

07_Unit 7: A New Way of Thinking

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **5 weeks/ 25 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 7

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the seventh grade students will focus on "Expanding Exchanges and Encounters" and "Revolution and the New Nation".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that

- historical events and developments are shaped by social, political, cultural, technological, and economic factors
- chronological sequencing helps us track events over time as well as events that took place at the same time.
- in a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.
- fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.

CONTENT AREA STANDARDS

SOC.6.1.8.HistoryCC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
SOC.6.1.8.HistoryUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.W.7.2.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).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- tensions grew progressively between Great Britain and the American Colonies after each of the following: the Seven Years War, Townshend Act, the Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts and the events at Lexington and Concord.
- Great Britain was in debt after the Seven Years War so they taxed the 13 English Colonies to begin to regain their losses
- Patriots believed they were unfairly taxed so they began to rebel and stand up for what they believed was right, a democratic government.
- Great Britain and Loyalists believed the colonists were ungrateful and were responsible to contribute economically to Great Britain.
- Great Britain began to try enforce more control over the colonies which angered and frustrated Patriots.
- the Declaration of Independence was written by Thomas Jefferson and is a document that explains to the world why the United States was breaking away from Great Britain, what Americans believe (principles), and a list of wrong doings by the King and the British government.
- the key principles in the Declaration of Independence are freedom, equality, the government can and should be changed if it is not looking out for its people, and the government is created for the people
- the key principles have evolved over time to become what is known as American Democracy.

Procedural Knowledge

Students will be able to:

Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

- explain why the American Revolution took place.
- identify and analyze the effects of the Seven Years War, Boston Massacre, Boston Tea Party, Intolerable Acts, and the events at Lexington and Concord on the American colonies and Great Britain.

Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

- identify the Declaration of Independence
- explain why the Declaration of Independence was written
- identify the key principles in the Declaration of Independence
- explain how the key principles have evolved and become the ideas behind American democracy
- use primary sources as evidence to explain why the Declaration was written and to explain how the key principles have evolved and become the foundation of American democracy

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

Questions that may be addressed but not limited to are:

Why did the American Revolution take place?

What is the Declaration of Independence and why was it written?

What is American Democracy and how have the ideals of the Declaration evolved to become American Democracy?

What are the foundations for democracy in America?

What are human rights and how can we best protect them?

- observation
- one-on-one
- questioning
- graphic organizers
- anecdotal notes

Alternative:

- self-assessments
- exit tickets

Summative Assessments

Questions that may be addressed but not limited to are:

Why did the American Revolution take place?

What is the Declaration of Independence and why was it written?

What is American Democracy and how have the ideals of the Declaration evolved to become American Democracy?

What are the foundations for democracy in America?

What are human rights and how can we best protect them?

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

www.teachtei.com - - History Alive! The United States Through Industrialism

<https://www.civiced.org/> - Center for Civic Education

Supplemental:

<https://lumenlearning.com/> - Lumen Learning

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - analyzing maps

Visual and Performing Arts - debate, presentations

Science - impact of humans on the environment

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.