

Grade 7 Social Studies Enrichment

Unit 1: Background of WWI and the Early Years

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Social Studies

6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime.

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.

6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.

6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

Reading Domain

RI.CR.7.1. [Reading Informational Texts.Close Reading of Text.7.1](#). Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. [Reading Informational Texts.Central Ideas and Themes of Texts.7.2](#). Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. [Reading Informational Texts.Interactions Among Text Elements.7.3](#). Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. [Reading Informational Texts.Text Structure.7.4](#). Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. [Reading Informational Texts.Perspective and Purpose in Texts.7.5](#). Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.MF.7.6. [Reading Informational Texts.Diverse Media and Formats.7.6](#). Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. [Reading Informational Texts.Analysis of an Argument.7.7](#). Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 🌱

RI.CT.7.8. [Reading Informational Texts.Comparison of Texts.7.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the

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same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing Domain

W.AW.7.1. **Writing.Argumentative Writing.7.1.** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- 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.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. **Writing.Informative and Explanatory Writing.7.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.WP.7.4. **Writing.Writing Process.7.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. **Writing.Writing Research.7.5.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. **Writing.Sources of Evidence.7.6.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 🌱

W.RW.7.7. **Writing.Range of Writing.7.7.** Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Integration of Climate Change:

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<p>RI.AA.7.7. Reading Informational Texts.Analysis of an Argument.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 🌱</p> <p>W.SE.7.6. Writing.Sources of Evidence.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 🌱</p>		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.	Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
<p>Central Idea/Enduring Understanding:</p> <p>World War I became a global political shift that saw the reign of many monarchs and empires transition to ethnic and regional groups forming new republics, democracies, and communist societies.</p> <p>Along with the countries themselves, many colonial territories took part in the war, creating a true world battlefield.</p> <p>World War 1 was the introduction of modern warfare, with weapons, tactics, and other forms of technology used on the battlefield, that resulted in cataclysmic damage and loss of life.</p>		<p>Essential/Guiding Question:</p> <p>What were the causes of WWI?</p> <p>How did the war affect different groups of people around the world?</p> <p>How did technology change during WWI? What were the effects of this new technology?</p> <p>How did the outbreak of war lead to political change and the occurrence of atrocities toward specific groups?</p> <p>What were both the short-term and long-term effects of WWI?</p>

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<p>Along with war, the time period also saw revolutions and genocides that resemble many others throughout history.</p> <p>The lasting effects of WWI were felt immediately, as well as, long term in the course of global politics, ethnic clashes, and military technology.</p>	
<p><u>Content:</u></p> <p>Data Analysis using Maps and Charts</p> <ul style="list-style-type: none"> - Relating Cause and Effect - The Alliance System - Life during the War - War in the Trenches - War Technology 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Analyze maps to understand and interpret data. - Evaluate the alliance system and other factors that led to war. - Investigate the unique experience for soldiers during WWI. - Interpret factors that led to the Russian Revolution. - Categorize the different types of weapons and evaluate their impact on soldiers in the field. - Assess the impact of the war on the United States and how it ultimately led to its participation. - Connect WWI to events that followed both immediately and many years after the end of the war.
<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> - Writing - Reading - Data collection and analysis - Observation and reporting 	
<h3>Stage 2: Assessment Evidence</h3>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> - Formative Assessments - Summative Assessments - DBQs - Short Constructed Responses - Construction of Visual Representations - Project Based Learning - Essay Writing - One Pagers 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> - Content of Student Discussions - Exit Tickets
<h3>Stage 3: Learning Plan</h3>	
<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> -Turn/Talk -Shoulder Partners -Rally Robin -Round Robin -Gallery Walks -Take Off/Touchdown -Write/Pair/Share -Do Nows -Exit Ticket/Closure 	<p><u>Resources:</u></p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • 6.3 Suggested Framework K-12 • NJ Commission on Holocaust Education • Facing History and Ourselves • New Jersey Historical Commission • Library of Congress (Primary Sources) • National Archives (Primary Sources) • Newsela • PBS Learning Media • Stanford History Education Group • Zinn Education Project

