

Ocean Academy Charter School
Curriculum Guide
Grade 7 - Social Studies



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OCEAN ACADEMY CHARTER SCHOOL Social Studies Curriculum	
Content Area: Social Studies	
Course Title: Social Studies	
Grade Level: Grade 7	
Unit Title	Pacing Guide in Days
<u>Era 1 The Beginnings of Human Society:</u> Prehistory - 4000 BCE Climate Change	45 days
<u>Era 2 Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations:</u> (4000-1000 BCE) Amistad Holocaust/Genocide	45 days
<u>Era 3: The Classical Civilizations of the Mediterranean World, India, and China:</u> (1000 BCE-600 CE) Diversity and Inclusion LGBTQ and Disabilities Climate Change Holocaust/Genocide Asian Americans and Pacific Islanders (AAPI)	45 days
<u>Era 4: Expanding Exchanges and Encounters:</u> (500 CE-1450 CE) Diversity and Inclusion	45 days

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Climate Change

OCEAN ACADEMY CHARTER SCHOOL
Era 1 Overview

Content Area: Social Studies

Unit Title: The Beginnings of Human Society

Duration: 45 Days

Target Course/Grade Level: Grade 7

Introduction/Unit Focus:

In this unit, students will explore the early development of human societies and examine how geography, climate, and the natural environment shaped the ways people lived, survived, and evolved over time. Students will begin by investigating how scientists use archaeological evidence, such as fossils and artifacts to draw conclusions about early humans. They will learn how human life is believed to have originated in Africa and how modern humans gradually spread across the globe by adapting to a variety of environments and climates.

As the unit progresses, students will explore the lives of early hunter-gatherer societies and how their survival depended on innovation, resourcefulness, and the ability to modify their environment. Students will also compare modern humans to Neanderthals, examining the characteristics that may have contributed to the success of Homo sapiens. Through this lens, students will analyze how environmental changes and technological advances influenced patterns of migration and survival strategies.

A major focus of the unit is the Agricultural Revolution, a turning point in human history. Students will investigate how the development of farming led to significant social, cultural, and economic changes, including the rise of permanent settlements, the specialization of labor, and the formation of complex social structures. They will explore how early farming communities eventually gave rise to cities and the world's first civilizations, and what all of those early civilizations had in common.

By examining the shift from small, mobile groups to settled societies, students will better understand how early human innovation laid the foundation for the complex civilizations that followed. Throughout the unit, students will consider the essential question: *How much does geography shape people's lives?*

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in

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kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

<u>Core Idea:</u>	<u>Performance Expectations/Performance Standards:</u>
Relationships between humans and environments impact spatial patterns of settlement and movement Climate Change	6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia and the Americas.
Historical events and developments are shaped by social, political, and cultural, technological, and economic factors	6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g. the impact of food surplus from farming). 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies. 6.2.8.HistoryCC1.c: Describe how the development of both written and unwritten languages impact human understanding, development of culture, and social structure.
Chronological sequencing helps us track events over time as well as events that	6.2.8.HistoryCC1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

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took place at the same time.	
Examining how historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.	6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

Reading History

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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Writing in History, Science and Technical Subjects

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection,

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metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Personal Financial Literacy	
9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills
9.1.8.D.5	Explain the economic principle of supply and demand
9.1.8.F.2	Examine the implications of legal and ethical behaviors when making financial decisions.
Civics	Medal of Honor
D2.Civ.10.6-8	Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society
D2.Civ.14.6-8.	Compare historical and contemporary means of changing societies, and promoting the common good.
New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Global and Cultural Awareness Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
Critical Thinking and Problem-solving An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Technology Literacy Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital	<ul style="list-style-type: none"> 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

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<p>tools are appropriate for creating text, visualizations, models, and communicating with others.</p>	
<p>New Jersey Student Learning Standards: Computer Science and Design Thinking</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Computer Science and Design</p>	
<p>Impact of Computing Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.</p>	<p>8.1.8.IC.1 Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</p>
<p>Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.</p>	<p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>
<p>Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving</p>	<p>8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p>

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of alternative possibilities before proposing solutions.	
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Computer Science and Design	
<p>Impact of Computing Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.</p>	8.1.8.IC.1 Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
<p>Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.</p>	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
<p>Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.</p>	<p>8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</p> <p>8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</p> <p>8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p>

New Jersey Student Learning Standards: Climate Change Mandate Climate Change Social Studies Core Ideas	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)

