received.
- 24 - Explain how the Great Awakening affected the colonies.
- 25 - Explain how the colonies were affected by new ideas.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

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Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

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Subject: Social Studies	Grade Level: 7th Grade
Unit 6: Revolutionary Era	Pacing: 6 weeks (February-March)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> -How did the rivalry of Britain and France lead to war in North America? -What were the main results of the Treaty of Paris of 1763? -How did the colonists react to new taxes imposed by Parliament? -What events led to the Boston Massacre? -How did the Intolerable Acts unite people in the colonies? -Why did fighting break 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -the dispute between Britain and France led to territorial conflicts in America. -the Treaty of Paris ended the French and Indian War and transferred French territory to England. - colonists' opposed of the new taxes and revolted against British government. - that Britain ignored Congress' attempts at peaceful resolutions to their disputes. -the Declaration stated that the colonists felt the tyrannical treatment by the King and Parliament obligated them to separate and form their own United States of America. -what events led to the first battle of the Revolutionary War. -African Americans and women played vital roles in fighting for and providing

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<p>out at Lexington and Concord?</p> <p>-How did Congress struggle between peace and war with Britain?</p> <p>-What are the main ideas of the Declaration of Independence?</p> <p>-How did the Battle of Saratoga mark a turning point in the war.</p> <p>-What role did African Americans and women play in the war?</p> <p>-How did the Americans and French defeat the French at the Battle of Yorktown?</p> <p>-What were the terms of the Treaty of Paris?</p>	<p>support for the U.S. effort.</p> <p>-the combined American and French forces surrounded the British on land and at sea causing them to surrender.</p> <p>-the Treaty of Paris ended the Revolutionary War and recognized the U.S. as an independent nation.</p>
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Core Standards	Classroom Applications
<p>6.1.8.D.2.a 6.1.8.D.2.b 6.1.8.B.3.a 6.1.8.B.3.c 6.1.8.B.3.d 6.1.8.C.3.a 6.1.8.D.3.a 6.1.8.D.3.d 6.1.8.D.3.e 6.1.8.D.3.f</p>	<p><u>Objectives:</u> Students will independently be able to use their skills to:</p> <p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework Enrichment: computer-based research, high level thinking task, class presentation Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>

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Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

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Career Ready Practices

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Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

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- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

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Subject: Social Studies	Grade Level: 7th Grade
Unit 7: New Republic	Pacing: 4 weeks (March-April)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> - What were the weaknesses of the Articles of Confederation? -What events led Americans to call for changes to the Articles of Confederation? -What compromises did the delegates have to reach before the Constitution could be signed? -What were the key issues in the debate between the Federalists and the Anti-federalists? -Why was the Bill of Rights added to the Constitution? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -the Articles of Confederation did not allow the new government to impose taxes, raise a standing army, or to act as a unified nation. - disputes between states and events such as Shay’s Rebellion led the government rethinking the laws and framework of the new nation. -that delegates had to compromise over the citizenship of slaves and dominance of large states over small states in writing a new Constitution. -that Federalists supported the new Constitution and Anti-Federalists believed the new Constitution gave the government too much power and did not include individual rights of citizens. - the Bill of Rights was added to protect the rights of citizens -president Washington set precedents that are still followed today in establishing cabinets and federal court system.

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<p>-What steps did Washington take to make the new government work?</p> <p>-What was Hamilton's plan to reduce the nation's debt and rebuild the economy?</p> <p>-Why did political parties develop?</p> <p>-How did John Adams handle conflict with France?</p> <p>-How did the Alien and Sedition Acts raise the issue of the rights of states?</p> <p>-What role did Congress play in the election of 1800.</p>	<p>-Hamilton established a three step plan to establish a new economic system.</p> <p>-political parties formed out of the differences of opinions about state and federal government.</p> <p>-that John Adams remained neutral in respect to the conflict with France.</p> <p>-Thomas Jefferson declared that states can nullify a law passed by federal government if they feel it is unconstitutional.</p> <p>-Congress had to vote to decide the winner of the election.</p>
<p>Core Standards</p>	<p>Classroom Applications</p>
<p>6.1.8.A.2.b 6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.e 6.1.8.A.3.f</p>	<p><u>Objectives:</u> Students will independently be able to use their skills to:</p> <p>-understand that the Articles of Confederation did not allow the new government to impose taxes, raise a standing army, or to act as a unified nation, and discuss what steps the founders took to make the necessary changes.</p>

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6.1.8.A.3.g
6.1.8.B.3.b
6.1.8.C.3.b
6.1.8.C.4.a
6.1.8.D.3.b
6.1.8.D.3.c
6.1.8.D.3.g

- understand that the the disputes between states and events such as Shays Rebellion led the government to rethink the laws and framework of the new nation, and discuss why a sovereign nation needs to be able to enforce its laws.

-understand that delegates had to compromise over the citizenship of slaves and dominance of large states over small states in writing a new Constitution, in order to show understanding of the compromises that were made for all the delegates to accept the Constitution.

-understand that the Federalists supported the new Constitution and Anti-Federalists believed the new Constitution gave the government too much power and did not include individual rights of citizens. Students will be able to discuss how the Federalist papers convinced many to accept the Constitution

-understand that the Bill of Rights was added to protect the rights of citizens, and to discuss how these same rights affected citizens of that era as well as our modern nation.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

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	<p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><u>Career Ready Practices</u></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	

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Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
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- Rubrics
- Unit Test

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Subject: Social Studies	Grade Level: 7th Grade
Unit 8: The Jeffersonian Age	Pacing:
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> - What actions did Jefferson take to reduce the power of the federal government? -How did the United States purchase Louisiana? -What were the results of the expedition of Lewis and Clark? -How did the British and French violate the neutrality of American shipping? -Why did Jefferson decide to impose an embargo? -Why did the War Hawks 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -Jefferson cut the federal budget and reduced the federal debt. -the United States negotiated with France to purchase Louisiana. -Lewis & Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries. -the British and French seized American trade ships on the Atlantic -an embargo was imposed because the US did not have the resources to fight. -the War Hawks wanted to gain lands in Canada. - Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers. -the British agreed to move troops out of the west and to stop violating U.S. neutrality.

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<p>push for war against Britain?</p> <p>-What led the US to declare war on Britain in 1812?</p> <p>-What did the United States and Britain agree to in the Treaty of Ghent?</p>	
Core Standards	Classroom Applications
<p>6.1.8.A.4.a 6.1.8.B.4.a</p>	<p><u>Objectives:</u> Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"> -explain why Jefferson cut the federal budget and reduced the federal debt, and compare it to modern financial situations -recognize and explain why the United States negotiated with France to purchase Louisiana. -identify and describe why Lewis & Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries. -identify and assess why the British and French seized American trade ships on the Atlantic

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-why an embargo was imposed on foreign nations, and discuss why the US did not have the resources to fight.

-explain and discuss why the War Hawks wanted to gain lands in Canada.

- determine why Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers.

-determine why the British agreed to move troops out of the west and to stop violating U.S. neutrality

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

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	<p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><u>Career Ready Practices</u></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p><u>Unit Resources: (related websites, reference materials, etc.)</u></p>	

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Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test