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	<p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • New Jersey State Board Foundation • Civil Rights Teaching • Black Past <p>AAPJ Resources for Social Studies:</p> <ul style="list-style-type: none"> • Honoring Asian-American Service in WWI • Asian Americans in the Military <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Independent Reading</p> <p>Marking the text on the Chromebook</p> <p>Using levels 2 and 3 DOK questioning on Cornell Notes</p> <p>Using a graphic organizer for the essay, bullet main points, and ideas used in the essay.</p> <p>Students generate notes on class</p>	<p>Reading Groups</p> <p>Marking the text in pairs using a hard copy of document</p> <p>Using level 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for essays, writing full sentences for main ideas.</p> <p>Students work in groups generating notes on a specific reading.</p> <p>Project-based learning using technology - Nearpod presentation</p>	<p>Audio of the readings</p> <p>Marking the text and teacher guiding the practice</p> <p>Using level 1 and 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for an essay. The organizer must be completely filled out before proceeding with the essay.</p> <p>Students use teacher-generated notes while filling in</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include but are not limited to breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include but are not limited to, the following:</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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<p>readings.</p> <p>Project-based learning using technology - iMovie trailers</p> <p>Project-based learning - 5-paragraph writing incorporated with visual aid</p> <p>Provide a higher grade level book based on topic being covered in class</p> <p>Students read their assigned material independently</p> <p>Provide an opportunity for students to respond and reflect on the day's learning.</p> <p>3-4 week independent study projects intended to provide enrichment</p>	<p>Project-based learning - 3 paragraph writing incorporated with visual aid</p> <p>Provide a book on grade level based on a topic being covered in class</p> <p>Students meet with those from other groups that read the same material to discuss what is most important and what needs to be taught to their groups.</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.</p>	<p>the missing information.</p> <p>Project-based learning using technology - In groups develop a Google slide presentation</p> <p>Project-based learning - 2-paragraph writing incorporated with visual aid</p> <p>Provide a book that is a grade or two lower and pair them with a higher functioning student</p> <p>Students meet with their small groups and share what they've learned with each other. Follow with a whole group discussion of the most important points.</p> <p>Complete a "What I Learned" Chart.</p>	
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Unit 2: Revolution, Genocide and the Later Years of World War I

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Social Studies

6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

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6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.

6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.

Reading Domain

RI.CR.7.1. [Reading Informational Texts.Close Reading of Text.7.1](#). Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. [Reading Informational Texts.Central Ideas and Themes of Texts.7.2](#). Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. [Reading Informational Texts.Interactions Among Text Elements.7.3](#). Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. [Reading Informational Texts.Text Structure.7.4](#). Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. [Reading Informational Texts.Perspective and Purpose in Texts.7.5](#). Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

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RI.AA.7.7. [Reading Informational Texts.Analysis of an Argument.7.7](#). Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 🌱

RI.CT.7.8. [Reading Informational Texts.Comparison of Texts.7.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing Domain

W.AW.7.1. [Writing Argumentative Writing.7.1](#). Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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- 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.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. [Writing.Informative and Explanatory Writing.7.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
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- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.WP.7.4. [Writing.Writing Process.7.4](#). With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. [Writing.Writing Research.7.5](#). Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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W.RW.7.7. [Writing.Range of Writing.7.7](#). Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Integration of Climate Change:

RI.AA.7.7. [Reading Informational Texts.Analysis of an Argument.7.7](#). Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 🌱

W.SE.7.6. [Writing.Sources of Evidence.7.6](#). Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 🌱

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

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9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.	Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
<p><u>Central Idea/Enduring Understanding:</u> World War I became a global political shift that saw the reign of many monarchs and empires transition to ethnic and regional groups forming new republics, democracies, and communist societies.</p> <p>Along with the countries themselves, many colonial territories took part in the war, creating a true world battlefield.</p> <p>World War 1 was the introduction of modern warfare, with weapons, tactics, and other forms of technology used on the battlefield, that resulted in cataclysmic damage and loss of life.</p> <p>Along with war, the time period also saw revolutions and genocides that resemble many others throughout history.</p> <p>The lasting effects of WWI were felt immediately, as well as, long term in the course of global politics, ethnic clashes, and military technology.</p>		<p><u>Essential/Guiding Question:</u> What were the causes of WWI?</p> <p>How did the war affect different groups of people around the world?</p> <p>How did technology change during WWI? What were the effects of this new technology?</p> <p>How did the outbreak of war lead to political change and the occurrence of atrocities toward specific groups?</p> <p>What were both the short-term and long-term effects of WWI?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Russian Revolution - Armenian Genocide - Zimmerman Telegram - The Sinking of the Lusitania - Wilson's 14 Points 		<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Evaluate the Russian Revolution and how it impacted society in Russia and its participation in the war - Understand the impact of Armenian Genocide

