

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 7th Subject: Middle School Social Studies Adoption Date: 4/01/2014 Revision Date: 4/06/2022

|                         | MP1  | MP2   | MP3  | MP4   |
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| Pacing Guide            | <p>1. How can I analyze why we declared our independence from Great Britain? (6 weeks)</p> <p>2. How can I understand how we won the war against Great Britain? (4 weeks)</p> <p>3. How can I evaluate why the Constitution was created? (4 weeks)</p> | <p>1. How can I analyze how the Constitution influences our government today? (3 weeks)</p> <p>2. How can I understand how the United States expanded from the original 13 colonies to the Pacific Ocean? (8 weeks)</p> <p>3. How can I evaluate how technology changed how people lived? (3 weeks)</p> | <p>1. How do I evaluate why a growing number of Americans in the 1800s called for the end of slavery? (4 weeks)</p> <p>2. How can I understand how the women’s rights movement affected life in the United States? (3 weeks)</p> <p>3. How can I analyze how Native Americans were influenced by the continued expansion of the United States? (3 weeks)</p> | <p>Active Citizenship – Local</p> <p>1. How can I understand how the local/school budget is developed? (3 weeks)</p> <p>2. How can I evaluate how local leaders decide how community land will be used? (3 weeks)</p> <p>3. How can I understand how local laws are made for public issues? (3 weeks)</p> |
| Instructional Materials | <p>1. GLENCOE-MCGRAW HILL: <u>American History/ The Early Years to 1877</u></p> <p>2. Maps</p> <p>3. <i>Declaration of Independence, Articles of Confederation and the Constitution</i></p>  | <p>1. GLENCOE-MCGRAW HILL: <u>American History/ The Early Years to 1877</u></p> <p>2. Maps</p> <p>3. <i>The Constitution and the Bill of Rights</i></p> <p>4. Discovery Education Streaming Website</p>   | <p>1. GLENCOE-MCGRAW HILL: <u>American History/ The Early Years to 1877</u></p> <p>2. Maps</p> <p>3. Discovery Education Streaming Website</p> <p>4. Additional Library Resources</p>  | <p>1. GLENCOE-MCGRAW HILL: <u>American History/ The Early Years to 1877</u></p> <p>2. Maps</p> <p>3. Discovery Education Streaming Website</p> <p>4. Additional Library Resources</p>   |

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|            | <p>4. Discovery Education Streaming Website</p> <p>5. Additional Library Resources</p> <p>6. BrainPop</p> <p>7. Internet Resources</p> <p>8. Studies Weekly newspapers</p> <p>9. ReadWorks articles</p> <p>10. Newsela articles</p>   | <p>5. Additional Library Resources</p> <p>6. BrainPop</p> <p>7. Internet Resources</p> <p>8. Studies Weekly newspapers</p> <p>9. ReadWorks articles</p> <p>10. Newsela articles</p>   | <p>5. BrainPop</p> <p>6. Internet Resources</p> <p>7. Studies Weekly newspapers</p> <p>8. ReadWorks articles</p> <p>9. Newsela articles</p>   | <p>5. BrainPop</p> <p>6. Internet Resources</p> <p>7. Studies Weekly newspapers</p> <p>8. ReadWorks articles</p> <p>9. Newsela articles</p>  |
| Activities | <p><b>One:</b> Students will create a Google Slides presentation on each of the Acts the British imposed on the Colonists</p> <p><b>Two:</b> Students will investigate the Revolutionary War usings Battle Stations, timelines and maps</p> <p><b>Three:</b> Students will compare and contrast the <i>Articles of Confederation</i> with the <i>Constitution</i></p> | <p><b>One:</b> Students will analyze and present Current Events articles that apply to Constitutional issues</p> <p><b>Two:</b> In groups, students will create a Google Slides presentation of the Lewis and Clark Expedition, including maps and natural resources found</p> <p><b>Three:</b> Students will create an inventions web of a famous invention during the Industrial Revolution in the United States, including a blueprint, its history, and its importance then and now</p> | <p><b>One:</b> Students will plan an escape along the Underground Railroad, including maps and items to bring on the journey</p> <p><b>Two:</b> Students will analyze primary and secondary sources to re-enact successful strategies used in the women’s rights movement</p> <p><b>Three:</b> Students will create a Google Slides presentation of various Native Americans tribes, including their migration routes and government actions against them</p> | <p><b>One:</b> Students will contact local officials to obtain borough budget information and invite a representative to speak to the class</p> <p><b>Two:</b> Students will identify open land in the area and research its best purpose to make recommendations to the appropriate governmental agency</p> <p><b>Three:</b> Students will research the local legislative process and invite a representative to speak to the class</p> |
| Standards  | <p><b>Activity One:</b></p> <p><b>6.1.8.C.3.a Activity Two:</b></p> <p><b>6.1.8.B.3.c Activity</b></p> <p><b>Three: 6.1.8.A.3.d</b></p>   | <p><b>Activity One:</b></p> <p><b>6.1.8.A.3.g Activity</b></p> <p><b>Two: 6.1.8.B.4.a Activity</b></p> <p><b>Three: 6.1.8.C.4.b</b></p>   | <p><b>Activity One:</b></p> <p><b>6.1.8.D.4.c Activity Two:</b></p> <p><b>6.1.8.D.4.b Activity</b></p> <p><b>Three: 6.1.8.B.4.b</b></p>   | <p><b>Activity One: 6.3.8.C.1</b></p> <p><b>Activity Two:</b></p> <p><b>6.3.8.B.1 Activity</b></p> <p><b>Three: 6.3.8.A.2</b></p>  |

