

**NORTH  
SMITHFIELD  
SCHOOL  
DEPARTMENT**

## **SOCIAL STUDIES CURRICULUM GRADE 7**

Curriculum Writers: Valerie Carnevale and Brian Chuey

# **SOCIAL STUDIES CURRICULUM Grade 7, U.S. History 1400-1814**

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The North Smithfield Social Studies Curriculum for grades 7-12 was completed June 2014 by a team of 7-12 teachers. The team, identified as the Social Studies Curriculum Writers referenced extensive resources to design the document that included but are not limited to:

- *RI Social Studies Grade Span Expectations (GSE)*
- *National Standards for History*
- *Curriculum Standards for Social Studies*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS)*
- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Classroom Instruction That Works*
- *Differentiated Instructional Strategies*
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work,*
- Model curriculum documents
- Educational websites
- Webb's Depth of Knowledge

**Mission Statement**  
*The North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 Social Studies curriculum. It integrates citizenship, historical thinking, and content literacy through research-based best practice instruction and assessment. The knowledge and skills acquired will result in students' success in a global and technological society.*

The K-12 Curriculum identifies what all students should know and be able to do in Social Studies education. Each grade or course draws from *Rhode Island Grade Span Expectations for Social Studies*, the *Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects*, the *National History Standards*, research-based instructional strategies, resources, map (or suggested timeline), rubrics, and checklists.

The curriculum provides learners with a sequential comprehensive education in Social Studies through the study of **Grade Span Expectations in Social Studies** that includes:

- Civics and Government
- Historical Perspectives
- Economics
- Geography

And through the study of **National Standards for History** that includes:

- Topics for grades K-4
- United States History (Eras 1-10) for grades 5-12
- World History (Eras 1-9) for grades 5-12
- Historical Thinking Standards grades K-12

Additionally the **Common Core State Standards** for English Language Arts that includes:

- College and Career Readiness Anchor Standards for Reading
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge
  - Range of Reading
- College and Career Readiness Anchor Standards for Writing
  - Text Types and Purposes
  - Production and Distribution of Writing
  - Research to Build and Present Knowledge
  - Range of Writing

## GRADE SPAN EXPECTATIONS FOR SOCIAL STUDIES

- Define content standards— what students should know and be able to do in Civics and Government, Historical Perspectives, Economics and Geography.

## COMMON CORE FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

- Define what all students should know and be able to do by the end of each grade.
- Divide Common Core Standards into broad statements called the College and Career Readiness Anchor Standards (CCR) for Reading Writing, Speaking and Listening, and Language (grades 6-12).
- Provide grade level specificity that define the skills and understandings that all students must demonstrate.

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## RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate, e.g.

- Employs strategies of **“best practice”** (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).
- **Use Classroom Instruction That Works Strategies:**
  - Setting objectives and providing feedback
  - Reinforcing effort and providing recognition
  - Cooperative learning
  - Cues, questions, and advance organizers
  - Nonlinguistic representations
  - Summarizing and note taking
  - Assigning homework and providing practice
  - Identifying similarities and differences
  - Generating and testing hypotheses
  - Provide opportunities for **independent, partner** and **collaborative group work**
- Facilitates the integration of **Applied Learning Standards (SCANS)**
  - problem solving
  - communication
  - critical thinking
  - research
  - reflection/evaluation.
- **Differentiates instruction** by varying the content, process, and product and implementing
  - Anchoring
  - Cubing
  - Jig-sawing
  - Pre/post assessments
  - Think/pair/share
  - Tiered assignments
- Analyzes **formative assessment** to direct instruction.
- Provides **exemplars and rubrics**.
- Provides opportunities for independent, partner and collaborative group work.
- Addresses **multiple intelligences** and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist).
- Models the use of **graphic organizers**: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart).
- Employs **Social Studies education** best practices, e.g.
  - student originality
  - integration of arts across the curriculum
  - school community involvement
  - art for all students
- Models **historical thinking** skills:
  - chronological thinking,
  - historical comprehension
  - historical analysis and interpretation, historical research capabilities
  - historical issues – analysis and decision-making

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- Provides social **studies best practices opportunities** such as:
  - investigating topics in depth
  - exercising choice and responsibility by choosing their own topics for inquiry
  - involving exploration of open questions that challenge students' thinking
  - involving students in active participation in the classroom and the wider community
  - involving students in both independent inquiry and cooperative learning;
  - involving students in reading, writing, observing, discussing, and debating
  - building upon students' prior knowledge

## COMMON and SUGGESTED ASSESSMENTS

### REQUIRED COMMON ASSESSMENTS

- Document-based Questions
- Formative
- Summative

### SUGGESTED ASSESSMENTS

1. Anecdotal records
2. Conferencing
3. Exhibits
4. Interviews
5. Graphic organizers
6. Journals
7. Modeling
8. Multiple Intelligences assessments, e.g.
9. Role playing - bodily kinesthetic
10. Graphic organizing - visual
11. Collaboration - interpersonal
12. Oral presentations
13. Primary source analysis
14. Problem/Performance based/common tasks
15. Rubrics/checklists
16. Tests and quizzes
17. Technology
18. Think-alouds
19. Vocabulary
20. Writing genres
  - Argument
  - Informative

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## RESOURCES MIDDLE SCHOOL GRADE 7

### Textbook

*American History*, McDougal and Littell

### Supplementary books/material

- “Mini-Q’s” in American History – DBQ Binder

### Technology

- Computers
- LCD projectors
- Interactive boards
- T.V.

### Videos and DVDs

### Materials

- Maps

### Community

### Websites

- [http://edsitement.neh.gov/special\\_features\\_view.asp?id=1](http://edsitement.neh.gov/special_features_view.asp?id=1)
- <http://memory.loc.gov/ammem/cwphtml/tl1861.html>
- <http://memory.loc.gov/ammem/ndlpedu/collections/>
- <http://memory.loc.gov/learn/lessons/psources/pshome.html>
- <http://memory.loc.gov/learn/start/index.html>
- <http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards>
- <http://www.archives.gov/education/lessons/civil-war-docs/activities.html#standards>
- <http://www.archives.gov/education/lessons/electoral-tally/activities.html#standards>
- <http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards>
- <http://www.besthistorysites.net/>
- [http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons\\_List.asp](http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp)
- <http://www.blithewold.org/>
- [http://www.civiced.org/index.php?page=lesson\\_plans](http://www.civiced.org/index.php?page=lesson_plans)
- <http://www.civiced-ri.org/const.htm>
- <http://www.civilwar.org/>
- <http://www.loc.gov/teachers/additionalresources/relatedresources/gov/economics.html>
- <http://www.loc.gov/topics/content.php?subcat=4>
- <http://www.nationalgeographic.com/xpeditions/atlas/>
- <http://www.newportmansions.org/>
- <http://www.pbs.org/civilwar/>
- <http://www.pbs.org/civilwar/war/>
- <http://www.ri.gov/facts/>
- <http://www.rihs.org>
- <http://www.slatermill.org>
- <http://www.teachushistory.org>
- <http://www.washburn.k12.il.us/school%20jr%20high/department%20social%20studies/Spangler/colonization.html>
- <http://www.woonsocket.org/workandculture.htm>
- [www.eyewitnesstohistory.com](http://www.eyewitnesstohistory.com)

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p><b>Civics and Government</b></p> <p><b>C&amp;G 1:</b> People create and change structures of power, authority, and governance in order to accomplish common goals.</p> <p style="text-align: center;"><b><u>HISTORICAL THINKING</u></b></p> <ul style="list-style-type: none"> <li>• Chronological thinking,</li> <li>• Historical comprehension</li> <li>• Historical analysis and interpretation, historical research capabilities</li> <li>• Historical issues – analysis and decision-making</li> </ul>		<p><b>Students demonstrate an understanding of origins, forms, and purposes of government by... C&amp;G 1 (7-8) –1</b></p> <p><b>C&amp;G 1 (7-8) –1a</b> <u>Identifying and explaining the origins</u> and basic functions of government <u>Grade 7 -U.S. History 1400-1814</u></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Explain how the conflicts between legislative and executive branches contributed to the development of representative government. ERA 2, 2A, 6</li> <li>• Trace and explain the evolution of religious freedom in the English colonies. ERA 2, 2B, 3</li> <li>• Analyze the arguments over the Articles of Confederation. ERA 3, 2A, 1</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp">http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp</a></li> <li>• <a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a></li> <li>• <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> </ul> <p><b>C&amp;G 1 (7-8) –1b</b> Comparing and contrasting different forms of government. <u>Grade 7 -U.S. History 1400-1814</u></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Compare political systems, including concepts of political authority, civic values, and the organization and practice of government. ERA 1, 1D, 1</li> <li>• Compare political systems, including concepts of political authority, civic values, and the organization and practice of government. ERA 1, 1D, 5</li> <li>• Compare how early colonies were established and governed. ERA 2, 2A, 2</li> <li>• Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution. ERA 3, 3A, 2</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lesson_s_List.asp">http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lesson_s_List.asp</a></li> <li>• <a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a></li> </ul> <p><b>C&amp;G 1 (7-8) –1c</b> Explaining what happens when political structures do or do not meet the needs of people (e.g., democracy v. anarchy) <u>Grade 7 -U.S. History 1400-1814</u></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Explain the social, economic, and political tensions that led to violent conflicts between the colonists and their</li> </ul>	<p><b>Teachers</b></p> <p>Use <b>formative assessment</b> to guide instruction</p> <p>Provide opportunities for <b>independent, partner and collaborative group work</b></p> <p><b>Use Classroom Instruction That Works Strategies:</b></p> <ul style="list-style-type: none"> <li>• Setting objectives and providing feedback</li> <li>• Reinforcing effort and providing recognition</li> <li>• Cooperative learning</li> <li>• Cues, questions, and advance organizers</li> <li>• Nonlinguistic representations</li> <li>• Summarizing and note taking</li> <li>• Assigning homework and providing practice</li> <li>• Identifying similarities and differences</li> <li>• Generating and testing hypotheses</li> </ul> <p><b>Differentiate instruction by varying the content, process, and product</b> and providing opportunities for:</p> <ul style="list-style-type: none"> <li>• Anchoring</li> <li>• Cubing</li> <li>• Jig-sawing</li> <li>• Pre/post assessments</li> <li>• Think/pair/share</li> <li>• Tiered assignments</li> </ul> <p><b>Model historical thinking skills:</b></p> <ul style="list-style-type: none"> <li>• chronological thinking,</li> <li>• historical comprehension</li> <li>• historical analysis and interpretation, historical research capabilities</li> <li>• historical issues – analysis and decision-making</li> </ul> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge</li> </ul>	<p><u>Textbook</u> <i>American History,</i> McDougal and Littell</p> <p><u>Supplementary Books,</u> <u>Teacher (T) Student (S)</u></p> <ul style="list-style-type: none"> <li>• “Mini-Q’s” in American History – DBQ Binder</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• LCD projectors</li> <li>• Interactive boards</li> </ul> <p><u>Websites</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://www.gilderlehrman.org">www.gilderlehrman.org</a></li> <li>• <a href="http://www.loc.gov/teacher/">www.loc.gov/teacher/</a></li> <li>• <a href="http://docsteach.org">http://docsteach.org</a></li> <li>• <a href="http://www.readwritethink.org">www.readwritethink.org</a></li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• Primary Sources</li> </ul>	<p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul> <p><b>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Anecdotal records</li> <li>• Conferencing</li> <li>• Exhibits</li> <li>• Interviews</li> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Modeling</li> <li>• Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> <li>○ Role playing - bodily kinesthetic</li> <li>○ Graphic organizing - visual</li> <li>○ Collaboration - interpersonal</li> </ul> </li> <li>• Oral presentations</li> <li>• Primary source analysis</li> <li>• Problem/Performance based/common tasks</li> <li>• Rubrics/checklists</li> <li>• Tests and quizzes</li> <li>• Technology</li> <li>• Think-alouds</li> </ul>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>governments. ERA 2, 2A, 5</p> <ul style="list-style-type: none"> <li>Explain the concept of the "rights of Englishmen" and the impact of the English Civil War and the Glorious Revolution on the colonies. ERA 2, 2A, 3</li> <li>Explain the major ideas expressed in the Declaration of Independence and their intellectual origins. ERA 3, 1B, 1</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.billofrightsinsitute.org/instructional/resources/Lessons/Lessons_List.asp">http://www.billofrightsinsitute.org/instructional/resources/Lessons/Lessons_List.asp</a></li> <li><a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a></li> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> </ul> <p><b>C&amp;G 1 (7-8) –1d</b> Explaining how geography and economics influence the structure of government</p> <p><a href="#">Grade 7-U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Explain how environmental and human factors accounted for differences in the economies that developed in the colonies of New England, mid-Atlantic, Chesapeake, and lower South. ERA 2, 3B, 1</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.loc.gov/topics/content.php?subcat=4">http://www.loc.gov/topics/content.php?subcat=4</a></li> <li><a href="http://www.archives.gov/exhibits/american_originals/colony.html">http://www.archives.gov/exhibits/american_originals/colony.html</a></li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Back country</li> <li>Colonies</li> </ul>	<p>students' thinking</p> <ul style="list-style-type: none"> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge</li> </ul> <p><b>Facilitate strategies of summarizing and paraphrasing</b></p> <ul style="list-style-type: none"> <li>graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</li> <li>two column note taking</li> <li>5-3-1</li> <li>QAR</li> <li>Read around the text</li> </ul> <p>Infuse Common Core ELA standards</p>		<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Writing genres                             <ul style="list-style-type: none"> <li>Arguments/opinion</li> <li>Informative</li> </ul> </li> </ul>
<p><b>Civics and Government</b></p> <p><b>C&amp;G 1:</b> People create and change structures of power, authority, and governance in order to accomplish common goals.</p>		<p><b>Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...</b> C&amp;G 1 (7-8)–2</p> <p><b>C&amp;G 1 (7-8)–2a</b> <u>Comparing and contrasting</u> the key stages of development of the rule of law, as presented in various enduring/significant documents (e.g., Magna Carta, Preamble of U.S. Constitution, U.N. Rights of the Child, "I Have A Dream" speech).</p> <p><a href="#">Grade 7-U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Analyze the features of the Constitution which have made this the most enduring and widely imitated written constitution in world history. ERA 3, 3A, 4</li> <li>Evaluate the arguments over the necessity of a Bill of Rights and explain Madison's role in securing its adoption by the First Congress. ERA 3, 3B, 1</li> <li>Analyze the significance of the Bill of Rights and its specific guarantees. ERA 3, 3B, 2</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Magna Carta</li> <li>U.S. Constitution</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a></li> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>