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The physical and human characteristics of places and regions are connected to human identities and cultures.	6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
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Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Explain how fossils and artifacts help scientists understand the lives of early humans
- Discuss the evidence that suggests human life began in Africa
- Analyze how early humans adapted to different environments and climate changes
- Describe the ways hunter-gatherer societies survived and developed new skills
- Explain the reasons why modern humans thrived and spread to most parts of the world
- Examine how environmental factors influenced early human migration patterns
- Explore how human societies became increasingly complex over time
- Describe how humans learned to change and modify their surroundings to meet their needs
- Analyze why some human groups developed agriculture while others practiced herding
- Explain how farming enabled people to settle and develop specialized roles and skills
- Trace how farming villages grew and transformed into early cities
- Identify the major effects of these new lifestyles on human communities and the environment

Unit Enduring Understandings:

Students will know...

Students will understand that...

- Archaeologists use fossils and artifacts as tools to reconstruct the lives of early humans
- Human origins trace back to Africa, based on scientific evidence
- Early human life was centered on hunting and gathering for survival
- Modern humans succeeded due to their adaptability and innovations, enabling wide migration
- Environmental changes played a significant role in shaping human movement and settlement
- Early human communities became more organized and complex over time
- Humans began actively altering their environments to improve their living conditions
- The development of agriculture was a key factor in forming settled societies and job specialization
- Farming villages laid the foundation for the rise of cities and civilizations

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- Environmental factors influenced the growth of early civilizations and urban centers
- Early civilizations shared common characteristics, such as social organization and technology
- The impact of human societies on their environment has been significant throughout history

Unit Essential Questions:

- How does geography influence the ways people live and organize their societies?
- What factors contributed to the success and spread of modern humans across the globe?
- How did changes in environment and technology shape early human societies?
- Why did some groups adopt farming while others continued hunting and gathering?
- What role did farming play in the growth of early cities and civilizations?
- How do archaeologists reconstruct the past from fossils and artifacts?
- What common features define the world’s earliest civilizations?

Instructional Plan

Suggested Activities	Resources/Texts
<ul style="list-style-type: none"> ➤ DBQs and Mini-DBQs ➤ Argumentative Writing Task ➤ Requiring students to analyze maps, graphs, photos and charts help students practice reading skills and master vocabulary provide writing opportunities to help students comprehend text help students apply and extend what they have learned to require students to use digital tools effectively. 	<p>Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:</p> <ul style="list-style-type: none"> ➤ World History: myWorld Interactive Early Age Middle Grades (Savvas) ➤ Graphic organizers ➤ Supplemental Readings ➤ Relevant Video Clips <p>Primary Sources DBQ Project CommonLit Readworks NJDOE Amistad Curriculum Resources</p>

Evidence of Student Learning

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Formative Assessments:

- Observations
- Questioning
- Discussion
- Exit/Admit Slips
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Visual Representations
- Kinesthetic Assessments
- Constructive Quizzes
- Think Pair Share
- As I See It
- Homework
- Class work
- Teacher observation
- Group participation
- Notebook assessment
- Project presentations
- Class discussions
- Thought Bubble
- Historical Cartoon
- Retelling Stories
- Connect to Today - issues/events we can relate to
- Newspaper Headline
- Daily “Do Now”
- Flocabulary (Vocabulary Skills)
- “Know It Show It” (Online Assessment Game Show)
- Historians Apprentice Online
- Varied journal prompts, spelling or vocabulary lists
- Anchor activities
- Choice of review activities
- Homework options
- Flexible grouping
- Varied computer programs
- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile

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- Games to practice mastery of information and skill
- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Brainpop
- EdPuzzle
- Commonlit
- Readworks
- Map project of early civilizations
- Timeline project of early civilizations
- Neolithic/Paleolithic Journal entries

Summative Assessments:

- End of lesson / Topic tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.
- Lesson Quizzes
- Topic Assessment
- Create a Postcard
- Timeline projects
- Neolithic vs. Paleolithic Venn Diagram
- Neolithic vs. Paleolithic compare/contrast essay
- Systematic Agriculture Mini Research Project - Research evolution of farming.
- Journal Entries comparing/contrasting life as a hunter/gatherer vs. settled down to farm.
- Brainpop
- EdPuzzle
- Google Slides presentations
- Commonlit
- Readworks
- Guided Notes

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments
- Teacher created annual Benchmark Assessments (fall, winter, spring)

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- Common Grade Level Subject Assessments
- LinkIt ELA Assessments - data/test score analysis

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Varied pacing
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Varied computer programs
- Varied supplemental materials
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Student TED Talk
- Topic Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

- (When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.
 - Digital Portfolio Review
 - DBQs
 - **Amistad Education**: Investigate the Middle Passage and the conditions experienced by enslaved Africans. The students will also examine the struggle for equality, civil rights or sovereignty for different groups of people in the Western Hemisphere including African Americans. They will also compare the practice of slavery and indentured servitude in Colonial labor systems.