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| <p>Accommodations and Modifications</p> | <p><b>English language learners:</b> -Highlight key vocabulary (Activity One)<br/>-Assign a buddy, same language or English speaking (Activity Two)<br/>-Provide simplified articles (Activity Three)</p> <p><b>At Risk of School Failure:</b><br/>-Break assignments into a series of smaller assignments (Activity One)<br/>-Allow student to work independently with teacher guidance (Activity Two)<br/>-Provide simplified articles (Activity Three)</p> <p><b>Gifted and Talented Students:</b><br/>-Give students opportunities to mentor other students. (Activity One)<br/>-Give students opportunities to teach other students (Activity Two)<br/>-When mastery is achieved on routine tasks, allow student supervisory responsibilities. (Activity Three)</p> <p><b>Students with 504 plans:</b><br/>-Students with hearing, visual or cognitive impairment may have extra time (Activity One) -Limit number of oral instructions (Activity Two)</p> | <p><b>English language learners:</b> -Highlight key vocabulary (Activity One)<br/>-Assign a buddy, same language or English speaking (Activity Two)<br/>-Provide simplified articles (Activity Three)</p> <p><b>At Risk of School Failure:</b><br/>-Break assignments into a series of smaller assignments (Activity One)<br/>-Allow student to work independently with teacher guidance (Activity Two)<br/>-Provide simplified articles (Activity Three)</p> <p><b>Gifted and Talented Students:</b><br/>-Give students opportunities to mentor other students. (Activity One)<br/>-Give students opportunities to teach other students (Activity Two)<br/>-When mastery is achieved on routine tasks, allow student supervisory responsibilities. (Activity Three)</p> <p><b>Students with 504 plans:</b><br/>-Students with hearing, visual or cognitive impairment may have extra time (Activity One) -Limit number of oral instructions (Activity Two)</p> | <p><b>English language learners:</b> -Highlight key vocabulary (Activity One)<br/>-Assign a buddy, same language or English speaking (Activity Two)<br/>-Provide simplified articles (Activity Three)</p> <p><b>At Risk of School Failure:</b><br/>-Break assignments into a series of smaller assignments (Activity One)<br/>-Allow student to work independently with teacher guidance (Activity Two)<br/>-Provide simplified articles (Activity Three)</p> <p><b>Gifted and Talented Students:</b><br/>-Give students opportunities to mentor other students. (Activity One)<br/>-Give students opportunities to teach other students (Activity Two)<br/>-When mastery is achieved on routine tasks, allow student supervisory responsibilities. (Activity Three)</p> <p><b>Students with 504 plans:</b><br/>-Students with hearing, visual or cognitive impairment may have extra time (Activity One) -Limit number of oral instructions (Activity Two)</p> | <p><b>English language learners:</b> -Highlight key vocabulary (Activity One)<br/>-Assign a buddy, same language or English speaking (Activity Two)<br/>-Provide simplified articles (Activity Three)</p> <p><b>At Risk of School Failure:</b><br/>-Break assignments into a series of smaller assignments (Activity One)<br/>-Allow student to work independently with teacher guidance (Activity Two)<br/>-Provide simplified articles (Activity Three)</p> <p><b>Gifted and Talented Students:</b><br/>-Give students opportunities to mentor other students. (Activity One)<br/>-Give students opportunities to teach other students (Activity Two)<br/>-When mastery is achieved on routine tasks, allow student supervisory responsibilities. (Activity Three)</p> <p><b>Students with 504 plans:</b><br/>-Students with hearing, visual or cognitive impairment may have extra time (Activity One) -Limit number of oral instructions (Activity Two)</p> |
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|  | <p>-Simplify materials and break instructions into chunks<br/>(Activity Three)</p> <p><b>Special Education:</b><br/>-Preferential seating<br/>-Extra time on quizzes and tests<br/>-Modify assignments<br/>-Directions repeated, clarified, or reworded</p> | <p>-Simplify materials and break instructions into chunks<br/>(Activity Three)</p> <p><b>Special Education:</b><br/>-Preferential seating<br/>-Extra time on quizzes and tests<br/>-Modify assignments<br/>-Directions repeated, clarified, or reworded</p> | <p>-Simplify materials and break instructions into chunks<br/>(Activity Three)</p> <p><b>Special Education:</b><br/>-Preferential seating<br/>-Extra time on quizzes and tests<br/>-Modify assignments<br/>-Directions repeated, clarified, or reworded</p> | <p>-Simplify materials and break instructions into chunks<br/>(Activity Three)</p> <p><b>Special Education:</b><br/>-Preferential seating<br/>-Extra time on quizzes and tests<br/>-Modify assignments<br/>-Directions repeated, clarified, or reworded</p> |
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| Interdisciplinary Connections | <p><b>Activity One:</b> Reading and conducting research requires language arts skills</p> <p><b>Activity Two:</b> Reading and analysis requires language arts skills</p> <p><b>Activity Three:</b> Reading and analysis requires language arts skills</p> | <p><b>Activity One:</b> Reading and analysis requires language arts skills</p> <p><b>Activity Two:</b> Researching and creating slide show presentations requires language arts and technology (computer) skills</p> <p><b>Activity Three:</b> Reading and analysis requires language arts skills; creating an attractive inventions web requires art skills</p> | <p><b>Activity One:</b> Reading and analysis requires language arts skills</p> <p><b>Activity Two:</b> Reading and analysis requires language arts skills</p> <p><b>Activity Three:</b> Researching and creating slide show presentations requires language arts and technology (computer) skills</p> | <p><b>Activity One:</b> Reading, writing letters and analysis requires language arts skills</p> <p><b>Activity Two:</b> Reading and analysis requires language arts skills</p> <p><b>Activity Three:</b> Researching and analysis requires language arts skills</p> |
| Assessments                   | <p><b>Benchmark Assessments</b><br/>(Pre-tests)</p> <p><b>Formative Assessments</b><br/>(assignments that inform instruction):<br/>Vocabulary tests,</p>  | <p><b>Benchmark Assessments</b><br/>(Pre-tests)</p> <p><b>Formative Assessments</b><br/>(assignments that inform instruction):<br/>Vocabulary tests,</p>   | <p><b>Benchmark Assessments</b><br/>(Pre-tests)</p> <p><b>Formative Assessments</b><br/>(assignments that inform instruction):<br/>Vocabulary tests,</p>  | <p><b>Benchmark Assessments</b><br/>(Pre-tests)</p> <p><b>Formative Assessments</b><br/>(assignments that inform instruction):<br/>Vocabulary tests,</p>  |

