Quinton Township School District
Social Studies
Grade 7

Pacing Chart/Curriculum MAP
Key: Technology Careers Interdisciplinary Studies

Marking Period:	1	**Unit Title:**	Unit 1: Ancient Greece	**Pacing:**	70 days

Unit Summary: Ancient Greece has played an enormous part in the history and development of western civilization. A working knowledge of Greek history will provide students with essential information about the emergence of ideas that remain relevant in the contemporary world.

Objectives:
-Students will be able to interpret information from visuals

-Students will be able to analyze information by identifying causes and effects

-Students will be able to create graphic organizers.

-Students will be able to evaluate how geography affected people of Aegean cultures

-Students will be able to study the effects of trade on the growth of the Minoan civilization.

-Students will be able to observe how the Mycenaeans adapted Minoan customs and ideas to their way of life.

-Students will be able to use technology as one form to complete research and analyze various topics.

Essential Questions: • What "cultural borrowing" has our society taken from the Greeks?
　　　　　　　　　　• Which City-State would you have rather lived in?

Common Core State Standards/Learning Targets:
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.
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.
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.
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.
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.
6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of [Greek city-states] classical civilizations and to their decline.
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.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Mapping the Mediterranean Chapter 8: Section 1 Guided Reading Greek Bronze Age Notes Ancient Greece G.R.A.P.E.S.	The World, Harcourt Brace, Chapter 8, Section 1 The World, Harcourt Brace, Chapter 8, Section 2 The World, Harcourt Brace, Chapter 8, Section 3	The World, Harcourt Brace, Chapter 8, Section 1 The World, Harcourt Brace, Chapter 8, Section 2	- Smart Board Applications - Google Applications - Edpuzzle.com - Socrative.com - Chromebooks - Quizlet.com - kahoot.com - reviewgamezone.com

Ancient Sparta/ Athens Economy Worksheet Geography of Ancient Sparta/ Athens Worksheet Greek Mythology Guided Notes Greek God Fakebook Greek God Campaign Poster Greek Achievements Webquest Alexander the Great Webquest		The World, Harcourt Brace, Chapter 8, Section 3 Hercules Percy Jackson Horrible Histories: Groovy Greeks Clips	

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards. **Suggested activities to assess student progress:**	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Final Assessment/Benchmark/Project:** **-Greek God Fakebook**

- Greek Geography -Mythology Quiz - Chapter 8 Lesson 1 Quiz - Chapter 8 Lesson 2 Quiz - Chapter 8 Lesson 3 Quiz	-Greek God Campaign Poster -Chapter 8 Test

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504	• RTI • Speech/Language Therapy • Rosetta Stone	• RTI Tiered Interventions following RTI framework • Support instruction with RTI	• Organize the curriculum to include more elaborate,

plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work	● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine	intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine.	complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

(strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. ● Utilize auditory reminders as deemed necessary. ● Provide breaks to allow for refocusing as necessary. ● Establish a consistent and daily routine.			

Quinton Township School District
Social Studies
Grade 7

Pacing Chart/Curriculum MAP
Key: Technology Careers Interdisciplinary Studies

Marking Period:	2	Unit Title:	Unit 2: Ancient Rome	Pacing:	50 days

Unit Summary: Students will be able to learn about the daily life of ancient Romans. They will gain a better understanding of the significant achievements and contributions made by the Romans.

Objectives: -Interpret information from visuals.

-Students will be able to analyze information by determining the point of view of the speaker.

-Students will be able to create graphic organizers

-Students will be able to evaluate the geographic advantages of the site of Rome.

-Students will be able to analyze the development of government and society in the Roman Republic.

-Students will be able to follow a flowchart to understand a complex process.

-Students will be able to make a flowchart organizing information from the chapter

-Students will be able to use technology as one form to complete research and analyze various topics.

Essential Questions: • What contributions did the Romans make to Western Civilization?
• Was the Roman Empire an improvement to the Roman Republic?
• Was the development of Christianity a positive or negative change to the Roman Empire?
• What was the most important achievement of the Romans?