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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><b>C&amp;G 1 (7-8)–2b</b> <u>Explaining why the rule of law is necessary to the role of government</u> (e.g., debate/ Robert’s Rules of Order, classroom procedures)  <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy. ERA 3, 1B, 4</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a></li> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li><a href="http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards">http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards</a></li> <li><a href="http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards">http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards</a></li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Convention</li> <li>Democracy</li> <li>Rule of Law</li> </ul> <p><b>C&amp;G 1 (7-8)–2c</b> <u>Defining and identifying the nature of authority and sources of power</u>  <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Explain the consequences of the Seven Years War and the overhaul of English imperial policy following the Treaty of Paris in 1763. ERA 3, 1A, 1</li> <li>Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. ERA 3, 1A, 2</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li><a href="http://memory.loc.gov/ammem/ndlpedu/collections/">http://memory.loc.gov/ammem/ndlpedu/collections/</a></li> <li><a href="http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards">http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards</a></li> <li><a href="http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards">http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards</a></li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Road to Revolution</li> <li>Spanish Colonies</li> </ul>	<p>independent inquiry and cooperative learning;</p> <ul style="list-style-type: none"> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students’ prior knowledge</li> </ul>		
<p><b>Civics and Government</b></p> <p><b>C&amp;G 2:</b> The Constitution of the United States establishes a</p>		<p><b>Students demonstrate an understanding of United States government (local, state, national) by...</b>  <b>C&amp;G 2 (7-8) –1</b></p> <p><b>C&amp;G 2 (7-8) –1a</b> <u>Identifying the functions of the three branches of government; and analyzing and describing the interrelationship among the branches</u> (i.e., checks and balances/ cause and effect, separation of powers)  <a href="#">Grade 7 -U.S. History 1400-1814</a></p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best</b></p>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON</b></p>

## SOCIAL STUDIES CURRICULUM Grade 7, U.S. History 1400-1814

Curriculum Writers: Valerie Carnevale and Brian Chuey

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS	
<p>government of limited powers that are shared among different levels and branches.</p>		<p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Understand the foundation and functions of the three branches of government:                             <ul style="list-style-type: none"> <li>○ Executive branch</li> <li>○ Legislative branch</li> <li>○ Judicial branch</li> </ul> </li> <li>• Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution. ERA 3, 3A, 4</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li>• <a href="http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp">http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp</a></li> <li>• <a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a></li> <li>• <a href="http://www.ri.gov/facts/">http://www.ri.gov/facts/</a></li> </ul> <p><b>C&amp;G 2 (7-8) –1b</b> Explaining how and why power is divided and shared among the levels of government (federalism)  <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution. ERA 3, 3A, 2</li> <li>• Compare the leaders and social and economic composition of each party. ERA 3, 3D, 2</li> <li>• Compare the opposing views of the two parties on the main economic and foreign policy issues of the 1790s. ERA 3, 3D, 3</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li>• <a href="http://www.teachushistory.org">http://www.teachushistory.org</a></li> <li>• <a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a></li> </ul> <p><b>C&amp;G 2 (7-8) –1c</b> Tracing the process of how an idea transforms into a bill and then becomes a law  <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Understands the issues involved in the creation and ratification of the United States Constitution and the new government it established. ERA 3, 3A</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li>• <a href="http://www.billofrightsinstitute.org/instructional/resources">http://www.billofrightsinstitute.org/instructional/resources</a></li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Executive</li> <li>• Legislative</li> <li>• Judicial</li> <li>• Constitution</li> <li>• Convention</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Federalists</li> <li>• Anti-Federalists</li> <li>• Jefferson</li> <li>• Hamilton</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• U.S. Constitution</li> <li>• Early American Government</li> </ul>	<p><b>practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students' thinking</li> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning;</li> <li>• involving students in reading, writing, observing, discussing, and debating</li> <li>• building upon students' prior knowledge</li> </ul>	<p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>

# SOCIAL STUDIES CURRICULUM Grade 7, U.S. History 1400-1814

Curriculum Writers: Valerie Carnevale and Brian Chuey

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<a href="#">/Lessons/Lessons_List.asp</a>			
<p><b>Civics and Government</b></p> <p><b>C&amp;G 3:</b> In a democratic society all people have certain rights and responsibilities.</p>		<p><b>Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by... C&amp;G 2 (7-8) –2</b></p> <p><b>C&amp;G 2 (7-8) –2a</b> <u>Explaining how democratic values are reflected in enduring documents, political speeches (discourse), and group actions</u></p> <p style="text-align: center;"><a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b><u>Essential knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Understands the guarantees of the Bill of Rights and its continuing significance. <b>ERA 3, 3B</b></li> <li>• Evaluate the arguments over the necessity of a Bill of Rights and explain Madison’s role in securing its adoption by the First Congress. <b>ERA 3, 3B, 1</b></li> <li>• Analyze the significance of the Bill of Rights and its specific guarantees. <b>ERA 3, 3B,2</b></li> <li>• Explain the concept of the "rights of Englishmen" and the impact of the English Civil War and the Glorious Revolution on the colonies. <b>ERA 2, 2A,3</b></li> <li>• Explain the major ideas expressed in the Declaration of Independence and their intellectual origins. <b>ERA 3, 1B,1</b></li> </ul> <p><b><u>Websites</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li>• <a href="http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp">http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp</a></li> </ul> <p><b>C&amp;G 2 (7-8) –2b</b> <u>Using a variety of sources to identify and defend a position on a democratic principle.</u></p> <p style="text-align: center;"><a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b><u>Essential knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy. <b>ERA 3, 1B,4</b></li> </ul> <p><b><u>Websites</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li>• <a href="http://www.ushistory.org/declaration/revwartimeline">http://www.ushistory.org/declaration/revwartimeline</a> .</li> <li>• <a href="http://www.bing.com/videos/search?q=revolutionary+war&amp;qpv=revolutionary+war&amp;FORM=VDRE&amp;adit=stricthtm">http://www.bing.com/videos/search?q=revolutionary+war&amp;qpv=revolutionary+war&amp;FORM=VDRE&amp;adit=stricthtm</a></li> </ul> <p><b><u>Academic vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Bill Rights</li> <li>• Declaration of Independence</li> <li>• Glorious Revolution</li> <li>• Magna Carta</li> <li>• Rights of Englishmen</li> <li>• U.S. Constitution</li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students’ thinking</li> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning;</li> <li>• involving students in reading, writing, observing, discussing, and debating</li> <li>• building upon students’ prior knowledge</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b><u>REQUIRED COMMON ASSESSMENTS</u></b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>

## SOCIAL STUDIES CURRICULUM Grade 7, U.S. History 1400-1814

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><b>C &amp;G 2 (7-8) –2c</b> Exhibiting and explaining what it means to be a <u>responsible citizen in the state and nation</u></p> <p><a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Compare how early colonies were established and governed. ERA 2, 2A, 1</li> <li>Explain how Enlightenment ideas, including Benjamin Franklin's experiments with electricity, influenced American society. ERA 2, 2C, 4</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li><a href="http://www.billofrightsinsitute.org/instructional/resources/Lessons/Lessons_List.asp">http://www.billofrightsinsitute.org/instructional/resources/Lessons/Lessons_List.asp</a></li> </ul>			
<p><b>Civics and Government</b></p> <p><b>C&amp;G 3:</b> In a democratic society all people have certain rights and responsibilities.</p>		<p><b>Students demonstrate an understanding of citizens' rights and responsibilities by... C&amp;G 3 (7-8) –1</b></p> <p><b>C&amp;G 3 (7-8) –1a</b> <u>Defining the concepts: "civic"(adj.), "civics"(n), "civil," and "citizen"</u></p> <p><a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Understands the issues involved in the creation and ratification of the United States Constitution and the new government it established. ERA 3, 3A</li> <li>Understands the guarantees of the Bill of Rights and its continuing significance. ERA 3, 3B</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li><a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a></li> <li><a href="http://www.billofrightsinsitute.org/instructional/resources/Lessons/Lessons_List.asp">http://www.billofrightsinsitute.org/instructional/resources/Lessons/Lessons_List.asp</a></li> </ul> <p><b>C&amp;G 3 (7-8) –1b</b> <u>Evaluating and defending a position on issues involving individual rights (personal, economic, legal, or political rights reflected in the Bill of Rights)</u></p> <p><a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Evaluate the arguments over the necessity of a Bill of Rights and explain Madison's role in securing its adoption by the First Congress. ERA 3, 3B, 1</li> <li>Analyze the significance of the Bill of Rights and its specific guarantees. ERA 3, 3B, 2</li> <li>Analyze how the rise of individualism contributed to the idea of participatory government. ERA 2, 2A, 1</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li><a href="http://www.rihs.org">http://www.rihs.org</a></li> <li><a href="http://www.ri.gov/facts/">http://www.ri.gov/facts/</a></li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>

