

Mullica Township Schools
Pacing Guide and Unit Overviews
Grade: 7
Subject Area: Social Studies
Mullica Township Middle School

Unit 1a Time Frame: September Title: Thinking Like a Geographer	Unit 1b Time Frame: Oct., Nov. Title: A Long Walk to Water	Unit 2 Time Frame: Nov., Dec. Title: Europe and Russia	Unit 3 Time Frame: Jan., Feb., March Title: North & South America	Unit 4 Time Frame: April, May, June Title: Asia and Our Most Southern Continents
<p>STANDARDS 6.1.8.B.1.b</p>	<p>STANDARDS 6.1.8.A.1.a, 6.1.8.B.1.b 6.2.8.B.4.b, 6.2.8.B.4.c 6.2.8.B.4.d, 6.2.8.B.4.f 6.3.8.A.1, 6.3.8.A.2 6.3.8.A.3, 6.3.8.B.3 6.3.8.C.1</p> <p>Within this unit, explore the history of slavery and genocide as it pertains to Africa. Focus on modern-day slavery and human trafficking. Emphasize compassion, tolerance, and social justice. (Amistad</p>	<p>STANDARDS 6.1.8.A.1.a, 6.1.8.B.1.b 6.1.8.C.1.b, 6.2.8.B.4.f 6.3.8.A.1, 6.3.8.A.2, 6.3.8.A.3, 6.3.8.B.3, 6.3.8.C.1</p>	<p>STANDARDS 6.1.8.A.1.a, 6.1.8.B.1.b 6.1.8.C.1.b, 6.2.8.B.4.d 6.2.8.B.4.f, 6.3.8.A.1 6.3.8.A.2, 6.3.8.A.3 6.3.8.B.1, 6.3.8.C.1</p> <p>Within this unit, explore the role of slavery and race relations in the early days of settlement. Note the connection between the history of slavery in N. America and current race relations. Emphasize compassion, tolerance, and social justice. (Amistad</p>	<p>STANDARDS 6.1.8.B.1.b, 6.1.8.C.1.b 6.2.8.B.4.b, 6.2.8.B.4.c 6.2.8.B.4.d, 6.2.8.B.4.f 6.3.8.A.1, 6.3.8.A.2 6.3.8.A.3, 6.3.8.B.1 6.3.8.C.1</p>

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	mandate & Holocaust and Genocide studies)		mandate & Holocaust and Genocide studies)	
<u>INTERDISCIPLINARY CONNECTIONS</u> RI.7.1, RI.7.2, RI.7.3, RI.7.4 7.RP.1, 7.G.A.1, 7.G.B.6	<u>INTERDISCIPLINARY CONNECTIONS</u> RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.9 RI.7.1, RI.7.2, RI.7.3, RI.7.4 W.7.2.A-F	<u>INTERDISCIPLINARY CONNECTIONS</u> RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5 RI.7.1, RI.7.2, RI.7.3, RI.7.4 W.7.2.A-F	<u>INTERDISCIPLINARY CONNECTIONS</u> RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.10 W.7.2.A-F	<u>INTERDISCIPLINARY CONNECTIONS</u> RI.7.1, RI.7.2, RI.7.3, RI.7.4 W.7.2.A-F
21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). CRP2. Apply appropriate	21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 9.1.8.A.4 Relate earning	21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 9.1.8.A.4 Relate earning	21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 9.1.8.A.4 Relate earning	21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 9.1.8.A.4 Relate earning