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<ul style="list-style-type: none"> - Spanish Flu of 1918 - The Treaty of Versailles - League of Nations - WWI's Legacy and Interwar Period 	<ul style="list-style-type: none"> - Analyze the causes of America's involvement in WWI - Analyze how WWI helped cause the spread of the Spanish Flu of 1918 - Evaluate the conditions of the Treaty of Versailles and how it helped lead to WWII - Interpret the League of Nations' role in global politics following the war - Assess the lasting impact of WWI on the world
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Interdisciplinary Connections:

- Writing
- Reading
- Data collection and analysis
- Observation and reporting

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessments
- Summative Assessments
- DBQs
- Short Constructed Responses
- Construction of Visual Representations
- Project Based Learning
- Essay Writing
- One Pagers

Other Evidence:

- Content of Student Discussions
- Exit Tickets

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Turn/Talk
- Shoulder Partners
- Rally Robin
- Round Robin
- Gallery Walks
- Take Off/Touchdown
- Write/Pair/Share
- Do Nows
- Exit Ticket/Closure

Resources:

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

Amistad Resources for Social Studies:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)
- [Civil Rights Teaching](#)
- [Black Past](#)

AAPJ Resources for Social Studies:

- [Honoring Asian-American Service in WWI](#)
- [Asian Americans in the Military](#)

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<p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar 			
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Independent Reading</p> <p>Marking the text on the Chromebook</p> <p>Using levels 2 and 3 DOK questioning on Cornell Notes</p> <p>Using a graphic organizer for the essay, bullet main points, and ideas used in the essay.</p> <p>Students generate notes on class readings.</p> <p>Project-based learning using technology - iMovie trailers</p> <p>Project-based learning - 5 paragraph writing incorporated with visual aid</p> <p>Provide a higher grade level book based on the topic being covered in class</p>	<p>Reading Groups</p> <p>Marking the text in pairs using a hard copy of document</p> <p>Using level 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for essays, writing full sentences for main ideas.</p> <p>Students work in groups generating notes on a specific reading.</p> <p>Project-based learning using technology - Nearpod presentation</p> <p>Project-based learning - 3 paragraph writing incorporated with visual aid</p> <p>Provide a book on grade level based on a topic being covered in class</p>	<p>Audio of the readings</p> <p>Marking the text and teacher guiding the practice</p> <p>Using level 1 and 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for an essay. The organizer must be completely filled out before proceeding with the essay.</p> <p>Students use teacher-generated notes while filling in the missing information.</p> <p>Project-based learning using technology - In groups develop a Google slide presentation</p> <p>Project-based learning - 2-paragraph writing incorporated with visual aid</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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<p>Students read their assigned material independently</p> <p>Provide an opportunity for students to respond and reflect on day's learning.</p> <p>3-4 week independent study projects intended to provide enrichment</p>	<p>Students meet with those from other groups that read the same material to discuss what is most important and what needs to be taught to their groups.</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.</p>	<p>Provide a book that is a grade or two lower and pair them with a higher functioning student</p> <p>Students meet with their small groups and share what they've learned with each other. Follow with a whole group discussion of the most important points.</p> <p>Complete a "What I Learned" Chart.</p>	
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Pacing Guide