## SOCIAL STUDIES CURRICULUM Grade 7, U.S. History 1400-1814

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> <li><a href="http://www.loc.gov/topics/content.php?subcat=4">http://www.loc.gov/topics/content.php?subcat=4</a></li> </ul> <p><b>C&amp;G 3 (7-8) –1c</b> <u>Identifying a citizen’s responsibilities in a democratic society</u> (personal, economic, legal, and civic)  <a href="#">Grade 7-U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Analyze how the rise of individualism contributed to the idea of participatory government. ERA 2, 2A, 1</li> <li>Explain how rising individualism challenged inherited ideas of hierarchy and deference and affected the ideal of community. ERA 2, 2C, 1</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Civil</li> <li>Democracy</li> <li>Economic</li> <li>Legal</li> </ul> <p><b>C&amp;G 3 (7-8) –1d</b> <u>Identifying conflicts between individual rights and the common good</u> .  <a href="#">Grade 7-U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England. ERA 3, 1A, 3</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li><a href="http://www.ushistory.org/declaration/revwartimeline">http://www.ushistory.org/declaration/revwartimeline</a></li> <li><a href="http://www.bing.com/videos/search?q=revolutionary+war&amp;qpv=revolutionary+war&amp;FORM=VDRE&amp;adl=stricthtm">http://www.bing.com/videos/search?q=revolutionary+war&amp;qpv=revolutionary+war&amp;FORM=VDRE&amp;adl=stricthtm</a></li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Constitution</li> <li>Federalists vs Anti-Federalists</li> <li>Loyalists vs. Patriot</li> </ul>			
<p><b>Civics and Government</b></p> <p><b>C&amp;G 3:</b> In a democratic society all people have certain rights and responsibilities.</p>		<p><b>Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by...</b> C&amp;G 3 (7-8) –2</p> <p><b>C&amp;G 3 (7-8) –2a</b> <u>Identifying an issue, proposing solutions, and developing an action plan to resolve the issue</u>  <a href="#">Grade 7-U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Evaluate how the states and the Continental Congress dealt with the revolutionary war debt. ERA 3, 2B, 1</li> <li>Analyze the factors that led to Shay's Rebellion. ERA 3, 2B, 2</li> <li>Explain the dispute over the western lands and evaluate how it was resolved. ERA 3, 2B, 3</li> <li>Explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Abolition</li> <li>Continental Congress</li> <li>Economic</li> <li>Shay’s Rebellion</li> <li>Territory</li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students’ thinking</li> <li>involving students in active</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>states. ERA 3, 2C, 3</p> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li><a href="http://www.tourblackstone.com/historic.htm">http://www.tourblackstone.com/historic.htm</a></li> </ul> <p><b>C&amp;G 3 (7-8) –2b</b> Identifying and explaining how an action taken by an individual or a group impacts the rights of others</p> <p><u>Grade 7-U.S. History 1400-1814</u></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Compare and explain the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans. ERA 3, 1C, 2</li> <li>Analyze the terms of the Treaty of Paris and how they affected U.S. relations with Native Americans and with European powers that held territories in North America. ERA 3, 1C, 6</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://edsitement.neh.gov/special_features_view.asp?id=1">http://edsitement.neh.gov/special_features_view.asp?id=1</a></li> </ul> <p><b>C&amp;G 3 (7-8) –2c</b> Identifying the impact of an historic court case</p> <p><u>Grade 7-U.S. History 1400-1814</u></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Appraise how John Marshall's precedent-setting decisions interpreted the Constitution and established the Supreme Court as an independent and equal branch of the government. ERA 3, 3C, 1</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://memory.loc.gov/ammem/ndlpedu/collections/">http://memory.loc.gov/ammem/ndlpedu/collections/</a></li> <li><a href="http://www.civiced-ri.org/projit.htm">http://www.civiced-ri.org/projit.htm</a></li> </ul>	<p>participation in the classroom and the wider community</p> <ul style="list-style-type: none"> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge</li> </ul>		
<p><b>Civics and Government</b></p> <p><b>C&amp;G 4:</b> People engage in political processes in a variety of ways.</p>		<p><b>Students demonstrate an understanding of political systems and political processes by... C&amp;G 4 (7-8) –1</b></p> <p><b>C&amp;G 4 (7-8) –1a</b> Explaining how various factors affect how leaders are selected or elected through an election process .</p> <p><u>Grade 7-U.S. History 1400-1814</u></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Explain the principles and issues that prompted Thomas Jefferson to organize an opposition party. ERA 3, 3D, 1</li> <li>Compare the leaders and social and economic composition of each party. ERA 3, 3D, 2</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Economic</li> <li>Jefferson election</li> <li>Political Party</li> <li>Social</li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>

# SOCIAL STUDIES CURRICULUM Grade 7, U.S. History 1400-1814

Curriculum Writers: Valerie Carnevale and Brian Chuey

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://memory.loc.gov/learn/start/index.html">http://memory.loc.gov/learn/start/index.html</a></li> <li>• <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> </ul> <p><b>C&amp;G 4 (7-8) –1b</b> <u>Describing how and why</u> individuals identify themselves politically . <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Compare the reasons why many white men and women and most African American and Native Americans remained loyal to the British. <b>ERA 3, 2C, 1</b></li> <li>• Compare the revolutionary goals of different groups—for example, rural farmers and urban craftsmen, northern merchants and southern planters—and how the Revolution altered social, political, and economic relations among them. <b>ERA 3, 2C, 2</b></li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li>• <a href="http://www.archives.gov/education/lessons/electoral-tally/activities.html#standards">http://www.archives.gov/education/lessons/electoral-tally/activities.html#standards</a></li> <li>• <a href="http://www.civiced-ri.org/projcit.htm">http://www.civiced-ri.org/projcit.htm</a></li> <li>• <a href="http://www.pbs.org/georgewashington/timeline/revolutionary_war.html">http://www.pbs.org/georgewashington/timeline/revolutionary_war.html</a></li> </ul> <p><b>C&amp;G 4 (7-8) –1c</b> <u>Evaluating the strengths and weaknesses</u> of various political systems <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Analyze the arguments over the Articles of Confederation. <b>ERA 3, 2A, 1</b></li> <li>• Assess the influence of the French Revolution on American politics. <b>ERA 3, 2A, 4</b></li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li>• <a href="http://edsitement.neh.gov/special_features_view.asp?id=1">http://edsitement.neh.gov/special_features_view.asp?id=1</a></li> </ul> <p><b>C&amp;G 4 (7-8) –1d</b> <u>Examining how elections are/can be vehicles of change</u> <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Explain the principles and issues that prompted Thomas Jefferson to organize an opposition party.. <b>ERA 3, 2D, 1</b></li> <li>• Compare the leaders and social and economic composition of each party. <b>ERA 3, 2D, 2</b></li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li>• <a href="http://memory.loc.gov/learn/start/index.html">http://memory.loc.gov/learn/start/index.html</a></li> </ul>	<p>questions that challenge students’ thinking</p> <ul style="list-style-type: none"> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning;</li> <li>• involving students in reading, writing, observing, discussing, and debating</li> <li>• building upon students’ prior knowledge</li> </ul>		

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		<p><b>C&amp;G 4 (7-8) –1e</b> <u>Recognizing multiple perspectives on historical or current controversial issues Grade 7-U.S. History 1400-1814</u></p> <ul style="list-style-type: none"> <li>• Explain why so many European indentured servants risked the hardships of bound labor overseas. ERA 2, 1A, 2</li> <li>• Evaluate the opportunities for European immigrants, free and indentured, in North America and the Caribbean and the difficulties they encountered. ERA 2, 1A, 2</li> <li>• Compare how English settlers interacted with Native Americans in New England, mid-Atlantic, Chesapeake, and lower South colonies. ERA 2, 1B, 2</li> <li>• Analyze the forced relocation of Africans to the English colonies in North America and the Caribbean. ERA2,3C, 1</li> <li>• Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. ERA 3, 1A, 2</li> <li>• Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England. ERA 3, 1A, 4</li> <li>• Demonstrate the fundamental contradictions between the ideals expressed in the Declaration of Independence and the realities of chattel slavery. ERA 3, 1B, 2</li> <li>• Assess the accomplishments and failures of the Continental Congress. ERA 3, 2A, 3</li> <li>• Compare the reasons why many white men and women and most African American and Native Americans remained loyal to the British. ERA 3, 2C, 1</li> <li>• Compare the opposing views of the two parties on the main economic and foreign policy issues of the 1790s. ERA 3, 3D, 3</li> <li>• Compare the arguments advanced by Democratic Republicans and Federalists regarding the acquisition of Louisiana. ERA 4, 1A, 2</li> <li>• Assess why many Native Americans supported the British in the War of 1812 and the consequences of this policy. ERA 4, 1A, 4</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Colony</li> <li>• Immigrant</li> <li>• imperial</li> <li>• Indenture Servant</li> <li>• Settler</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li>• <a href="http://memory.loc.gov/learn/start/index.html">http://memory.loc.gov/learn/start/index.html</a></li> <li>• <a href="http://www.besthistorhtp://www.loc.gov/topics/content.php?subcat=4ysites.net/">http://www.besthistorhtp://www.loc.gov/topics/content.php?subcat=4ysites.net/</a></li> <li>• <a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a></li> </ul>			



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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p><b>Civics and Government</b></p> <p><b>C&amp;G 4:</b> People engage in political processes in a variety of ways.</p>		<p><b>Students demonstrate their participation in political processes by... C&amp;G 4 (7-8)-2</b></p> <p><b>C&amp;G 4 (7-8)-2a</b> <u>Expressing and defending an informed opinion</u> and presenting their opinion to an audience beyond the classroom .  <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b><u>Essential knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to express and defend an informed opinion through several written and verbal assignments on the following:                             <ul style="list-style-type: none"> <li>○ Colonization</li> <li>○ Declaring independence</li> <li>○ Constitution</li> </ul> </li> </ul> <p><b><u>Websites</u></b>  <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></p> <p><b>C&amp;G 4 (7-8)-2b</b> <u>Describing their role and impact in the voting process</u>  <span style="color: red;">COVERED IN GRADE 8</span></p> <p><b>C&amp;G 4 (7-8)-2c</b> Engaging in the political process (e.g., mock elections)  <span style="color: red;">COVERED IN GRADE 8</span></p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students’ thinking</li> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning;</li> <li>• involving students in reading, writing, observing, discussing, and debating</li> <li>• building upon students’ prior knowledge</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b><u>REQUIRED COMMON ASSESSMENTS</u></b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>
<p><b>Civics and Government</b></p> <p><b>C&amp;G 4:</b> People engage in political processes in a variety of ways.</p>		<p><b>Students participate in a civil society by... C&amp;G 4 (7-8)-3</b></p> <p><b>C&amp;G 4 (7-8)-3a</b> <u>Demonstrating an understanding and empathy for the opinions of others</u> (e.g., listening to and asking relevant questions, considering alternative perspectives, <u>voicing alternative points of view, recognizing bias</u>)  <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b><u>Essential knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• In a group discussion or debate setting listen and ask relevant questions, etc.</li> </ul> <p><b><u>Academic vocabulary</u></b></p> <p><b><u>Websites</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> </ul> <p><b>C&amp;G 4 (7-8)-3b</b> <u>Demonstrating the ability to compromise</u> (e.g., offering solutions, persisting to resolve issues)  <a href="#">Grade 7 -U.S. History 1400-1814</a></p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students’ thinking</li> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning;</li> <li>• involving students in reading, writing, observing, discussing, and debating</li> <li>• building upon students’ prior knowledge</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b><u>REQUIRED COMMON ASSESSMENTS</u></b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution. ERA 3, 3A, 2</li> <li>Analyze the features of the Constitution which have made this the most enduring and widely imitated written constitution in world history. ERA 3, 3A, 3</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li><a href="http://memory.loc.gov/learn/lessons/psources/pshome.html">http://memory.loc.gov/learn/lessons/psources/pshome.html</a></li> </ul> <p><b>C&amp;G 4 (7-8)-3c</b> Recognizing the cause(s) and effect(s) of taking a civil action <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Use cause and effect graphic organizers/tools to understand                             <ul style="list-style-type: none"> <li>French and Indian War</li> <li>Revolutionary War</li> <li>War of 1812</li> </ul> </li> </ul> <p><b>Academic vocabulary</b></p> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li><a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a></li> </ul> <p><b>C&amp;G 4 (7-8)-3d</b> Utilizing a variety of reliable sources <u>to develop an informed opinion</u> <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Utilize a variety of reliable sources to develop an informed opinion by analyzing primary sources on the following:                             <ul style="list-style-type: none"> <li>Colonization</li> <li>Road to revolution</li> <li>U.S. Constitution</li> </ul> </li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://memory.loc.gov/ammem/ndlpedu/collections/">http://memory.loc.gov/ammem/ndlpedu/collections/</a></li> <li><a href="http://www.besthistorysites.net/">http://www.besthistorysites.net/</a></li> <li><a href="http://www.teachushistory.org">http://www.teachushistory.org</a></li> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li><a href="http://www.ushistory.org/declaration/revwartimeline">http://www.ushistory.org/declaration/revwartimeline</a></li> <li><a href="http://www.bing.com/videos/search?q=revolutionary+war&amp;qpvt=revolutionary+war&amp;FORM=VDRE&amp;adlt=stricthtm">http://www.bing.com/videos/search?q=revolutionary+war&amp;qpvt=revolutionary+war&amp;FORM=VDRE&amp;adlt=stricthtm</a></li> <li><a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a></li> </ul>			
<p><b>Civics and Government</b></p> <p><b>C&amp;G 5:</b> As members of</p>		<p><b>Students demonstrate an understanding of the many ways Earth’s people are interconnected by...</b> C&amp;G 5 (7-8) – 1</p> <p><b>C&amp;G 5 (7-8) – 1a</b> Tracing and explaining social, technological, geographical, economical, and cultural</p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>		<p>connections <u>for a given society of people.</u> <a href="#">Grade 7-U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Draw upon data provided by archaeologists and geologists to explain the origins and migration from Asia to the Americas and contrast them with Native Americans' own beliefs concerning their origins in the Americas. <b>ERA 1, 1A, 1</b></li> <li>• Trace the spread of human societies and the rise of diverse cultures from hunter-gatherers to urban dwellers in the Americas. <b>ERA 1, 1A, 2</b></li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.loc.gov/topics/content.php?subcat=4">http://www.loc.gov/topics/content.php?subcat=4</a></li> <li>• <a href="http://edsitement.neh.gov/special_features_view.asp?id=1">http://edsitement.neh.gov/special_features_view.asp?id=1</a></li> <li>• <a href="http://www.mywonderfulworld.org">http://www.mywonderfulworld.org</a></li> <li>• <a href="http://www.nationalgeographic.com/xpeditions/atlas/">http://www.nationalgeographic.com/xpeditions/atlas/</a></li> </ul> <p><b>C&amp;G 5 (7-8) – 1b</b> Identifying, describing, and explaining how people are <u>politically, economically, environmentally, militarily, and (or) diplomatically connected</u> .</p> <p><a href="#">Grade 7-U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Appraise aspects of European society, such as family organization, gender roles, property holding, education and literacy, linguistic diversity, and religion. <b>ERA 1, 1B, 1</b></li> <li>• Explain dissent within the Catholic Church and analyze the beliefs and ideas of leading religious reformers. <b>ERA 1, 1B, 4</b></li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Literary</li> <li>• Migration</li> <li>• Reform</li> <li>• Society</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://memory.loc.gov/ammem/ndlpedu/collec tions/">http://memory.loc.gov/ammem/ndlpedu/collec tions/</a></li> <li>• <a href="http://www.rihs.org">http://www.rihs.org</a></li> </ul>	<p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students’ thinking</li> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning;</li> <li>• involving students in reading, writing, observing, discussing, and debating</li> <li>• building upon students’ prior knowledge</li> </ul>	<p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>
<p><b>Civics and Government</b></p> <p><b>C&amp;G 5:</b> As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>		<p><b>Students demonstrate an understanding of the benefits and challenges of an interconnected world by... C&amp;G 5 (7-8)-2</b></p> <p><b>C&amp;G 5 (7-8)-2a</b> Identifying and discussing factors that lead to the breakdown of order among societies <u>and the resulting consequences</u> <a href="#">Grade 7-U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Trace routes taken by early explorers, from the 15th through the 17th century, around Africa, to the Americas, and across the Pacific. <b>ERA 1, 2A, 1</b></li> <li>• Evaluate the significance of Columbus' voyages and his interactions with indigenous peoples. <b>ERA 1, 2A, 2</b></li> <li>• Compare English, French, and Dutch motives for exploration with those of the Spanish. <b>ERA 1, 2A, 3</b></li> <li>• Evaluate the course and consequences of the</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Columbian Exchange</li> <li>• Columbus</li> <li>• Exploration</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.nationalgeographic.com/xpeditions/atlas/">http://www.nationalgeographic.com/xpeditions/atlas/</a></li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students’ thinking</li> <li>• involving students in active participation in the classroom</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>

