

## Overview of Year 7<sup>th</sup> Grade SS Curriculum (Harter/Simmons)

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1  The Uniqueness of Culture and Identity  (4 weeks) PT 10/1	Unit 2  Interaction among groups can bring positives and negatives  (5 weeks) PT 11/6	Unit 3  Freedom comes at high cost  (5 Weeks) PT 12/17	Unit 4  The Power of Resolution Making in a Democracy & Midterm  (9 weeks) PT 3/10 *Representative*		Unit 5  Change is an evolving part of life  (5 weeks) PT 4/22 *Expedition*		Unit 6  Compromise does not always mean justice- What brings us together may also break us apart  & Research Project  PT (8 weeks)		

Unit 1	Understanding	Essential Question
<i>The Uniqueness of Culture and Identity</i> CCSS 7.1	<p><b>U1:</b> Location will impact how different cultures and societies form.</p> <p><b>U2:</b> Individual cultures have developed differently due to adapting to their surroundings, geography and the environment around them.</p> <p><b>U3:</b> Cultures and Identity have developed with similarities and differences that can be uniquely appreciated.</p>	<p><b>EQ1:</b> How does geography affect your culture where you live?</p> <p><b>EQ2:</b> How do we currently identify ourselves? How may something we say or write be misinterpreted by another?</p> <p><b>EQ3:</b> How does the movement and interaction of people create a unique culture?</p> <p><b>EQ4:</b> To what extent does the location in which you live affect your culture and identity?</p>
<b>Performance Task:</b>  Develop a Tweet on Twitter that will teach/inform others about the unique culture and Identity of your fellow scholars. Compare and Contrast the uniqueness of the culture and identities that were tweeted from your class.		
<b>Common Formative Assessment:</b>  4 squared graphic organizer that depicts the similarities and differences of Northern and Southern Native settlements		

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Unit 2	Understanding	Essential Question
<i>Interaction among groups can bring positives and negatives</i>  <b>CCSS 7.2</b>  <b>C3</b>	<b>U1:</b> People make informed decisions to migrate to various geographic locations  <b>U2</b> Science and technology impact individuals, society and the world  <b>U3:</b> interactions among groups can bring both positive and negative outcomes  <b>U4:</b> Colonial American social structures created a society in which all people were not treated equally.	<b>EQ1:</b> What social, economic, and political reasons lead groups to migrate?  <b>EQ2</b> What are current and historical examples of science and technology that have impacted individuals, society, and the world?  <b>EQ3:</b> To what extent can interactions between groups create outcomes that are not positive for all?  <b>EQ4:</b> Why do societies establish social structures that do not treat people equally and benefit all?
<b>Performance Task:</b>  Create a flier for the Rochester community describing an identified issue where interactions have been positive or negative. This flier is also asking for positive feedback or possible solutions to a negative interaction.		
<b>Common Formative Assessment:</b>  Graphic Organizer about African retentions  Colonial DBQ document analysis from the perspective of Africans, Indigenous people, and Europeans about their interactions with each other		

Unit 3	Understanding	Essential Question
<i>Freedom comes at high cost</i>  <b>CCSS 7.3</b>  <b>C3</b>	<b>U1</b> The relationship between individual rights and responsibilities  <b>U2</b> different groups/nations attempt to resolve conflicts to seek order and security  <b>U3</b> Recognizing the tensions that occur when the goals, values, and principles of two or more groups conflict	<b>E1</b> What are your rights and responsibilities as a member of our class, school, and community?  <b>E2</b> How do you meet your individual needs while considering others?  <b>E3</b> How can conflicts have positive and negative effects?
<b>Performance Task:</b>  Preparing a well-drawn out plan of argument to ensure continued support and peace for students at East High School and present it to administration.		
<b>Common Formative Assessment</b>  Public service announcement about interaction between Colonists and Great Britain (positive and/or negative)		

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Unit 4	Understanding	Essential Question
<i>The Power of Resolution Making in a Democracy &amp; Midterm</i> <b>CCSS 7.4-7.5</b> C3	<b>U1</b> challenges among a group of people may or may not result in unity  <b>U2</b> Fundamental ideas that are the foundation of American Constitutional Democracy (including those of the U.S. Constitution, Popular Sovereignty, the rule of law, separation of Powers, checks and balances, and federalism).  <b>U3</b> conflicts exist when social justice is questioned	<b>E1</b> Why might one challenge something?  <b>E2</b> How do similar goals change to differing outcomes?  <b>E3</b> Why is it important to have more than one person in power?  <b>E4</b> Why is a universal common law important?
<b>Performance Task:</b>  Students identify an important need within our community. As a scholarly committee group, design a suggested solution(s) to present to Mayor Lovely Warren in our classroom.		
<b>Common Formative Assessment</b>  Chart of the strengths and weaknesses of the Articles of Confederation  Graphic Organizer defining the principles of the U.S. Constitution		

Unit 5	Understanding	Essential Question
<i>Change is an evolving part of life</i> <b>CCSS 7.6-7.7</b> C3	<b>U1:</b> Ideas that benefit one group can manifest into the displacement of a group of people  <b>U2:</b> Social, Political, and economic inequalities spark reform movements  <b>U3 :</b> Issues continue involving the rights of individuals and groups in relation to general welfare	<b>E1:</b> How does movement of people create opportunities and conflicts?  <b>E2:</b> Is justice for you justice for all? Why or why not? When have you felt as though a decision was made about your life that you felt was unfair?  <b>E3:</b> How do individuals and groups shape social and political conditions?
<b>Performance Task:</b>  Debate whether change results in progress. Findings will be published in the East newspaper with a poll and questionnaire asking for student feedback. A drop box will be placed in unit office to support student body reflections.		
<b>Common Formative Assessment</b>		

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Poster Activity describing the rights and inequalities of Native Americans, Women, and African Americans

Unit 6	Understanding	Essential Question
<i>Compromise does not always mean justice</i>  <i>&amp; Research Project</i>  <b>CCSS 7.8</b>  <b>C3</b>	<b>U1:</b> Compromise does not mean equality for all  <b>U2:</b> sectional and regional differences lead to advantages and disadvantages for the North and South during the Civil War  <b>U3:</b> A Civil War is influenced by power, Authority, and Governance	<b>E1:</b> Is it possible to stay neutral when others disagree?  <b>E2:</b> Can a broken relationship be repaired?  <b>E3:</b> How are we influenced by people in power?  To what extent can you be prepared to deal with obstacles in your life?
<b>Performance Task:</b>  Set a goal- "plan for future", all possible obstacles you may face need to be distinguished. Create all possible solutions that may arise during your endeavor to reach your goal. (Elaborate on how they could overcome these obstacles) = growth mindset		
<b>Common Formative Assessment</b>  A timeline of events leading up to the American Civil war		