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, diagrams, timelines, and multimedia resources.

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- Provide guided notes, graphic organizers, and study guides.
 - Pre-teach and review vocabulary and key concepts.
 - Offer leveled texts or simplified versions of primary sources.
 - Provide small-group or one-on-one instruction.
 - Assign supportive lab/learning partners or peer tutors.
 - Offer preferential seating.
 - Read aloud directions or key passages.
 - Allow extended time on projects, essays, and assessments.
 - Accept oral, dictated, or technology-assisted responses.
 - Reduce or modify assignment/test length.
 - Provide access to large-print, Braille, or digital text with audio supports.
 - Allow use of scribes, text-to-speech, or augmentative communication devices.
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Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for assignments and assessments.
 - Offer small-group or quiet testing environments.
 - Provide preferential seating.
 - Accept oral or dictated responses.
 - Provide large-print, Braille, or digital texts with assistive technology.
 - Allow use of scribes or communication devices.
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Students at Risk of School Failure

- Provide extended time and break tasks into smaller steps.
 - Reduce the number of questions or workload when appropriate.
 - Provide copies of teacher notes, outlines, or guided reading questions.
 - Pre-teach and reinforce key vocabulary and concepts.
 - Assign peer or teacher support for note-taking and projects.
 - Provide preferential seating and structured routines.
 - Offer frequent teacher check-ins and feedback.
 - Use real-world connections and current events to increase engagement.
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Gifted and Talented

- Ask higher-order, open-ended questions to promote critical thinking.

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- Provide opportunities for independent inquiry and research projects.
 - Offer enrichment texts, primary sources, and historical documents for deeper analysis.
 - Encourage simulations, debates, and mock trials.
 - Allow choice in projects, assessments, and presentations.
 - Group flexibly for inquiry projects and problem-solving tasks.
 - Integrate cross-curricular activities (ELA for persuasive writing, math for data analysis).
 - Provide leadership opportunities such as facilitating discussions or mentoring peers.
 - Encourage reflection, peer teaching, and authentic presentations.
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Multilingual Learners

- Collaborate with ESL/MLL specialists.
 - Provide small-group instruction and partner support.
 - Pre-teach and revisit vocabulary with visuals, cognates, and realia (maps, artifacts, political cartoons).
 - Use bilingual glossaries, graphic organizers, and labeled diagrams.
 - Scaffold reading of primary sources with summaries or side-by-side translations when possible.
 - Provide sentence frames, discussion stems, and writing templates.
 - Allow extended time and oral presentations instead of written responses.
 - Use digital supports (translation tools, captioned videos, read-aloud technology).
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Diversity and Inclusion

- Integrate diverse voices, cultures, and perspectives into lessons and primary sources.
 - Provide alternative project formats (visual, oral, digital).
 - Use visuals, timelines, and maps alongside text.
 - Use clear academic language and avoid slang/idioms.
 - Collaborate with cultural liaisons, language specialists, and support staff.
 - Establish classroom norms for respectful debate and discussion.
 - Provide sufficient wait time for responses.
 - Foster strong school-family connections and invite families to contribute cultural perspectives.
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Low Prep Strategies

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Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.

Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.

Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.

Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.

Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.

Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.

Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

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Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.

Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.

Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.

4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.

Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which

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centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.

Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Supplemental Resources

Teacher Notes

PBL tasks found through the resources can be adapted to address various historical/cultural units.

In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study.

Students must engage in technology applications integrated throughout the curriculum.

Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

**OCEAN ACADEMY CHARTER SCHOOL
Era 2 Overview**

Content Area: Social Studies

Unit Title: Early Civilization and the Emergence of Pastoral People:
Ancient River Valley Civilizations

Duration: 45 Days

Target Course/Grade Level: Grade 7

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Introduction/Unit Focus:

Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River -modern Pakistan and northwestern India, and, later, Yellow River Valley in China) developed due to favorable geographic conditions.