# SOCIAL STUDIES CURRICULUM Grade 7, U.S. History 1400-1814

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>"Columbian Exchange. ERA 1, 2A,5</p> <ul style="list-style-type: none"> <li><a href="http://www.teachushistory.org">http://www.teachushistory.org</a></li> </ul> <p><b>C&amp;G 5 (7-8)-2b</b> <u>Considering competing interests on issues that benefit some people and cause other people to suffer.</u></p> <p><a href="#">Grade 7-U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Appraise the role of national and religious rivalries in the age of exploration and evaluate their long-range consequences. ERA 1, 2A,4</li> <li>Describe the social composition of the early settlers and compare their various motives for exploration and colonization. ERA 1, 2B,1</li> <li>Describe the social composition of the early settlers and compare their various motives for exploration and colonization. ERA 1, 2B,2</li> <li>Explain and evaluate the Spanish interactions with such people as Aztecs, Incas, and Pueblos</li> <li>Analyze connections between silver mined in Peru and Mexico and the rise of global trade and the price revolution in 16th-century Europe. ERA 1, 2B,4</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Civilization</li> <li>Colony</li> <li>Society</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.nationalgeographic.com/expeditions/atlas/">http://www.nationalgeographic.com/expeditions/atlas/</a></li> </ul>	<p>and the wider community</p> <ul style="list-style-type: none"> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge</li> </ul>		
<p><b>Civics and Government</b></p> <p><b>C&amp;G 5:</b> As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>		<p><b>Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...</b> C&amp;G 5 (7-8)-3</p> <p>C&amp;G 5 (7-8)-3a <u>Making predictions</u> as to the effects of personal consumer, environmental, communication, and eventual political choices</p> <p style="text-align: center;">COVERED IN GRADE 8</p> <p><b>C&amp;G 5 (7-8)-3b</b> <u>Summarizing a significant situation; proposing and defending actions to be taken or not taken.</u></p> <p><a href="#">Grade 7-U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Explain the consequences of the Seven Years War and the overhaul of English imperial policy following the Treaty of Paris in 1763. ERA 3, 1A,1</li> <li>Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. ERA 3, 1A,2</li> <li>Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England. ERA 3, 1A,3</li> <li>Analyze political, ideological, religious, and economic origins of the Revolution. ERA 3, 1A,4</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Economic</li> <li>Ideological</li> <li>Imperial</li> <li>Political</li> <li>Religious</li> <li>Seven Year War</li> <li>Tariff</li> <li>Tax</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.mywonderfulworld.org">http://www.mywonderfulworld.org</a></li> <li><a href="http://www.nationalgeographic.com/expeditions/atlas/">http://www.nationalgeographic.com/expeditions/atlas/</a></li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<a href="http://eographic.com/xpeditions/atlas/">eographic.com/xpeditions/atlas/</a>			
<p><b>Historical Perspectives/ RI History Strand</b></p> <p><b>HP 1:</b> History is an account of human activities that is interpretive in nature.</p>		<p><b>Students <i>act as historians</i>, using a variety of tools (e.g., artifacts and primary and secondary sources) by... HP 1 (7-8) –1</b></p> <p><b>HP 1 (7-8) –1a</b> Identifying appropriate sources and using evidence to substantiate specific accounts of human activity  <a href="#">Grade 7 -U.S. History 1400-1814</a>  <u><b>Essential knowledge and skills</b></u>  <ul style="list-style-type: none"> <li>Differentiates and uses primary and secondary sources</li> </ul> </p> <p><b>HP 1 (7-8) –1b</b> <u>Drawing inferences from Rhode Island History about the larger context of history</u> (e.g., Opening of Japan, Separation of Church and State, Industrialism)  <a href="#">Grade 7 -U.S. History 1400-1814</a>  <u><b>Essential knowledge and skills</b></u>  <ul style="list-style-type: none"> <li>Explain the concept of the "rights of Englishmen" and the impact of the English Civil War and the Glorious Revolution on the colonies, e.g. Colony of Rhode Island <b>ERA 2, 2A,3</b></li> <li>Compare how English settlers interacted with Native Americans in New England, mid-Atlantic, Chesapeake, and lower South colonies. <b>ERA 2, 1B,2</b></li> <li>Analyze the forced relocation of Africans to the English colonies in North America and the Caribbean, e.g. Triangular Trade of New England. <b>ERA 2, 3C,1</b></li> <li>Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England, e.g. Burning of the Gaspee and Revolution. <b>ERA 3, 1A,3</b></li> </ul> </p> <p><b>HP 1 (7-8) –1c</b> Asking and answering historical questions, <u>evaluating sources of information</u>, organizing the information, and evaluating information in terms of relevance <u>and comprehensiveness</u></p>	<p><b>Teachers</b></p> <p>Use <b>formative assessment</b> to guide instruction</p> <p>Use <b>Classroom Instruction That Works Strategies:</b></p> <ul style="list-style-type: none"> <li>Setting objectives and providing feedback</li> <li>Reinforcing effort and providing recognition</li> <li>Cooperative learning</li> <li>Cues, questions, and advance organizers</li> <li>Nonlinguistic representations</li> <li>Summarizing and note taking</li> <li>Assigning homework and providing practice</li> <li>Identifying similarities and differences</li> <li>Generating and testing hypotheses</li> </ul> <p><b>Differentiate instruction</b> by varying the <b>content, process, and product</b> and providing opportunities for:</p> <ul style="list-style-type: none"> <li>Anchoring</li> <li>Cubing</li> <li>Jig-sawing</li> <li>Pre/post assessments</li> <li>Think/pair/share</li> <li>Tiered assignments</li> </ul> <p><b>Model historical thinking skills:</b></p> <ul style="list-style-type: none"> <li>chronological thinking,</li> <li>historical comprehension</li> <li>historical analysis and interpretation, historical research capabilities</li> <li>historical issues – analysis and decision-making</li> </ul> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> </ul>	<p><u>Textbook</u>  <i>American History</i>, McDougall and Littell</p> <p><u>Supplementary Books, Teacher (T) Student (S)</u>  <ul style="list-style-type: none"> <li>"Mini-Q's" in American History – DBQ Binder</li> </ul> </p> <p><u>Technology</u>  <ul style="list-style-type: none"> <li>Computers</li> <li>LCD projectors</li> <li>Interactive boards</li> </ul> </p> <p><u>Websites</u>  <ul style="list-style-type: none"> <li><a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li><a href="http://www.gilderlehrman.org">www.gilderlehrman.org</a></li> <li><a href="http://www.loc.gov/teacher/">www.loc.gov/teacher/</a></li> <li><a href="http://docsteach.org">http://docsteach.org</a></li> <li><a href="http://www.readwritethink.org">www.readwritethink.org</a></li> </ul> </p> <p><u>Materials</u>  <ul style="list-style-type: none"> <li>Primary Sources</li> </ul> </p>	<p><u><b>REQUIRED COMMON ASSESSMENTS</b></u></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul> <p><u><b>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS</b></u></p> <ul style="list-style-type: none"> <li>Anecdotal records</li> <li>Conferencing</li> <li>Exhibits</li> <li>Interviews</li> <li>Graphic organizers</li> <li>Journals</li> <li>Modeling</li> <li>Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> <li>Role playing - bodily kinesthetic</li> <li>Graphic organizing - visual</li> <li>Collaboration - interpersonal</li> </ul> </li> <li>Oral presentations</li> <li>Primary source analysis</li> <li>Problem/Performance based/common tasks</li> <li>Rubrics/checklists</li> </ul>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
			<ul style="list-style-type: none"> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge</li> </ul> <p><b>Facilitate strategies of summarizing and paraphrasing</b></p> <ul style="list-style-type: none"> <li>graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</li> <li>two column note taking</li> <li>5-3-1</li> <li>QAR</li> <li>Read around the text</li> </ul> <p>Infuse Common Core ELA standards</p>		<ul style="list-style-type: none"> <li>Tests and quizzes</li> <li>Technology</li> <li>Think-alouds</li> <li>Vocabulary</li> <li>Writing genres                             <ul style="list-style-type: none"> <li>Arguments/opinion</li> <li>Informative</li> </ul> </li> </ul>
<p><b>Historical Perspectives/ RI History Strand</b></p> <p><b>HP 1:</b> History is an account of human activities that is interpretive in nature.</p>		<p><b>Students interpret history as a series of connected events with multiple cause-effect relationships, by... HP 1 (7-8) –2</b></p> <p><b>HP 1 (7-8) –2a</b> Investigating and <u>analyzing</u> historical and visual data in order to draw <u>connections between a series of events</u> <a href="#">Grade 7-U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Appraise the role of national and religious rivalries in the age of exploration and evaluate their long-range consequences, e.g. Columbian Exchange. <b>ERA 3, 1A,4</b></li> <li>Analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean, e.g. Colony of Jamestown. <b>ERA 3, 1A,4</b></li> <li>Trace the arrival of Africans in the European colonies</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Columbian Exchange</li> <li>Immigrant</li> <li>Slave Trade</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.archives.gov/education/lessons/civil-war-docs/activities.html#standards">http://www.archives.gov/education/lessons/civil-war-docs/activities.html#standards</a></li> <li><a href="http://www.archives.gov/">http://www.archives.gov/</a></li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>