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|                                | Reading tests,<br>Homework completion<br><b>Summative assessments</b><br>(end-of-unit tests): Group presentations, Projects, End of unit test (end-of-unit tests)   | Reading tests,<br>Homework completion<br><b>Summative assessments</b><br>(end-of-unit tests): Group presentations, Projects, End of unit test (end-of-unit tests)  | Reading tests,<br>Homework completion<br><b>Summative assessments</b><br>(end-of-unit tests): Group presentations, Projects, End of unit test (end-of-unit tests)   | Reading tests,<br>Homework completion<br><b>Summative assessments</b><br>(end-of-unit tests): Group presentations, Projects, End of unit test (end-of-unit tests)  |
| 21st Century Themes and Skills | <p><b>Activity One:</b> Students will create a Google Slides presentation on each of the Acts the British imposed on the Colonists<br/><b>CRP4, CRP7, CRP11</b></p> <p><b>Activity Two:</b> Students will investigate the Revolutionary War usings Battle Stations, timelines and maps<br/><b>CRP4, CRP8</b></p> <p><b>Activity Three:</b> Students will compare and contrast the <i>Articles of Confederation</i> with the <i>Constitution</i><br/><b>CRP8</b></p> | <p><b>Activity One:</b> Students will analyze and present Current Events articles that apply to Constitutional issues<br/><b>CRP2, CRP4</b></p> <p><b>Activity Two:</b> In groups, students will create a Google Slides Presentation of the Lewis and Clark Expedition, including maps and natural resources found<br/><b>CRP7, CRP11</b></p> <p><b>Activity Three:</b> Students will create an inventions web of a famous invention during the Industrial Revolution in the</p> | <p><b>Activity One:</b> Students will plan an escape along the Underground Railroad, including maps and items to bring on the journey<br/><b>CRP2, CRP8</b></p> <p><b>Activity Two:</b> Students will analyze primary and secondary sources to re-enact successful strategies used in the women’s rights movement<br/><b>CRP4, CRP8</b></p> <p><b>Activity Three:</b> Students will create a Google Slides presentation of various Native</p> | <p><b>Activity One:</b> Students will contact local officials to obtain borough budget information and invite a representative to speak to the class<br/><b>CRP1, CRP4</b></p> <p><b>Activity Two:</b> Students will identify open land in the area and research its best purpose to make recommendations to the appropriate governmental agency<br/><b>CRP2, CRP5, CRP8</b></p> <p><b>Activity Three:</b> Students will research the local legislative process and invite a</p> |