Content	Resources	Standards
UNIT 1: Background of WWI and the Early Years		
<p>23 Days</p> <ul style="list-style-type: none"> 1 Day- Causes of WWI- "M-A-I-N" Part 1 1 Day- Causes of WWI- "M-A-I-N" Part 2 1 Day- Background of Alliances- Triple Entente and 1 Day- Background of Alliances- The Central Powers 1 Day- The Assassination of Archduke Ferdinand 2 Days- Map Activity- Understanding Where and Who 2 Days- Apocalypse WWI- Fury 1 Day- The First Battles on the Western Front 1 Day- War Technology 2 Days- War Technology Mini-Project 2 Days- Life in the Trenches- Primary, "Over the Top" 1 Day- Tunnel Warfare- Clay Kickers 2 Days- Apocalypse WWI- Fear 	<ul style="list-style-type: none"> Teacher- made activities that include, but are not limited to, visual multimedia sources, primary and secondary sources, and higher order questions. Q- Chart Flocabulary, Newsela, and other online platforms iCivics Graphic Organizers Kagan Strategies for Discussion and Questioning Chromebooks and Google Software Do-Now Activities Closure activities: Exit tickets, Kahoots, KWL charts Teacher Observation Common Formative Assessments 	<ul style="list-style-type: none"> 6.1.12.HistoryCA.7.c 6.2.12.CivicsPI.4.a 6.2.12.GeoSP.4.a 6.2.12.HistoryCC.4.a 6.2.12.HistoryCC.4.h RI.CR.7.1 RI.CR.7.2 RI.CR.7.3 RI.CR.7.4 RI.CR.7.5 RI.CR.7.6 RI.CR.7.7 RI.CR.7.8 W.AW.7.1 A.B.C.D.E. W.IW.7.2. A.B.C.D.E.F. W.WP.7.4 W.WR.7.5 W.SE.7.6 W.RW.7.7 9.4.8.CT.2 9.4.8.CT.3 9.4.8.DC.5 9.4.8.IML.5 9.4.8.TL.4

Grade 7 Social Studies Enrichment

<ul style="list-style-type: none"> • 1 Day- The Campaigns on the Eastern Front • 2 Days- Who's Who of WWI- The Big Names and Familiar Faces • 2 Days- Review and Quiz 		
UNIT 2: Revolution, Genocide and the Later Years of World War I		
<p>22 Days</p> <ul style="list-style-type: none"> • 2 Days- The Middle Eastern Campaign • 1 Day- Armenian Genocide • 2 Days Apocalypse WWI- Hell • 2 Days- Czarism and The Russian Revolution • 2 Days- Apocalypse WWI- Rage • 1 Day- Zimmerman Telegram • 1 Day- The Sinking of the Lusitania • 1 Day- United States Enters the War • 2 Days- Wilson's 14 Points • 1 Day- The Spanish Flu Pandemic of 1918 • 1 Day- Final Days of the War- Armistice Day • 2 Days- Apocalypse WWI- Deliverance • 2 Days- The Treaty of Versailles Stations • 1 Day- League of Nations • 1 Day Lasting Legacy- Interwar Period 	<ul style="list-style-type: none"> • Teacher- made activities that include, but are not limited to, visual multimedia sources, primary and secondary sources, and higher order questions. • Q- Chart • Flocabulary, Newsela, and other online platforms • iCivics • Graphic Organizers • Kagan Strategies for Discussion and Questioning • Chromebooks and Google Software • Do-Now Activities • Closure activities: Exit tickets, Kahoots, KWL charts • Teacher Observation • Common Formative Assessments 	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.7.a • 6.1.12.HistoryCA.7.a • 6.1.12.HistoryCA.7.b • 6.1.12.HistoryUP.7.a • 6.2.12.CivicsPI.4.b • 6.2.12.GeoSP.4.a • 6.2.12.GeoGI.4.a • 6.2.12.HistoryUP.4.c • 6.2.12.HistoryCA.4.b • RI.CR.7.1 • RI.CR.7.2 • RI.CR.7.3 • RI.CR.7.4 • RI.CR.7.5 • RI.CR.7.6 • RI.CR.7.7 • RI.CR.7.8 • W.AW.7.1 A.B.C.D.E. • W.IW.7.2. A.B.C.D.E.F. • W.WP.7.4 • W.WR.7.5 • W.SE.7.6 • W.RW.7.7 • 9.4.8.CT.2 • 9.4.8.CT.3 • 9.4.8.DC.5 • 9.4.8.IML.5 • 9.4.8.TL.4