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		<p>in the 17th century and the rapid increase of slave importation in the 18th century. ERA 3, 1A,5</p> <p><a href="#">ducation/lessons/electoral-tally/activities.html#standards</a></p> <p><b>HP 1 (7-8) –2b</b> <u>Developing, expanding, and supporting an historical thesis, based on a series of events</u></p> <p><a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Develop, expand and support an historical thesis through primary source analysis and the composition of document based on questions on the following topics                             <ul style="list-style-type: none"> <li>Jamestown</li> <li>Valley Forge</li> <li>Constitution</li> </ul> </li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Colonies</li> <li>Constitution</li> <li>Revolution</li> <li>War of 1812</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.gilderlehrman.org">www.gilderlehrman.org</a></li> </ul>	<p>and the wider community</p> <ul style="list-style-type: none"> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students’ prior knowledge</li> </ul>		
<p><b>Historical Perspectives/ RI History Strand</b></p> <p><b>HP 2:</b> History is a chronicle of human activities, diverse people, and the societies they form.</p>		<p><b>Students connect the past with the present by... HP 2 (7-8) –1</b></p> <p><b>HP 2 (7-8) –1a</b> <u>Determining the cause(s) and effect(s) of specific historical events that impact RI today</u></p> <p><a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Understands the roots of representative government and how political rights were defined, e.g. Roger Williams ERA 2, 2</li> <li>Understands causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory. ERA 3,1</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Religious freedom</li> <li>Revolution</li> <li>Rhode Island Colony</li> <li>Roger Williams</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li><a href="http://www.rihs.org">http://www.rihs.org</a></li> <li><a href="http://www.state.ri.us/rihrab/direct.html">http://www.state.ri.us/rihrab/direct.html</a></li> </ul> <p><b>HP 2 (7-8) –1b</b> <u>Analyzing the impact</u> of RI’s ethnic development on local, state, and national history COVERED IN GRADE 8 GEOGRAPHY</p> <p><b>HP 2 (7-8) –1c</b> <u>Analyzing and evaluating</u> how national and world events have impacted RI and how RI has impacted world events COVERED IN GRADE 8 GEOGRAPHY</p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students’ thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students’ prior knowledge</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p><b>Historical Perspectives/ RI History Strand</b></p> <p><b>HP 2:</b> History is a chronicle of human activities, diverse people, and the societies they form.</p>		<p><b>Students chronicle events and conditions by...</b> HP 2 (7-8) – 2</p> <p><b>HP 2 (7-8) – 2a</b> Identifying key events and people of a particular historical era <u>or time period</u> <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Analyze relationships between Native Americans and Spanish, English, French, and Dutch settlers. ERA 2, 1B,1</li> <li>• Appraise George Washington's military and political leadership in conducting the Revolutionary War. ERA3, 1C,1</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.rihs.org">http://www.rihs.org</a></li> <li>• <a href="http://edsitement.neh.gov/special_features_view.asp?id=1">http://edsitement.neh.gov/special_features_view.asp?id=1</a></li> </ul> <p><b>HP 2 (7-8) – 2b</b> <u>Correlating key events to develop an understanding of the historical perspective of the time period in which they occurred.</u> <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Understands the causes of the American Revolution. ERA 3,1A</li> <li>• Understands the issues involved in the creation and ratification of the United States Constitution and the new government it established. ERA 3,3A</li> <li>• Understands how political, religious, and social institutions emerged in the English colonies. ERA 2, 2</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://edsitement.neh.gov/special_features_view.asp?id=1">http://edsitement.neh.gov/special_features_view.asp?id=1</a></li> <li>• <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• George Washington</li> <li>• John Adams</li> <li>• John Smith</li> <li>• Roger Williams</li> <li>• Sons of Liberty</li> <li>• William Penn</li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students' thinking</li> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning;</li> <li>• involving students in reading, writing, observing, discussing, and debating</li> <li>• building upon students' prior knowledge</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>
<p><b>Historical Perspectives/ RI History Strand</b></p> <p><b>HP 2:</b> History is a chronicle of human activities, diverse people, and the societies they form.</p>		<p><b>Students show understanding of change over time by...</b> HP 2 (7-8) – 3</p> <p><b>HP 2 (7-8) – 3a</b> Establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to <u>construct an historical narrative</u> <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Analyze the significance of the colonial wars before 1754 and the causes, character, and outcome of the Seven Years War, French and Indian War. ERA 2, 1B, 4</li> <li>• Understands the causes of the American Revolution. ERA 3, 1A</li> <li>• Explain and evaluate the various strategies of Native</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Accommodation</li> <li>• Revolution</li> <li>• Seven Years War</li> <li>• War of 1812</li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>



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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>Americans such as accommodation, revitalization, and .  <b>ERA 4, 1B, 5</b></p> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://edsitement.neh.gov/special_features_view.asp?id=1">http://edsitement.neh.gov/special_features_view.asp?id=1</a></li> <li><a href="http://memory.loc.gov/ammem/ndlpedu/collections/">http://memory.loc.gov/ammem/ndlpedu/collections/</a></li> </ul>	<p>students' thinking</p> <ul style="list-style-type: none"> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge</li> </ul>		
<p><b>Historical Perspectives/ RI History Strand</b></p> <p><b>HP 3:</b> The study of history helps us understand the present and shape the future.</p>		<p><b>Students demonstrate an understanding of how the past frames the present by... HP 3 (7-8) –1</b></p> <p><b>HP 3 (7-8) –1a</b> <u>Analyzing and reporting on a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future</u>  <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Explain how Enlightenment ideas, including Benjamin Franklin's experiments with electricity, influenced American society. <b>ERA 2, 2C, 4</b></li> <li>Explore the seeds of public education in the New England colonies and explain how literacy and education differed between New England and southern colonies. <b>ERA 2, 2C, 5</b></li> <li>Explain the impact of the Great Awakening on colonial society. <b>ERA 2, 2B, 4</b></li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Education</li> <li>Enlightenment</li> <li>Great Awakening</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://edsitement.neh.gov/special_features_view.asp?id=1">http://edsitement.neh.gov/special_features_view.asp?id=1</a></li> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> </ul> <p><b>HP 3 (7-8) –1b</b> <u>Evaluating alternative courses of action, (keeping in mind the context of the time), ethical considerations, and the interest of those affected by the decision, and determining the long- and short-term consequences (e.g., Post WWII use of Narragansett Bay - tourism vs. oil refinery)</u>  <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution. <b>ERA 3, 3A, 2</b> <ul style="list-style-type: none"> <li>Slavery and the Constitution: Compromise (short term vs. long term)</li> </ul> </li> </ul> <p><b>Academic vocabulary</b></p> <p>Constitution Compromise</p> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li><a href="http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp">http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp</a></li> <li><a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a></li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p><b>Historical Perspectives/ RI History Strand</b></p> <p><b>HP 3:</b> The study of history helps us understand the present and shape the future.</p>		<p><b>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by... HP 3 (7-8) – 2</b></p> <p><b>HP 3 (7-8) – 2a</b> Recognizing and <u>reflecting on</u> how the similarities of human issues across time periods influence their own personal histories (e.g., so what? <i>How does this relate to me?</i>)  <a href="#">Grade 7-U.S. History 1400-1814</a>  <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Explain how Enlightenment ideas, including Benjamin Franklin's experiments with electricity, influenced American society. <b>ERA 2, 2C, 4</b></li> <li>Understands the issues involved in the creation and ratification of the United States Constitution and the new government it established. <b>ERA 3, 3A</b></li> <li>Understands the guarantees of the Bill of Rights and its continuing significance. <b>ERA 3, 3B</b></li> </ul> <p><u>Websites</u></p> <ul style="list-style-type: none"> <li><a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> <li><a href="http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp">http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp</a></li> </ul> <p><b>HP 3 (7-8) – 2b</b> Recognizing and <u>reflecting on</u> how the differences of human issues across time periods influence their own personal histories (e.g., so what? <i>How does this relate to me?</i>)  <a href="#">Grade 7-U.S. History 1400-1814</a>  <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean. <b>ERA 2, 1A,1</b></li> <li>Explain why so many European indentured servants risked the hardships of bound labor overseas. <b>ERA 2, 1A,2</b></li> <li>Trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century. <b>ERA 2, 1A,5</b></li> </ul> <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> <li>Enlightenment</li> <li>Constitution</li> <li>Bill of Rights</li> <li>Freedom of Speech</li> <li>Religion</li> <li>Assembly</li> </ul> <p><u>Websites</u></p> <ul style="list-style-type: none"> <li><a href="http://www.archives.gov/exhibits/american_originals/colony.html">http://www.archives.gov/exhibits/american_originals/colony.html</a></li> <li><a href="http://www.loc.gov/teach/classroommaterials/presentationsandactivities/presentations/timeline/colonial/">http://www.loc.gov/teach/classroommaterials/presentationsandactivities/presentations/timeline/colonial/</a></li> </ul> <p><b>HP 3 (7-8) – 2c</b> <u>Comparing and contrasting</u> the cultural influences that shape individuals and historical events  <a href="#">Grade 7-U.S. History 1400-1814</a>  <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Analyze the progression of Rhode Island from a participant in the Triangular Trade to its role as an abolitionist state.</li> </ul> <p><u>Academic vocabulary</u></p> <p><u>Websites</u></p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>

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<p><b>Historical Perspectives/ RI History Strand</b></p> <p><b>HP 4:</b> Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.</p>		<p><b>Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by... HP 4 (7-8) –1</b></p> <p><b>HP 4 (7-8) –1a</b> <u>Citing specific evidence to explain how geographic factors impacted a civilization’s adaptation, development or decline</u> (<a href="#">Grade 7 -U.S. History 1400-1814</a>)</p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Analyze relationships between Native Americans and Spanish, English, French, and Dutch settlers. <b>ERA 2, 1B,1</b></li> <li>Compare how English settlers interacted with Native Americans in New England, mid-Atlantic, Chesapeake, and lower South colonies. <b>ERA 2, 1B,2</b></li> <li>Analyze how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies. <b>ERA 2, 1B,3</b></li> </ul> <p><b>HP 4 (7-8) –1b</b> <u>Citing specific evidence from a society/civilization to explain how shared events affect how individuals and societies adapt and change</u> (e.g., language, religion, or customs). <b>COVERED IN GRADE 8</b></p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students’ thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students’ prior knowledge</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>
<p><b>Historical Perspectives/ RI History Strand</b></p> <p><b>HP 4:</b> Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.</p>		<p><b>Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by... HP 4 (7-8) –2</b></p> <p><b>HP 4 (7-8) –2a</b> <u>Identifying and describing how traits of civilization develop in response to innovations, inventions, change and territorial expansion.</u> (<a href="#">Grade 7 -U.S. History 1400-1814</a>)</p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Analyze how the early Navigation Acts affected economic life in the colonies. <b>ERA 2, 3B,2</b></li> <li>Analyze Napoleon’s reasons for selling Louisiana to the United States. <b>ERA 4, 1A,1</b></li> <li>Compare the arguments advanced by Democratic Republicans and Federalists regarding the acquisition of Louisiana. <b>ERA 4, 1A,2</b></li> <li>Analyze how the Louisiana Purchase influenced politics, economic development, and the concept of Manifest Destiny. <b>ERA 4, 1A3</b></li> </ul> <p><b>Websites</b></p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students’ thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading,</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>

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		<ul style="list-style-type: none"> <li><a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/</a></li> <li><a href="http://edsitement.neh.gov/special_features_view.asp?id=1">http://edsitement.neh.gov/special_features_view.asp?id=1</a></li> </ul> <p><b>HP 4 (7-8) –2b</b> Explaining the impact of interactions. <a href="#">Grade 7-U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Evaluate the significance of Columbus' voyages and his interactions with indigenous peoples. ERA 1, 2A,2</li> <li>Evaluate the course and consequences of the "Columbian Exchange." ERA 1, 2A,5</li> <li>Analyze how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies. ERA 2, 1B,3</li> <li>Explain the social, economic, and political tensions that led to violent conflicts between the colonists and their governments. ERA 2, 2A,5</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://edsitement.neh.gov/special_features_view.asp?id=1">http://edsitement.neh.gov/special_features_view.asp?id=1</a></li> <li><a href="http://www.archives.gov/exhibits/american_originals/colony.html">http://www.archives.gov/exhibits/american_originals/colony.html</a></li> </ul> <p><b>HP 4 (7-8) –2c</b> Describing how inventions and technological improvements (e.g., irrigation systems, road construction, science) relate to settlement, population growth, and success of a civilization/ country/ nation. <a href="#">Grade 7-U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Trace routes taken by early explorers, from the 15th through the 17th century, around Africa, to the Americas, and across the Pacific. ERA 1, 2A,1</li> <li>Explain how Enlightenment ideas, including Benjamin Franklin's experiments with electricity, influenced American society. ERA 2, 2C,4</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://edsitement.neh.gov/special_features_view.asp?id=1">http://edsitement.neh.gov/special_features_view.asp?id=1</a></li> </ul>	<p>writing, observing, discussing, and debating</p> <ul style="list-style-type: none"> <li>building upon students' prior knowledge</li> </ul>		
<b>Historical Perspectives/ RI History Strand</b>		<b>Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by... HP5 (7-8) –1</b>	<b>TEACHER NOTES</b>  See complete instructional strategies list in the introduction	<b>RESOURCE NOTES</b>  See complete resource list in the introduction	<b>ASSESSMENT NOTES</b>  See complete assessment list in the introduction