Common Core State Standards/Learning Targets:
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.
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).
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.
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.
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.
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.
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.
8.2.8.ITH.2: Compare how technologies have influenced society over time
9.1.8.CP.2: Analyze how spending habits affect one's ability to save.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of
the reasoning as well as the relevance and sufficiency of the evidence.
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.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Brainpop Video Quiz -Venn Diagram Comparing U.S. Government to Roman Republic	The World, Harcourt Brace, Chapter 9, Section 1	The World, Harcourt Brace, Chapter 9, Section 1	• Smart Board Applications • Google Applications • reviewgamezone.c

-Roman Dining Worksheet -Roman Bathing Worksheet -Roman Slavery Worksheet -Chapter 9 Vocabulary -Roman Republic webquest -Ancient Rome Mapping Activity -Chapter 9 Lesson 1 Guided Reading -Patricians, Plebeians, & Equality activity -Roman Republic Study Guide -Roman Art & Architecture -Chapter 9 Lesson 2 Guided Reading -Latin & Roman Numeral Worksheets -You Wouldn't Want to be a Roman Gladiator	The World, Harcourt Brace, Chapter 9, Section 2 The World, Harcourt Brace, Chapter 9, Section 3	The World, Harcourt Brace, Chapter 9, Section 2 The World, Harcourt Brace, Chapter 9, Section 3	om ● quizlet.com ● socrative.com ● edpuzzle.com ● chromebooks

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards. **Suggested activities to assess student progress:** **Chapter 9 Lesson 1 Quiz** **Chapter 9 Lesson 2 Quiz** **Chapter 9 Lesson 3 Quiz**	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Final Assessment/Benchmark/Project:** -Roman Republic Test -Roman Empire Test -Ancient Rome Project

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
● **RTI** ● **Modify and accommodate as listed in student's IEP or 504**	● **RTI** ● **Speech/Language Therapy** ● **Rosetta Stone** ● **Hold high expectations** ● **Provide English/Spanish**	● **RTI Tiered Interventions following RTI framework** ● **Support instruction with RTI intervention resources** ● **Provide after school tutoring**	● **Organize the curriculum to include more elaborate, complex, and in-depth study**

plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work	Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine	services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine.	of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

(strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. ● Establish a consistent and daily routine			

Pacing Chart/Curriculum MAP
Key: Technology Careers Interdisciplinary Studies

Marking Period:	3	Unit Title:	Unit 3: Europe After the Romans	Pacing:	20 days

Unit Summary: We will examine how European rivalries, conflicts and divisions (economic, political and religious) have affected history. The students will also analyze the causes for the fall of Rome, the effects of the divided empire, and how that created the Middle Ages.

Objectives:
-Students will be able to interpret information from visuals

-Students will be able to analyze information by categorizing people, places, and events.

- Students will be able to create graphic organizers.

-Students will be able to analyze the reasons why the Roman Empire declined.

-Students will be able to examine Constantine's rule and the construction of Constantinople.

-Students will be able to evaluate the legacy Rome left for future civilizations.

-Students will be able to examine changes caused by Germanic migrations into the Roman Empire.

-Students will be able to identify the causes of the end of the Western Roman Empire.

-Students will be able to follow the sequence of Germanic conquests in western Europe.

-Students will be able to evaluate the cultural, economic, and political changes associated with the manor system.

-Students will be able to identify statements of fact and statements of opinion.

- Students will be able to analyze information by using prior knowledge and clue words.

--Students will be able to use technology as one form to complete research and analyze various topics.

Essential Questions: •What contributions did the Romans make to Western Civilization?
• Was the Fall of the Roman Empire a positive or negative for the world?

Common Core State Standards/Learning Targets:
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.GeoHP.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.GeoHP.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.GeoHP.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.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.GeoSV.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.
8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that
may make a technology appropriate and sustainable in one society but not in another.
8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that
may make a technology appropriate and sustainable in one society but not in another.
RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded
language, inclusion or avoidance of particular facts).
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other
information in print and digital texts.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Chapter 9 Lesson 4 Guided Reading -Fall of the Roman Empire Webquest -Fall of the Roman Empire Edpuzzle -Chapter 10 Vocabulary -Chapter 10 Lesson Guided Reading - Middle Ages & Manorialism	- The World, Harcourt Brace textbook -Robin Hood: Prince of Thieves -Brave -freckle.com	The World, Harcourt Brace, Chapter 10, Section 1 The World, Harcourt Brace, Chapter 10, Section 2 The World, Harcourt Brace, Chapter 10, Section 3	• Smart Board Applications • Google Applications • Edpuzzle.com • Socrative.com • Chromebooks • Quizlet.com • kahoot.com • reviewgamezone.com • freckle.com