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|  |  | United States, including a blueprint, its history, and its importance then and now. <b>CRP6, CRP7</b>  | Americans tribes, including their migration routes and government actions against them<br><b>CRP7, CRP11</b>                             | representative to speak to the class<br><b>CRP1, CRP2, CRP7</b>  |
|  | <p><b>Life Literacies and Key Skills</b><br/><b>9.4.5.IML.1:</b> Evaluate digital sources for accuracy, perspective, credibility and relevance</p> | <p><b>Life Literacies and Key Skills</b><br/><b>9.4.5.IML.1:</b> Evaluate digital sources for accuracy, perspective, credibility and relevance</p> | <p><b>Life Literacies and Key Skills</b><br/><b>9.4.5.IML.1:</b> Evaluate digital sources for accuracy, perspective, credibility and</p> | <p><b>Life Literacies and Key Skills</b><br/><b>9.4.5.IML.1:</b> Evaluate digital sources for accuracy, perspective, credibility and relevance</p> |

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|  | <p><b>9.4.5.IML.6:</b> Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</p> <p><b>9.4.8.GCA.2:</b> Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> | <p><b>9.4.5.IML.6:</b> Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</p> <p><b>9.4.8.GCA.2:</b> Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> | <p>relevance</p> <p><b>9.4.5.IML.6:</b> Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</p> <p><b>9.4.8.GCA.2:</b> Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> | <p><b>9.4.5.IML.6:</b> Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions</p> <p><b>9.4.8.GCA.2:</b> Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> |
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