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p><b>HP 5:</b> Human societies and cultures develop and change in response to human needs and wants.</p>		<p><b>HP 5 (7-8) –1a</b> <u>Identifying how movement (e.g., ideas, people, technology) impacts cultural diversity</u> <u>Grade 7 -U.S. History 1400-1814</u> <b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Evaluate the course and consequences of the "Columbian Exchange. <b>ERA 1,2A,5</b></li> <li>• Explain and evaluate the Spanish interactions with such people as Aztecs, Incas, and Pueblos. <b>ERA 1, 2B,2</b></li> <li>• Analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean. <b>ERA 2,1A,1</b></li> <li>• Analyze how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies. <b>ERA 2,1B,3</b></li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Columbian Exchange</li> <li>• Influence</li> <li>• Interaction</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://edsitement.neh.gov/special_features_via_w.asp?id=1">http://edsitement.neh.gov/special_features_via_w.asp?id=1</a></li> <li>• <a href="http://memory.loc.gov/ammem/ndlpedu/collec_tions/">http://memory.loc.gov/ammem/ndlpedu/collec_tions/</a></li> </ul> <p><b>HP 5 (7-8) –1b</b> <u>Applying demographic factors (e.g., urban/rural, religion, socioeconomics, race, ethnicity) to understand changes in cultural diversity in an historical and contemporary context..</u> <u>Grade 7 -U.S. History 1400-1814</u> <b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Analyze how Africans in North America drew upon their African past and upon selected European (and sometimes Indian) customs and values to develop a distinctive African American culture. <b>ERA 2,3C,4</b></li> <li>• Compare the revolutionary goals of different groups—for example, rural farmers and urban craftsmen, northern merchants and southern planters—and how the Revolution altered social, political, and economic relations among them. <b>ERA 3,2C,2</b></li> <li>• Analyze the ideas put forth arguing for new women’s roles and rights and explain the customs of the 18th century that limited women’s aspirations and achievements. <b>ERA 3,2C,4</b></li> <li>• Compare and explain the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans. <b>ERA 3,1C,2</b></li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Women’s Rights</li> <li>• Perspective</li> <li>• Customs</li> <li>• Values</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://edsitement.neh.gov/special_features_via_w.asp?id=1">http://edsitement.neh.gov/special_features_via_w.asp?id=1</a></li> <li>• <a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a></li> </ul>	<p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students’ thinking</li> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning;</li> <li>• involving students in reading, writing, observing, discussing, and debating</li> <li>• building upon students’ prior knowledge</li> </ul>	<p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>
<p><b>Historical Perspectives/ RI History Strand</b></p> <p><b>HP 5:</b> Human societies and cultures develop and change in response to human needs and wants.</p>		<p><b>Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...</b> <b>HP 5 (7-8) – 2</b></p> <p><b>HP 5 (7-8) –2a</b> <u>Comparing and contrasting</u> how cultural expectations impact people’s behavior <u>and role in different communities/ societies</u> (e.g., student protocols in 1800 vs. today). <u>Grade 7 -U.S. History 1400-1814</u> <b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Explain how Puritanism shaped New England communities and how it changed during the 17th</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Ethnic diversity</li> <li>• Religious diversity</li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> </ul>

## SOCIAL STUDIES CURRICULUM Grade 7, U.S. History 1400-1814

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS	
		<p>century. ERA 2, 2B, 2</p> <ul style="list-style-type: none"> <li>Analyze how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies. ERA 2, 1B, 3</li> <li>Explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states. ERA 3, 2C, 2</li> </ul> <p><b>HP 5 (7-8) –2b</b> Using an historical context, describe how diversity contributes to <u>cultural diffusion, acculturation, or assimilation.</u>  <a href="#">Grade 7 -U.S. History 1400-1814</a>  <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Understands how diverse immigrants affected the formation of European colonies. ERA 2, 1A</li> <li>Understands religious diversity in the colonies and how ideas about religious freedom evolved. ERA 2, 2B</li> </ul> <p><u>Websites</u></p> <ul style="list-style-type: none"> <li><a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/</a></li> <li><a href="http://www.historycentral.com/Civics/index.html">http://www.historycentral.com/Civics/index.html</a></li> </ul> <p><b>HP 5 (7-8) –2c</b> <u>Describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation</u> (e.g., settlement, conflicts, transportation, climate change, commerce).  <a href="#">Grade 7 -U.S. History 1400-1814</a>  <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> <li>Explain how environmental and human factors accounted for differences in the economies that developed in the colonies of New England, mid-Atlantic, Chesapeake, and lower South. ERA 2, 3B, 1</li> <li>Analyze how the early Navigation Acts affected economic life in the colonies. ERA 2, 3B, 2</li> <li>Compare the characteristics of free labor, indentured servitude, and chattel slavery. ERA 2, 3B, 4</li> </ul> <p><u>Websites</u></p> <ul style="list-style-type: none"> <li><a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/</a></li> <li><a href="http://www.historycentral.com/Civics/index.html">http://www.historycentral.com/Civics/index.html</a></li> </ul>	<ul style="list-style-type: none"> <li>Roanoke/James-town colonies</li> </ul> <p><u>Websites</u></p> <ul style="list-style-type: none"> <li><a href="http://www.loc.gov/topics/content.php?subcat=4">http://www.loc.gov/topics/content.php?subcat=4</a></li> <li><a href="http://www.archives.gov/exhibits/american_originals/colony.html">http://www.archives.gov/exhibits/american_originals/colony.html</a></li> </ul> <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> <li>Acculturation</li> <li>Assimilation</li> <li>Diversity</li> <li>Freedom</li> </ul>		<ul style="list-style-type: none"> <li>responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students’ thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students’ prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> <li>Summative</li> </ul>
<b>Historical Perspectives/ RI History Strand</b>		<p><b>Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</b> HP 5 (7-8) – 3</p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p>	

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p><b>HP 5:</b> Human societies and cultures develop and change in response to human needs and wants.</p>		<p><b>HP 5 (7-8) – 3a</b> <u>Describing how and why</u> various factors impact an individual or a group’s perspective of events  <a href="#">Grade 7 -U.S. History 1400-1814</a>  <b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Analyze primary sources from multiple sources</li> <li>• Trace roots of the American perspective during Revolution</li> <li>• Compare how early colonies were established and governed. <b>ERA 2, 2A, 2</b></li> <li>• Explain the concept of the "rights of Englishmen" and the impact of the English Civil War and the Glorious Revolution on the colonies. <b>ERA 2, 2A, 3</b></li> <li>• Explain the social, economic, and political tensions that led to violent conflicts between the colonists and their governments. <b>ERA 2, 2A, 5</b></li> <li>• Trace and explain the evolution of religious freedom in the English colonies. <b>ERA 2, 2B, 3</b></li> <li>• Explain how Enlightenment ideas, including Benjamin Franklin's experiments with electricity, influenced American society. <b>ERA 2, 2C, 4</b></li> <li>• Analyze political, ideological, religious, and economic origins of the Revolution. <b>ERA 3, 1A, 4</b></li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• English Civil War</li> <li>• Enlightenment</li> <li>• Glorious Revolution</li> <li>• Religious Freedom</li> <li>• Revolution</li> <li>• “Rights of Englishmen”</li> <li>• Tension</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.myrevolutionarywar.com/">http://www.myrevolutionarywar.com/</a></li> <li>• <a href="http://www.pbs.org/georgewashington/timeline/revolutionary_war.html">http://www.pbs.org/georgewashington/timeline/revolutionary_war.html</a></li> </ul> <p><b>HP 5 (7-8) – 3b</b> <u>Explaining and analyzing how changing perspectives impact history</u> using primary documents as evidence  <a href="#">Grade 7 -U.S. History 1400-1814</a>  <b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Analyze primary sources from multiple sources</li> <li>• Explain the major ideas expressed in the Declaration of Independence and their intellectual origins. <b>ERA 3, 1B,1</b></li> <li>• Evaluate the arguments over the necessity of a Bill of Rights and explain Madison’s role in securing its adoption by the First Congress. <b>ERA 3, 3B, 1</b></li> <li>• Analyze the significance of the Bill of Rights and its specific guarantees. <b>ERA 3, 3B, 2</b></li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.loc.gov/teachers/classroommaterials/themes/civics/lessonplans.html">http://www.loc.gov/teachers/classroommaterials/themes/civics/lessonplans.html</a></li> <li>• <a href="http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp">http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp</a></li> <li>• <a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a></li> <li>• <a href="http://www.civiced-ri.org/const.htm">http://www.civiced-ri.org/const.htm</a></li> </ul>	<p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students’ thinking</li> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning;</li> <li>• involving students in reading, writing, observing, discussing, and debating</li> <li>• building upon students’ prior knowledge</li> </ul>	<p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p><b>Economics</b></p> <p><b>E1:</b> Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance</p>		<p><b>Students demonstrate an understanding of basic economic concepts-by... E 1 (7-8) –1</b></p> <p><b>E 1 (7-8) –1a</b> <u>Explaining the relationship between resources and industry.</u> <u>Grade 7 -U.S. History 1400-1814</u></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Explain mercantilism and evaluate how it influenced patterns of economic activity <b>ERA 2, 3A, 1.</b></li> <li>Identify the major economic regions in the Americas and explain how labor systems shaped them. <b>ERA 2, 3A,2</b></li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.archives.gov/exhibits/american_originals/colony.html">http://www.archives.gov/exhibits/american_originals/colony.html</a></li> <li><a href="http://www.historycentral.com/Civics/index.html">http://www.historycentral.com/Civics/index.html</a></li> </ul>	<p><b>Teachers</b></p> <p>Use <b>formative assessment</b> to guide instruction</p> <p>Use <b>Classroom Instruction That Works Strategies:</b></p> <ul style="list-style-type: none"> <li>Setting objectives and providing feedback</li> <li>Reinforcing effort and providing recognition</li> <li>Cooperative learning</li> <li>Cues, questions, and advance organizers</li> <li>Nonlinguistic representations</li> <li>Summarizing and note taking</li> <li>Assigning homework and providing practice</li> <li>Identifying similarities and differences</li> <li>Generating and testing hypotheses</li> </ul> <p><b>Model historical thinking skills:</b></p> <ul style="list-style-type: none"> <li>chronological thinking,</li> <li>historical comprehension</li> <li>historical analysis and interpretation, historical research capabilities</li> <li>historical issues – analysis and decision-making</li> </ul> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students’ thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students’ prior knowledge</li> </ul> <p><b>Facilitate strategies of summarizing and paraphrasing</b></p>	<p><u>Textbook</u> <i>American History,</i> McDougal and Littell</p> <p><u>Supplementary Books,</u> <u>Teacher (T) Student (S)</u></p> <ul style="list-style-type: none"> <li>“Mini-Q’s” in American History – DBQ Binder</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>Computers</li> <li>LCD projectors</li> <li>Interactive boards</li> </ul> <p><u>Websites</u></p> <ul style="list-style-type: none"> <li><a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li><a href="http://www.gilderlehrman.org">www.gilderlehrman.org</a></li> <li><a href="http://www.loc.gov/teacher/">www.loc.gov/teacher/</a></li> <li><a href="http://docsteach.org">http://docsteach.org</a></li> <li><a href="http://www.readwritethink.org">www.readwritethink.org</a></li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>Primary Sources</li> </ul>	<p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul> <p><u>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS</u></p> <ul style="list-style-type: none"> <li>Anecdotal records</li> <li>Conferencing</li> <li>Exhibits</li> <li>Interviews</li> <li>Graphic organizers</li> <li>Journals</li> <li>Modeling</li> <li>Multiple Intelligences assessments, e.g.                             <ul style="list-style-type: none"> <li>Role playing - bodily kinesthetic</li> <li>Graphic organizing - visual</li> <li>Collaboration - interpersonal</li> </ul> </li> <li>Oral presentations</li> <li>Primary source analysis</li> <li>Problem/Performance based/common tasks</li> <li>Rubrics/checklists</li> <li>Tests and quizzes</li> <li>Technology</li> <li>Think-alouds</li> </ul>
		<p><b>E 1 (7-8) –1b</b> <u>Explaining the relationship</u> between the producers in a real-world and historical context.. <b>NOT COVERED IN GRADE 7</b></p> <p><b>E 1 (7-8) –1c</b> <u>Researching and analyzing the impact</u> of surplus, subsistence, and scarcity <u>Grade 7 -U.S. History 1400-1814</u></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Explain how environmental and human factors accounted for differences in the economies that developed in the colonies of New England, mid-Atlantic, Chesapeake, and lower South. <b>ERA 2, 3B, 1.</b></li> </ul> <p><b>Academic vocabulary</b></p> <p><b>Websites</b></p>			



