

Grade 7 Unit 1: The English Colonies

Enduring Understandings/Skill Focus	Assessment Plan
<p>In this unit, students will examine primary and secondary sources to determine how the experiences of the colonists living under the rule of the British Empire shaped America’s political and social ideals through to the present-day.</p> <p>Students will consider the following question:</p> <p>How did the experiences of the colonists shape America’s political and social ideals?</p>	<p>Vocabulary Quiz x2 (Unit is split in half)</p> <p>Colonial Pamphlet</p> <p>Letter to King George III</p>
Texts	NJSLA Social Studies Standards
<p>Textbook- United States History Beginnings to 1877</p> <p>Primary Sources (http://sheg.stanford.edu)</p> <ul style="list-style-type: none"> • Examining Passenger Lists • Mapping the New World • Pocahontas • The First Thanksgiving Mini Lessons • The Puritans • King Phillip’s War • Salem Witch Trials • Great Awakening • The Middle Passage • Stamp Act • Boston Massacre <p>Beyond the Bubble</p> <ul style="list-style-type: none"> • The First Thanksgiving HAT • The Virginia Company • Signing of the Mayflower Compact • Portrait of an Iroquois Leader • Seven Years’ War <p>Other Materials</p> <ul style="list-style-type: none"> • Zenger Trial 	<p>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</p> <p>6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.</p> <p>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.</p> <p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p>
Writing Tasks	
Big Ideas	End of Module Task

<ol style="list-style-type: none"> 1. Despite a difficult beginning, the southern colonies soon flourished 2. English colonists traveled to New England to gain religious freedom 3. People from many nations settled in the Middle Colonies 4. The English colonies continued to grow despite many challenges 5. Tensions developed as the British government placed tax after tax on the colonies 	<p>Students will write a letter to King George III using detailed, historical examples to explain the issues they are having with British policies in North America and a possible solution to the problem(s).</p>
SIOP Strategies	Accom/Mod/GT/AT
<ul style="list-style-type: none"> • Think-Pair-Share • White Board Response • Cooperative Learning Strategies • Comprehension Strategies • Popcorn Reading 	<p><i>Accommodations:</i></p> <ul style="list-style-type: none"> • Extended Time for assignments • Re-teaching material • Small group/guided reading groups for comprehension • Homogeneous grouping • Present information in various formats • Graphic organizers for written assignments • Modeling/Examples of fluency and expectations of assignments • Redirection • Break down reading and writing tasks into smaller chunks <p><i>Modifications:</i></p> <ul style="list-style-type: none"> • Modify amount of work required • Offer multiple forms of assessment • Differentiate assignments • Allow extended time to complete assignments <p><i>Gifted and Talented/Academically Talented:</i></p> <ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies of investigations • Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom.

		<ul style="list-style-type: none"> • Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning. • Ask students higher level questions that require students to look in to causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. • Allow students to move more quickly through the material. 		
Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21 st Century Skills	Academic Vocabulary	
Mathematics: Visual and Performing Arts: Health/PE: World Languages: Language Arts: RI.CR.7.1, RI.CI.7.2, RI.IT.7.3, L.VL.7.3, RI.TS.7.4, RI.PP.7.5, RI.MF.7.6, RI.AA.7.7, SL.II.7.2, SL.PI.7.4, W.WP.7.4. Science: Technology: Career Ready Practices: 9.4.8.DC.1, 9.4.8.IML.1, 9.1.8.EG.3	Substitution: Digital versions of materials are available. Augmentation: Students prepare, complete, and submit summative assessments using Schoology. Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.	<input type="checkbox"/> Creativity & Innovation <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Economic and Government Influences <input type="checkbox"/> Critical Thinking & Problem Solving <i>Students must use problem solving and critical thinking skills in many classroom questions.</i> <input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) <input checked="" type="checkbox"/> Global and Cultural Awareness	Tier 1	N/A
			Tier 2	<i>Academic Vocabulary</i> words not in general use, not content specific and appear far more in written texts than in speech <i>Examples in this Unit:</i> <i>Examples for Teaching:</i> <ul style="list-style-type: none"> • Introduce words during or after text • Student friendly definitions <i>Examples in this Unit</i> <ul style="list-style-type: none"> • Authority • factors
		<input type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Information Literacy	Tier 3	<i>Domain-Specific Vocabulary</i> <ul style="list-style-type: none"> • words related to a specific content or field of study • students are likely to encounter in the future <i>Examples in this Unit</i>

				<ul style="list-style-type: none"> Jamestown, John Smith, Pocahontas, indentured servants, Bacon's Rebellion, Toleration Act of 1649, Olaudah Equiano, slave codes, Puritans, Pilgrims, immigrants, Mayflower Compact, Squanto, John Winthrop, Anne Hutchinson, Peter Stuyvesant, Quakers, William Penn, staple crops, town meeting, English Bill of Rights, triangular trade, Great Awakening, Jonathan Edwards, Enlightenment, John Locke, Pontiac, Samuel Adams, Committees of Correspondence, Stamp Act of 1785, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Act, Quartering Act <p>Examples for Teaching:</p> <ul style="list-style-type: none"> Contextualize the words Mental Models
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Learning Map (Pacing Guide)

Week	Text (s)	Learning Outcomes, Topics, and Suggested Activities
1	Textbook and Primary Sources	<ul style="list-style-type: none"> Students will gain an understanding of how the 13 English colonies were founded. Primary sources on Examining Passenger Lists, Mapping the New World, Pocahontas, The First Thanksgiving Mini Lessons, The Puritans, King Phillip's War, Salem Witch Trials
2	Textbook and Primary Sources	Students will gain an understanding of how the 13 English colonies were founded. Vocabulary Quiz for 3A likely. Colonial Pamphlet.

3	Textbook and Primary Sources	Students will gain an understanding of the actions that led to the American Revolution. Study of Zenger Trial and primary sources on Middle Passage
4	Textbook and Primary Sources	Students will gain an understanding of the actions that led to the American Revolution. Primary sources on Great Awakening, <i>Sinners in the Hands of an Angry God</i> .
5	Textbook and Primary Sources	Students will gain an understanding of the actions that led to the American Revolution. Primary sources on Stamp Act, Boston Massacre