-Middle Ages & Feudalism -Measly Middle Ages Edpuzzle -Middle Ages & Heraldry -Middle Ages Punishments			

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards. **Suggested activities to assess student progress:** Chapter 10 Section 1 & 2 Quiz Chapter 10 Section 3 Quiz	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Final Assessment/Benchmark/Project:** **-Coat of Arms Project** **-Chapter 10 Test**

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students	• RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine	• RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

to assist with task, so that all are aware of expectations. ● **Create modified assessments.** ● **Allow students to utilize online books, when available, to listen to oral recorded reading.** ● **Provide individualized assistance as necessary.** ● **Allow for group work (strategically selected) and collaboration as necessary.** ● **Utilize homework recorder within SIS.** ● **Allow for copies of notes to be shared out.** ● **Utilize assistive technology as appropriate.** ● **Provide meaningful feedback and utilize teachable moments.** ● **Utilize graphic organizers** ● **Introduce/review study skills** ● **Provide reading material at or slightly above students' reading levels.** ● **Utilize manipulatives as necessary.** ● **Establish a consistent and daily routine**			

Quinton Township School District
Social Studies
Grade 7

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Unit 4: Africa & Asia	Pacing:	15 days

Unit Summary: Students will trace the development of different forms of government and compare political structures in Africa, Asia and the Southwest Pacific. They will also look at the impact of trade on both regions and the cultural diffusion that takes place throughout time.

Objectives:
- Students will be able to interpret information from visuals

-Students will be able to analyze information by comparing and contrasting.

-Students will be able to create a graphic organizer.

-Students will be able to explore the geographic factors affecting population patterns in early Africa south of the Sahara.

-Students will be able to explain how migration affected the history of Africa south of the Sahara.

-Students will be able to analyze the various cultures and societies of early Africa south of the Sahara.

-Students will be able to examine the influences on the development of early cultures in Vietnam and Korea.

-Students will be able to compare and contrast early societies of Vietnam and Korea.

-Students will be able to use technology as one form to complete research and analyze various topics.

Essential Questions: • Which civilization of Africa and Asia is most like that of the United States?
• Which culture is the most unique?
• Which Japanese culture made the most progress?

Common Core State Standards/Learning Targets:
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.GeoHP.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.GeoHP.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.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.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.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.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.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