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			<ul style="list-style-type: none"> <li>graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</li> <li>two column note taking</li> <li>5-3-1</li> <li>QAR</li> <li>Read around the text</li> </ul> <p>Infuse Common Core ELA standards</p>		<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Writing genres                             <ul style="list-style-type: none"> <li>Arguments/opinion</li> <li>Informative</li> </ul> </li> </ul>
<p><b>Economics</b></p> <p><b>E1:</b> Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance</p>		<p><b>Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by... E 1 (7-8) –2</b></p> <p>E 1 (7-8) –2a <u>Explaining the pros and cons of</u> consumer and producer choices. <span style="color: red;">NOT COVERED IN GRADE 7</span></p> <p>E 1 (7-8) –2b <u>Describing how a society’s definition or determination of value affects distribution of wealth and consumer choices.</u> <span style="color: red;">COVERED IN GRADE 8 GEOGRAPHY</span></p>			
<p><b>Economics</b></p> <p><b>E1:</b> Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance</p>		<p><b>Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by... E 1 (7-8) –3</b></p> <p>E 1 (7-8) –3a <u>Explaining the relationship between availability, distribution, and allocation of goods and services.</u> <span style="color: red;">COVERED IN GRADE 8 GEOGRAPHY</span></p> <p><b>E 1 (7-8) –3b</b> <u>Explaining how scarcity impacts the organization of society and development of civilization.</u> <a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Describe the physical geography of West and Central Africa and analyze its impact on settlement patterns, cultural traits, and trade. <span style="color: red;">ERA 1, 1C, 1</span></li> <li>Compare economic systems, including systems of labor, trade, concepts of property, and exploitation of natural resources. [Compare and contrast different economic institutions. <span style="color: red;">ERA 1, 1D, 3</span></li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Economics</li> <li>Natural resources</li> <li>Settlement patterns</li> <li>Trade</li> </ul> <p><b>Websites</b></p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students’ thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>

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			<ul style="list-style-type: none"> <li>building upon students' prior knowledge</li> </ul>		
<b>Economics</b>  <b>E2:</b> Producers and consumers locally, nationally, and internally engage in the exchange of goods and services		<p><b>Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by... E 2 (7-8) –1</b></p> <p><b>E 2 (7-8) –1a</b> <u>Explaining how and why incentives (price, advertising, supply, or need) affect how buyers and sellers interact to determine market value.</u>  <span style="color: red;">NOT COVERED IN GRADE 7</span></p> <p><b>E 2 (7-8) –1b</b> <u>Comparing and contrasting different market systems by having students explain the role of the buyers and sellers in those systems.</u>  <span style="color: red;">COVERED IN GRADE 8 GEOGRAPHY</span></p> <p><b>E 2 (7-8) –1c</b> <u>Predicting the impact of incentives, like advertising, on the way producers and consumers exchange goods.</u>  <span style="color: red;">COVERED IN GRADE 8 GEOGRAPHY</span></p>			
<b>Economics</b>  <b>E2:</b> Producers and consumers locally, nationally, and internally engage in the exchange of goods and services		<p><b>Students analyze how Innovations and technology affects the exchange of goods and services by... E 2 (7-8) – 2</b></p> <p><b>E 2 (7-8) – 2a</b> <u>Describing how inventions, innovations, and technology stimulate economic growth by expanding markets, creating related industries, and improving the flow of goods and services.</u>  <a href="#">Grade 7 -U.S. History 1400-1814</a>  <b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Explain how Enlightenment ideas, including Benjamin Franklin's experiments with electricity, influenced American society. <span style="color: red;">ERA 2, 2C, 4</span></li> </ul> <p style="text-align: right;"><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Enlightenment</li> <li>Printing Press</li> </ul> <p style="text-align: right;"><b>Websites</b></p> <p><b>E 2 (7-8) – 2b</b> <u>Explaining how innovations and technology positively or negatively impact industries, economies, cultures, and innovations.</u>  <a href="#">Grade 7 -U.S. History 1400-1814</a>  <b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Explain how Enlightenment ideas, including Benjamin Franklin's experiments with electricity, influenced American society. <span style="color: red;">ERA 2, 2C, 4</span></li> </ul> <p style="text-align: right;"><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Enlightenment</li> <li>Printing Press</li> </ul> <p style="text-align: right;"><b>Websites</b></p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>
<b>Economics</b>  <b>E3:</b> Individuals, institutions and		<p><b>Students demonstrate an understanding of the interdependence created by economic decisions by... E 3 (7-8) –1</b></p> <p><b>E 3 (7-8) –1a</b> <u>Explaining the cyclical relationship of the participants within an economy</u>  <a href="#">Grade 7 -U.S. History 1400-1814</a></p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p>

## SOCIAL STUDIES CURRICULUM Grade 7, U.S. History 1400-1814

Curriculum Writers: Valerie Carnevale and Brian Chuey

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS	
governments have roles in economic systems		<p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Feudal System difference between Britain and American colonies</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Feudal System</li> </ul> <p><b>Websites</b></p>	<p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge</li> </ul>	<p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>
<p><b>Economics</b></p> <p><b>E3:</b> Individuals, institutions and governments have roles in economic systems</p>		<p><b>Students demonstrate an understanding of the role of government in a global economy by... E 3 (7-8) – 2</b></p> <p><b>E 3 (7-8) – 2a</b> <u>Explaining how government succeeds or fails to provide support in a market economy.</u> <a href="#">Grade 7 -U.S. History 1400-1814</a> <b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war. <b>ERA 4, 1A, 5</b> <ul style="list-style-type: none"> <li>Embargo before the War of 1812</li> </ul> </li> </ul> <p><b>E 3 (7-8) – 2b</b> <u>Identifying and evaluating the benefits and cost of alternative public policies and assess who enjoys the benefits and bears the cost.</u> <a href="#">Grade 7 -U.S. History 1400-1814</a> <b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>Explain the consequences of the Seven Years War and the overhaul of English imperial policy following the Treaty of Paris in 1763. <b>ERA 3, 1A, 1</b></li> <li>Analyze political, ideological, religious, and economic origins of the Revolution. <b>ERA 3, 1A, 4</b></li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Embargo</li> <li>War of 1812</li> </ul> <p><b>Websites</b></p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>
<b>Geography</b>		<p><b>Students understand maps, globes, and other geographic tools and technologies by... G 1 (7-8) –1</b></p>				

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p><b>G1:</b> The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in Spatial terms</p>		<p><b>G 1 (7-8) –1a</b> <u>Identifying and utilizing a variety of maps for different purposes.</u> <a href="#">Grade 7 -U.S. History 1400-1814</a> <b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Identify and utilize maps on the following topics:                             <ul style="list-style-type: none"> <li>○ Exploration</li> <li>○ Colonization</li> <li>○ Revolutionary War</li> <li>○ Expanding territory</li> </ul> </li> <li>•</li> </ul> <p><b>Academic vocabulary</b></p> <p><b>Websites</b></p> <p><b>G 1 (7-8) –1b</b> <u>Utilizing technology to access geographic databases such as GPS and Geographic Information Systems (GIS).</u> <span style="color: red;">COVERED IN GRADE 8 GEOGRAPHY</span></p> <p><b>G 1 (7-8) –1c</b> <u>Analyzing charts and graphs to interpret geographical information.</u> <span style="color: red;">COVERED IN GRADE 8 GEOGRAPHY</span></p>	<p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students’ thinking</li> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning;</li> <li>• involving students in reading, writing, observing, discussing, and debating</li> <li>• building upon students’ prior knowledge</li> </ul>	<p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>
<p><b>Geography</b></p> <p><b>G1:</b> The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in Spatial terms</p>		<p><b>Students interpret the characteristics and features of maps by...</b> <b>G 1 (7-8)–2</b></p> <p><b>G 1 (7-8)–2a</b> <u>Analyzing multiple maps (e.g., physical, political, historical) to draw inferences about the development of societies.</u> <a href="#">Grade 7 -U.S. History 1400-1814</a> <b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Analyze maps on the following topics in order to draw inferences about the development of American Society:                             <ul style="list-style-type: none"> <li>○ Exploration</li> <li>○ Colonization</li> <li>○ Revolutionary War</li> </ul> </li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Expanding territory</li> </ul> <p><b>Websites</b></p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students’ thinking</li> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning;</li> <li>• involving students in reading, writing, observing, discussing, and debating</li> <li>• building upon students’ prior knowledge</li> </ul>	<p><b>Textbook</b> <i>American History, McDougal and Littell</i></p> <p><b>Supplementary Books, Teacher (T) Student (S)</b></p> <ul style="list-style-type: none"> <li>• “Mini-Q’s” in American History – DBQ Binder</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• LCD projectors</li> <li>• Interactive boards</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://www.gilderlehrman.org">www.gilderlehrman.org</a></li> <li>• <a href="http://www.loc.gov/teacher/">www.loc.gov/teacher/</a></li> <li>• <a href="http://docsteach.org">http://docsteach.org</a></li> <li>• <a href="http://www.readwritethink.org">www.readwritethink.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Primary Sources</li> </ul>	<p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul> <p><b>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Anecdotal records</li> <li>• Conferencing</li> <li>• Exhibits</li> <li>• Interviews</li> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Modeling</li> <li>• Multiple Intelligences assessments, e.g.                             <ul style="list-style-type: none"> <li>○ Role playing - bodily kinesthetic</li> <li>○ Graphic organizing - visual</li> </ul> </li> </ul>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
					<ul style="list-style-type: none"> <li>○ Collaboration - interpersonal</li> <li>● Oral presentations</li> <li>● Primary source analysis</li> <li>● Problem/Performance based/common tasks</li> <li>● Rubrics/checklists</li> <li>● Tests and quizzes</li> <li>● Technology</li> <li>● Think-alouds</li> <li>● Vocabulary</li> <li>● Writing genres                             <ul style="list-style-type: none"> <li>○ Arguments</li> <li>○ Informative</li> </ul> </li> </ul>
<p><b>Geography</b></p> <p><b>G2:</b> Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions</p>		<p><b>Students understand the physical and human characteristics of places by... G 2 (7-8) –1</b></p> <p><b>G 2 (7-8) –1a</b> Explaining and/or connecting how <u>and why</u> the geographical features influenced population settlement <u>and development of cultures</u> (e.g., customs, language, religion, and organization).</p> <p style="text-align: center;"><a href="#">Grade 7 -U.S. History 1400-1814</a></p> <p style="text-align: center;"><b><u>Essential knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>● Trace routes taken by early explorers, from the 15th through the 17th century, around Africa, to the Americas, and across the Pacific. <b>ERA 1, 2A, 1</b></li> </ul> <p style="text-align: right;"><b><u>Academic vocabulary</u></b></p> <p style="text-align: right;"><b><u>Websites</u></b></p> <p><b>G 2 (7-8) –1b</b> <u>Analyzing and explaining how and why physical and human characteristics of places and regions change over time by citing specific example(s)</u></p> <p style="text-align: center; color: red;">COVERED IN GRADE 8 GEOGRAPHY</p>	<p style="color: red;"><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p><b>Provide social studies best practices opportunities such as:</b></p> <ul style="list-style-type: none"> <li>● investigating topics in depth</li> <li>● exercising choice and responsibility by choosing their own topics for inquiry</li> <li>● involving exploration of open questions that challenge students’ thinking</li> <li>● involving students in active participation in the classroom and the wider community</li> <li>● involving students in both independent inquiry and cooperative learning;</li> <li>● involving students in reading, writing, observing, discussing, and debating</li> <li>● building upon students’ prior knowledge</li> </ul>	<p style="color: red;"><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p style="color: red;"><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p style="color: red;"><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p style="color: red;"><b><u>REQUIRED COMMON ASSESSMENTS</u></b></p> <ul style="list-style-type: none"> <li>● Document-based Questions</li> <li>● Formative</li> <li>● Summative</li> </ul>
<p><b>Geography</b></p> <p><b>G2:</b> Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions</p>		<p><b>Students distinguish between regions and places by... G 2 (7-8) –2</b></p> <p><b>G 2 (7-8) –2a</b> <u>Analyzing and explaining the geographical influences that shape regions and places.</u></p> <p style="text-align: center; color: red;">COVERED IN GRADE 8 GEOGRAPHY</p>			
<p><b>Geography</b></p> <p><b>G2:</b> Places and Regions: Physical and human</p>		<p><b>Students understand different perspectives that individuals/groups have by... G 2 (7-8) –3</b></p> <p><b>G 2 (7-8) –3a</b> <u>Analyzing and explaining how geography influences cultural perspectives and experiences and shapes how people view</u></p>			