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<p>academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>	<p>power to quality of life across cultures. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>	<p>power to quality of life across cultures. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>	<p>power to quality of life across cultures. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>	<p>power to quality of life across cultures. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>
<p>INSTRUCTIONAL MATERIALS Textbook: Exploring Our World: Chapter 1, Section 1 & Geography Skills Handbook, Chapter 3, Sections 1-3 Leveled readings: Readworks.org “A Club for Explorers” (gr 7)</p>	<p>INSTRUCTIONAL MATERIALS Textbook: Exploring Our World: Chapters 16, 17, 18 (Section 1), 19, 20, 21 <u>A Long Walk to Water</u> by Linda Sue Park Leveled Readings: NEWSELA: “Africa Physical Geography” (Lexiles = 610 - 1040)</p>	<p>INSTRUCTIONAL MATERIALS Textbook: Exploring Our World: Chapters 10,11,13,14 “Pygmalion” by George Bernard Shaw Leveled readings: Readwork.org “The Geography of Russia” Grade 4</p>	<p>INSTRUCTIONAL MATERIALS Textbook: Exploring Our World: Chapters 4,5,7,8 Narrative of the Life of Frederick Douglas Leveled Readings: NEWSELA “North America Human Geography” (Lexiles 600 = 1040)</p>	<p>INSTRUCTIONAL MATERIALS Textbook: Exploring Our World: Chapters 22, 23, 24, 18 (Sections 1 and 2), 25, 26, 27, 28, 29 Leveled Readings: NEWSELA “Asia Physical Geography” (Lexiles = 560- 1050) “Asia Human Geography”</p>

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<p>“The Age of Exploration” (gr. 8) NEWSELA: “Dream Job: Geographer” (Lexiles = 600 - 1070)</p>	<p>“Africa’s Rich Human Geography” (Lexiles = 590 - 1130)</p> <p>http://www.njamistadcurriculum.net/</p>	<p>“The Middle Ages” (Geography article)</p>	<p>“North America Physical Geography” (Lexiles = 610- 1060) “South America Human Geography” (Lexiles = 610 - 1150) “The Physical Geography of South America” (Lexiles = 580 - 1070)</p> <p><u>Slavery / Amistad titles</u> readworks.org (5th - 8th grade) NEWSELA “The Amistad Case: A Quest for Freedom” (Lexiles = 560-1220)</p> <p>http://www.njamistadcurriculum.net/</p>	<p>(Lexiles = 630- 1170) “Australia and Oceania Physical Geography” (Lexiles = 560 - 1050) “Australia and Oceania Human Geography” (Lexiles = 540 - 1040)</p>
<p>ASSESSMENTS <u>Formative Assessments:</u> discussion, exit tickets, quizzes, responses to readings</p> <p><u>Summative Assessments:</u></p>	<p>ASSESSMENTS <u>Formative Assessments:</u> discussion, exit tickets, quizzes, responses to readings</p> <p><u>Summative Assessments:</u></p>	<p>ASSESSMENTS <u>Formative Assessments:</u> discussion, exit tickets, quizzes, responses to readings</p> <p><u>Summative Assessments:</u></p>	<p>ASSESSMENTS <u>Formative Assessments:</u> discussion, exit tickets, quizzes, responses to readings</p> <p><u>Summative Assessments:</u></p>	<p>ASSESSMENTS <u>Formative Assessments:</u> discussion, exit tickets, quizzes, responses to readings</p> <p><u>Summative Assessments:</u></p>

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<p>test (geography, map skills)</p> <p><u>Alternative Assessments:</u> continent study and presentation to class</p> <p><u>Benchmark:</u> pre/post geography/map skills test</p>	<p>test, short summary writing</p> <p><u>Alternative Assessments:</u> write and role-play a scene from <u>A Long Walk to Water</u> - must include accurate geographical references/ scenery</p> <p><u>Benchmark:</u> Unit 1a/1b test</p>	<p>test, short summary writing</p> <p><u>Alternative Assessments:</u> multimedia country report and presentation</p> <p><u>Benchmark:</u> Unit 2 test</p>	<p>presentation of Amistad reader's theater</p> <p>http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state/content/3552/7091, geography test, summary writing</p> <p><u>Alternative Assessments:</u> Creation of a Google Slide presentation - research and present on slave revolts or modern-day slavery</p> <p><u>Benchmark:</u> Unit 3 test</p>	<p>short summary writing and formal compare/contrast piece involving two different (student-selected) areas of the world</p> <p><u>Alternative Assessments:</u> Google Slide presentation (in lieu of compare/contrast writing); choice board of activities involving trade routes</p> <p><u>Benchmark:</u> Unit 4 test</p>
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MODIFICATIONS

SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support;

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mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

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