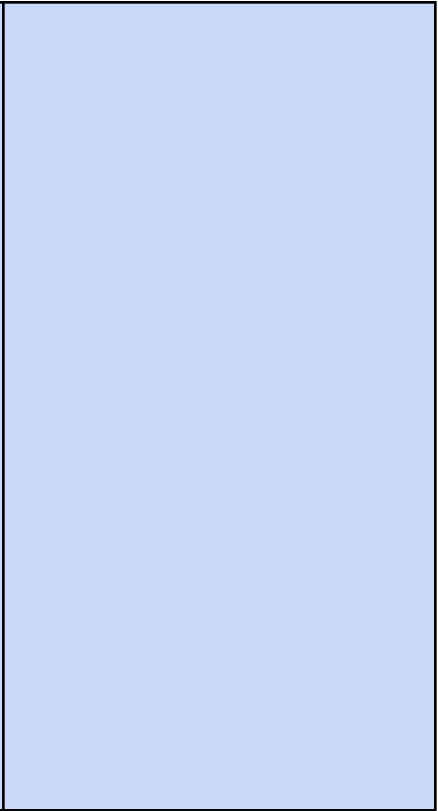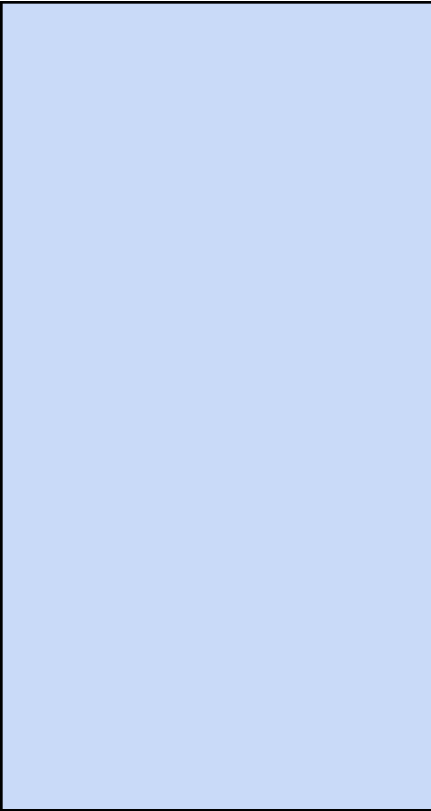| Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Chapter 11 Lesson 1 Guided Reading - Student Created Lesson for Chapter 11 Lesson 2 - Silk Road Activity - African Kingdoms worksheet -Chapter 11 Vocabulary	Africans South of the Sahara Vietnamese and Korean Cultures Early Japan Google Classroom Google Docs, Forms, Sheets, Sites. Google Applications, Extensions and Add ons. Quizlet.com	-The World, Harcourt Brace, Chapter 11, Section 1 -The World, Harcourt Brace, Chapter 11, Section 2 -The World, Harcourt	- Smart Board Applications - Google Applications - Edpuzzle.com - Socrative.com - Chromebooks - Quizlet.com - kahoot.com - reviewgamezone.com

-Silk Road Edpuzzle - Early Japan Webquest	Socrative.com Edpuzzle.com reviewgamezone.com	Brace, Chapter 11, Section 3	

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards. **Suggested activities to assess student progress:** **Chapter 11 Lesson 1 Quiz** **Chapter 11 Lesson 2 Quiz** **Chapter 11 Lesson 3 Quiz**	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Final Assessment/Benchmark/Project:** **- Chapter 11 Test** **- "Pick a Project" Menu**

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan - Utilize effective amount of wait time - Hold high expectations - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques - Utilize scaffolding to support instruction. - Chunk tasks into smaller components - Provide step by step instructions - Model and use visuals as often as possible - Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. - Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. - Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. - Create rubrics/allow students to assist with task, so that all are aware of expectations. - Create modified assessments.	- RTI - Speech/Language Therapy - Rosetta Stone - Hold high expectations - Provide English/Spanish Dictionary for use - Place with Spanish speaking teacher/paraprofessional as available - Learn/Utilize/Display some words in the students' native language - Invite student to after school tutoring sessions - Basic Skills Instruction - Utilize formative assessments to drive instruction - Translate printed communications for parents in native language - Hold conferences with translator present - Utilize additional NJDOE resources/recommendations - Review Special Education listing for additional recommendations - Establish a consistent and daily routine	- RTI Tiered Interventions following RTI framework - Support instruction with RTI intervention resources - Provide after school tutoring services - Basic Skills Instruction - Hold high expectations - Utilize Go Math! RTI strategies - Fountas and Pinnell Phonics - Hold parent conferences fall and spring - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent and daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of appropriate and specialized resources. - Promote self-initiated and self-directed learning and growth. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. - Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. ● Establish a consistent and daily routine			

Quinton Township School District
Social Studies
Grade 7

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Unit 5: Personal Finance	Pacing:	25 days

Unit Summary: This unit will provide students with a primary emphasis on financial literacy, work readiness, and entrepreneurship, while providing a strong secondary emphasis on mathematics, reading, and writing skills.

Objectives:
-Students will be able to explain personal money management choices in terms of income, spending, credit, saving and investing.

-Students will be able to use technology as one form to complete research and analyze various topics.

Essential Questions:
• How do the economic choices people make affect their standard of living?
• How will varying degrees of knowledge, skills and abilities affect earnings?
• How can a rational plan for decision-making in spending and saving help achieve future goals? • How can the use of credit impact personal financial health?
• How are banks and financial institutions important to the economy?