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characteristics (e.g. culture, experiences, etc.) influence places and regions		and respond to problems differently (e.g., urban vs. rural). <b>COVERED IN GRADE 8 GEOGRAPHY</b>			
<b>Geography</b> <b>G2:</b> Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions		<b>Students understand how geography contributes to how regions are defined / identified by... G 2 (7-8) –4</b> <b>G 2 (7-8) –4a</b> Understanding the difference between formal, vernacular, and functional regions <b>COVERED IN GRADE 8 GEOGRAPHY</b> <b>G 2 (7-8) –4b</b> Categorizing and evaluating a variety of factors (e.g., culture, immigration) of a defined region. <b>COVERED IN GRADE 8 GEOGRAPHY</b>			
<b>Geography</b> <b>G3:</b> Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.		<b>Students understand why people do/do not migrate by... G 3 (7-8) –1</b> <b>G 3 (7-8) –1a</b> analyzing how migration affects a population. <b>COVERED IN GRADE 8 GEOGRAPHY</b>			
<b>Geography</b> <b>G3:</b> Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.		<b>Students understand the interrelationships of geography with resources by... G 3 (7-8) –2</b> <b>G 3 (7-8) –2a</b> Analyzing how the abundance, depletion, use, and distribution of geographical resources impact the expansion and demise of societies/ civilizations. <b>COVERED IN GRADE 8 GEOGRAPHY</b>			
<b>Geography</b> <b>G3:</b> Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.		<b>Students understand how geography influences human settlement, cooperation or conflict by... G 3 (7-8) –3</b> <b>G 3 (7-8) –3a</b> <u>Using evidence to build a logical argument in support or in opposition to expansion of human settlement.</u> <a href="#">Grade 7 -U.S. History 1400-1814</a> <b>Essential knowledge and skills</b> <ul style="list-style-type: none"> <li>Compare the arguments advanced by Democratic Republicans and Federalists regarding the acquisition of Louisiana. <b>ERA 4, 1A, 2</b></li> </ul> <p style="text-align: right;"><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Democratic/ Republican</li> <li>Federalist</li> <li>Louisiana Purchase</li> </ul> <p style="text-align: right;"><b>Websites</b></p>	<b>TEACHER NOTES</b>  See complete instructional strategies list in the introduction  <b>Provide social studies best practices opportunities such as:</b> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students’ thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning;</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students’ prior knowledge</li> </ul>	<b>RESOURCE NOTES</b>  See complete resource list in the introduction  <b>WEBSITES</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>ASSESSMENT NOTES</b>  See complete assessment list in the introduction  <b>REQUIRED COMMON ASSESSMENTS</b> <ul style="list-style-type: none"> <li>Document-based Questions</li> <li>Formative</li> <li>Summative</li> </ul>

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<b>Geography</b> <b>G4:</b> Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.		<b>Students explain how humans depend on their environment by...</b> G 4 (7-8)-1  <b>G 4 (7-8)-1a</b> <u>Analyzing how human dependence on the environment impacts political, economic and social decisions.</u> <span style="color: red;">COVERED IN GRADE 8 GEOGRAPHY</span>			
<b>Geography</b> <b>G4:</b> Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.		<b>Students explain how humans react or adapt to an ever-changing physical environment by...</b> G 4 (7-8)-2  <b>G 4 (7-8)-2a</b> <u>Analyzing the impact of human reactions to environmental changes and identifying and providing alternate solutions with supporting evidence.</u> <span style="color: red;">COVERED IN GRADE 8 GEOGRAPHY</span>			
<b>Geography</b> <b>G4:</b> Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.		<b>Students explain how human actions modify the physical environment by...</b> G 4 (7-8) –3  <b>G 4 (7-8) –3a</b> <u>Making predictions and drawing conclusions about the impact that human actions have on the physical environment.</u> <span style="color: red;">COVERED IN GRADE 8 GEOGRAPHY</span>			
<b>COMMON CORE LITERACY Reading</b>  Key Ideas and Details (RH)		<b>Students</b>  <b>RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.  <b>RH.6-8.2</b> 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.  <b>RH.6-8.3</b> 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).  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b><u>Essential knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>• Mark-up the text</li> <li>• Identify central idea/thesis of various texts</li> <li>• Identify bias or perspective of primary source</li> <li>• Identify similarities and difference between sources</li> <li>• Use graphic organizers</li> <li>• Summarize</li> </ul> <p><b><u>Websites</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.engageny.org">www.engageny.org</a></li> <li>• <a href="http://www.commoncoreconversation.com/socialstudiesresources.html">www.commoncoreconversation.com/socialstudiesresources.html</a></li> </ul> </div> <div style="width: 45%;"> <p><b><u>Academic vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Bias</li> <li>• Perspective</li> <li>• Primary source</li> <li>• Secondary source</li> </ul> </div> </div>	<b>TEACHER NOTES</b>  See complete instructional strategies list in the introduction  Use <b>formative assessment</b> to guide <b>Facilitate strategies of summarizing and paraphrasing</b> <ul style="list-style-type: none"> <li>• graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</li> <li>• two column note taking</li> <li>• 5-3-1</li> <li>• QAR</li> <li>• Read around the text</li> </ul>	<b>RESOURCE NOTES</b>  See complete resource list in the introduction  <b>WEBSITES</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>ASSESSMENT NOTES</b>  See complete assessment list in the introduction  <span style="color: red;"><u>REQUIRED COMMON ASSESSMENTS</u></span> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>
<b>COMMON CORE LITERACY Reading</b>  Craft and Structure (RH)		<b>Students</b>  <b>RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  <b>RH.6-8.5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).  <b>RH.6-8.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded	<b>TEACHER NOTES</b>  See complete instructional strategies list in the introduction  Use <b>formative assessment</b> to guide <b>Facilitate strategies of</b>	<b>RESOURCE NOTES</b>  See complete resource list in the introduction	<b>ASSESSMENT NOTES</b>  See complete assessment list in the introduction  <span style="color: red;"><u>REQUIRED COMMON ASSESSMENTS</u></span>

# SOCIAL STUDIES CURRICULUM Grade 7, U.S. History 1400-1814

Curriculum Writers: Valerie Carnevale and Brian Chuey

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS	
		language, inclusion or avoidance of particular facts). <u><b>Essential knowledge and skills</b></u> <ul style="list-style-type: none"> <li>• Complete close reading</li> <li>• Summarize</li> <li>• Use non-linguistic representations of vocabulary</li> <li>• Form cooperative groups to analyze text</li> </ul>	<u><b>Academic vocabulary</b></u> <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Non-linguistic summarize</li> </ul> <u><b>Websites</b></u> <a href="http://www.teachthought.com">www.teachthought.com</a> <a href="http://www.engageny.org">www.engageny.org</a>	<b>summarizing and paraphrasing</b> <ul style="list-style-type: none"> <li>• graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</li> <li>• two column note taking</li> <li>• 5-3-1</li> <li>• QAR</li> <li>• Read around the text</li> </ul>	<b>WEBSITES</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>
<b>COMMON CORE LITERACY Reading</b> Integration of Knowledge and Ideas (RH)		<b>Students</b>  <b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  <b>RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.  <b>RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic. <u><b>Essential knowledge and skills</b></u> <ul style="list-style-type: none"> <li>• Use Venn-diagrams</li> <li>• Use graphic organizers</li> <li>• Mark-up text</li> <li>• Identify similarities and differences.</li> </ul>	<u><b>Academic vocabulary</b></u> <ul style="list-style-type: none"> <li>• Fact</li> <li>• Opinion</li> <li>• Primary source</li> <li>• Secondary source</li> </ul> <u><b>Websites</b></u> <a href="http://www.readwritethink.org">www.readwritethink.org</a> <a href="http://www.corestandards.org">www.corestandards.org</a>	<b>TEACHER NOTES</b>  See complete instructional strategies list in the introduction  Use <b>formative assessment</b> to guide <b>Facilitate strategies of summarizing and paraphrasing</b> <ul style="list-style-type: none"> <li>• graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</li> <li>• two column note taking</li> <li>• 5-3-1</li> <li>• QAR</li> <li>• Read around the text</li> </ul>	<b>RESOURCE NOTES</b>  See complete resource list in the introduction  <b>WEBSITES</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>ASSESSMENT NOTES</b> See complete assessment list in the introduction  <u><b>REQUIRED COMMON ASSESSMENTS</b></u> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>
<b>COMMON CORE LITERACY Reading</b> Range of Reading (RH)		<b>Students</b>  <b>RH.6-8.10</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.  <u><b>Essential knowledge and skills</b></u> <ul style="list-style-type: none"> <li>• Setting student objectives</li> <li>• Provide feedback</li> <li>• Set goals and leave feedback</li> </ul>	<u><b>Academic vocabulary</b></u> <ul style="list-style-type: none"> <li>• Objective</li> </ul> <u><b>Websites</b></u>	<b>TEACHER NOTES</b>  See complete instructional strategies list in the introduction	<b>RESOURCE NOTES</b>  See complete resource list in the introduction  <b>WEBSITES</b>	<b>ASSESSMENT NOTES</b> See complete assessment list in the introduction  <u><b>REQUIRED COMMON ASSESSMENTS</b></u> <ul style="list-style-type: none"> <li>• Document-based Questions</li> </ul>



# SOCIAL STUDIES CURRICULUM Grade 7, U.S. History 1400-1814

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<a href="http://www.achievethecore.org">www.achievethecore.org</a> <a href="http://www.readworks.org">www.readworks.org</a>		•	<ul style="list-style-type: none"> <li>• Formative</li> <li>• Summative</li> </ul>
<p><b>COMMON CORE LITERACY</b></p> <p><b>Writing</b></p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> <li>• Argument</li> <li>• Information</li> </ul>		<p><b>Students</b></p> <p><b>WHST.6-8.1</b> Write <b>arguments</b> focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Use graphic organizers to plan writing</li> <li>• Use primary source quotes as evidence</li> <li>• Develop essential questions: generate and test hypothesis</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Claim</li> <li>• Counter-claim</li> <li>• Credible</li> <li>• Formal</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.engageny.org">www.engageny.org</a>  <a href="http://www.readworks.org">www.readworks.org</a></p> <p><b>WHST.6-8.2</b> Write <b>informative/explanatory texts</b>, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p>Use <b>formative assessment</b> to guide <b>Facilitate strategies of summarizing and paraphrasing</b></p> <ul style="list-style-type: none"> <li>• graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</li> <li>• two column note taking</li> <li>• 5-3-1</li> <li>• QAR</li> <li>• Read around the text</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Research using primary and secondary sources</li> <li>• Pre-writing for informative essays and argument writing</li> <li>• Investigate topics in-depth</li> <li>• Use independent inquiry and cooperative learning</li> <li>• Use graphic organizers</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Detail</li> <li>• Precise</li> </ul> <p><b>Websites</b></p> <p><a href="http://www.readwritethink.org">www.readwritethink.org</a>  <a href="http://www.teachthought.com">www.teachthought.com</a></p>			
<b>COMMON CORE LITERACY Writing</b> Production and Distribution (WHST)		<p><b>Students</b></p> <p><b>WHST.6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience..</p> <p><b>WHST.6-8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed..</p> <p><b>WHST.6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently..</p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Use graphic organizers to plan</li> <li>• Use feedback and rubrics</li> <li>• Focus research</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Audience</li> <li>• Focus</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.engageny.org">www.engageny.org</a></li> <li>• <a href="http://www.readwritethink.org">www.readwritethink.org</a></li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p>See complete instructional strategies list in the introduction</p> <p>Use <b>formative assessment</b> to guide <b>Facilitate strategies of summarizing and paraphrasing</b></p> <ul style="list-style-type: none"> <li>• graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</li> <li>• two column note taking</li> <li>• 5-3-1</li> <li>• QAR</li> <li>• Read around the text</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>
<b>COMMON CORE LITERACY Writing</b> Research to Build and Present Knowledge (WHST)		<p><b>Students</b></p> <p><b>WHST.6-8.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.6-8.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p>Use <b>formative assessment</b> to guide <b>Facilitate strategies of summarizing and paraphrasing</b></p>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based</li> </ul>

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		<p><b>WHST.6-8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Focus research</li> <li>• Present research to peers</li> <li>• Reinforce effort</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Evidence</li> <li>• Analysis</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.gilderlehrman.org">www.gilderlehrman.org</a></li> <li>• <a href="http://www.readworks.org">www.readworks.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</li> <li>• two column note taking</li> <li>• 5-3-1</li> <li>• QAR</li> <li>• Read around the text</li> </ul>	<p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Formative</li> <li>• Summative</li> </ul>
<p><b>COMMON CORE LITERACY Writing</b> Range of Writing (WHST)</p>	<p><b>Students</b></p> <p><b>WHST.6-8.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p><b>Essential knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Use primary and secondary sources</li> <li>• Utilize historical thinking</li> <li>• Reflect on historical topics</li> <li>• Practice writing</li> </ul> <p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• Primary source</li> <li>• Secondary source</li> </ul> <p><b>Websites</b></p>	<p><b>TEACHER NOTES</b></p> <p>See complete instructional strategies list in the introduction</p> <p>Use <b>formative assessment</b> to guide <b>Facilitate strategies of summarizing and paraphrasing</b></p> <ul style="list-style-type: none"> <li>• graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</li> <li>• two column note taking</li> <li>• 5-3-1</li> <li>• QAR</li> <li>• Read around the text</li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See complete resource list in the introduction</p> <p><b>WEBSITES</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See complete assessment list in the introduction</p> <p><b>REQUIRED COMMON ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Document-based Questions</li> <li>• Formative</li> <li>• Summative</li> </ul>	