Common Core State Standards/Learning Targets:
6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
9.4.8.DC.1: Analyze the resource citations in online materials for proper use
9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.
9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

9.1.8.CP.1: Compare prices for the same goods or services.

9.1.8.CP.2: Analyze how spending habits affect one's ability to save.

9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.

9.1.8.CP.4: Summarize borrower's credit report rights.

9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.

9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income.

9.1.8.EG.2: Explain why various sources of income are taxed differently.

9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.

9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).

9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.

9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.

9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.

9.1.8.PB.3: Explain how to create budget that aligns with financial goals.

9.1.8.PB.4: Construct a simple personal savings and spending plan basedon various sources of income and different stages of life (e.g. teenager,young adult, family).

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.

9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.

9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.

9.1.8.RM.3: Evaluate the need for different types of warranties.

9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.

9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.

8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Ways of paying -Ways to Save -Money How the -Stock Market -Works Budget -Activity Budget - Kruder Career Navigator -Rate Your Interests, Abilities, & Values -My Worker Profile Graphic Organizer -Career Cluster Card Memory Game - Paycheck & NMI Activity -Doodling for Dollars	JA Finance Program Banzai Online Financial Literacy Course	Income And Choices Understanding Interest And Credit Credit: Your Best Friend Or Worst Enemy? Saving And Investing Why Save? Why People Don't Save ? What Are Taxes? What Taxes Affect You? The Economic Way Of Thinking	- Smart Board Applications - Google Applications - kahoot.com - edpuzzle.com - quizlet.com - banzai.com - reviewgamezone.com

-Know It All Savingings Tweet -Perfect Match Insurance -My Bank Organizer -My Online & Mobile Security Foldable -Savvy Shopper Game -Credit Score! Game - My Future Goals Worksheet -Budget Categories			

Formative Assessment Plan	Summative Assessment Plan

Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*
Suggested activities to assess student progress: -Income Quiz -Savings, Investment and Risk Quiz -Debit & Credit Quiz -Budget + Quiz -Banzai Posttest	**Final Assessment/Benchmark/Project:** -Project at Junior Achievement -Create Your Own Business Project

Differentiation			
Special Education	**ELL**	**At Risk**	**Gifted and Talented**
- RTI - Modify and accommodate as listed in student's IEP or 504 plan - Utilize effective amount of	- RTI - Speech/Language Therapy - Rosetta Stone - Hold high expectations - Provide English/Spanish Dictionary for use	- RTI Tiered Interventions following RTI framework - Support instruction with RTI intervention resources - Provide after school tutoring services	Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems

wait time ● **Hold high expectations** ● **Communicate directions clearly and concisely and repeat, reword, modify as necessary.** ● **Utilize open-ended questioning techniques** ● **Utilize scaffolding to support instruction.** ● **Chunk tasks into smaller components** ● **Provide step by step instructions** ● **Model and use visuals as often as possible** ● **Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.** ● **Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.** ● **Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.** ● **Create rubrics/allow students to assist with task, so that all are aware of expectations.** ● **Create modified assessments.** ● **Allow students to utilize online books, when available, to listen to oral recorded reading.** ● **Provide individualized assistance as necessary.** ● **Allow for group work (strategically selected) and collaboration as necessary.**	● **Place with Spanish speaking teacher/paraprofessional as available** ● **Learn/Utilize/Display some words in the students' native language** ● **Invite student to after school tutoring sessions** ● **Basic Skills Instruction** ● **Utilize formative assessments to drive instruction** ● **Translate printed communications for parents in native language** ● **Hold conferences with translator present** ● **Utilize additional NJDOE resources/recommendations** ● **Review Special Education listing for additional recommendations** ● **Establish a consistent and daily routine**	● **Basic Skills Instruction** ● **Hold high expectations** ● **Utilize Go Math! RTI strategies** ● **Fountas and Pinnell Phonics** ● **Hold parent conferences fall and spring** ● **Make modifications to instructional plans based on I and RS Plan.** ● **Develop a record system to encourage good behavior and completion of work.** ● **Establish a consistent and daily routine.**	through Compacting. ● **Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.** ● **Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.** ● **Encourage exposure to, selection and use of appropriate and specialized resources.** ● **Promote self-initiated and self-directed learning and growth.** ● **Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.** ● **Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).**

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