They created centralized systems of government and advanced societies.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and

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inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSL) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Core Idea:

Performance Expectations/Performance Standards:

Political and civil institutions impact all aspects of people’s rights

6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

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Human rights can be protected or abused in various societies. Amistad Holocaust/Genocide	6.2.8.Civics.HR.2a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments, and spatial patterns across Earth’s surface.	6.2.8.GeoSV.2.a: Compare/Contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e. Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China)
The physical and human characteristics of places and regions are connected to human identities and cultures.	6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
Economic interdependence is impacted by increased specialization and trade	6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors	6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
Historians develop arguments using evidence from multiple relevant historical sources.	6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

Reading History

- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text
- RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing in History, Science and Technical Subjects

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or

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explain the topic.

- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Personal Financial Literacy	
Civic Financial Responsibility	
Individuals can use their talents, resources, and abilities to give back	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
Financial Psychology	
An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.	9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
Information and Media Literacy	9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for information

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<p>Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p>9.4.8.IML.2 Identify specific examples of distortion, exaggeration, or misrepresentation of information.</p> <p>9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH.IPRET.8).</p>
<p>New Jersey Student Learning Standards: Computer Science and Design Thinking</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Impact of Computing Advancements in computing technology can change individuals' behaviors.</p>	<p>8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.</p>
<p>Interaction of Technology and Humans Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.</p>	<p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>
<p>Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.</p>	<p>8.2.8.ITH.2: Compare how technologies have influenced society over time. 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p>
<p>Ethics & Culture Technological disparities have consequences for public health and prosperity.</p>	<p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</p>
<p>Climate Change Social Studies Core Idea:</p>	<p>The physical and human characteristics of places and regions are connected to human identities and cultures.</p> <p>6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</p>

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**New Jersey Student Learning Standards: Climate Change Mandate
Climate Change Social Studies Core Ideas**

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
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<p>The physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<p>6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</p>
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Knowledge and Skills

Unit Learning Targets (Objectives):
Students will be able to...

- Explain how the fertile land of Mesopotamia supported the rise of early civilizations
- Describe the development of complex societies in ancient Egypt and how its geography contributed to growth
- Analyze the role of priests and kings in governing the city-states of Sumer
- Identify key achievements of the Sumerians in writing, technology, and the arts
- Explain how Sargon established the first empire in Mesopotamia
- Summarize how the Babylonian empire changed life in Sumer and Hammurabi’s lasting legal legacy
- Analyze the military strategies that allowed the Assyrians to build a vast empire
- Describe how the Persian Empire combined local autonomy with central authority
- Examine the cultural traditions that flourished in Mesopotamia and their influence on neighboring regions
- Explain how trade and contacts connected Mesopotamian societies with the eastern Mediterranean
- Describe the Phoenicians’ role in spreading their culture and developing early writing systems
- Explain the impact of writing, religion, and pharaohs on Egyptian society
- Identify the major features of Egyptian art, architecture, and scientific advances
- Analyze how trade linked Egypt to surrounding regions and contributed to the growth of Kush
- Summarize the achievements and importance of the Kushite civilization

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Unit Enduring Understandings:

Students will know...

Students will understand that...

- Fertile river valleys like Mesopotamia and Egypt provided the resources necessary for civilizations to thrive
- Priests and kings held significant authority in early Mesopotamian city-states, shaping social and political order
- The Sumerians made important contributions to early human culture through innovations in writing, technology, and art
- Empires like those of Sargon and the Babylonians brought political change and legal traditions that influenced later societies
- Assyrian military power enabled control over vast territories, while the Persian Empire balanced regional and central control
- Mesopotamian cultures developed rich traditions that spread through trade and interaction with other peoples
- The Phoenicians were key agents of cultural diffusion, especially in the development of alphabetic writing
- Egypt's geography fostered the growth of a powerful, complex civilization ruled by pharaohs and deeply influenced by religion
- Egyptian achievements in science, art, and architecture reflected a highly advanced society
- Trade networks connected Egypt and Kush, supporting the rise of the Kushite civilization and its unique contributions

Unit Essential Questions:

- How do societies create and maintain social and political order?
- What qualities and actions define effective leadership in early civilizations?
- How did geography shape the development of early river valley civilizations?
- In what ways did cultural exchange and trade influence ancient societies?
- How did innovations in law, writing, and government impact the growth of empires?
- What role did religion and belief systems play in shaping ancient civilizations?
- How did the achievements of civilizations like Mesopotamia, Egypt, and Kush influence later cultures?

Instructional Plan

Suggested Activities	Resources/Texts
<ul style="list-style-type: none"> ➤ DBQs and Mini-DBQs ➤ Argumentative Writing Task: Make an argument about a Constitutional Issue or an issue related to a violation of 	Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

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<p>US Citizens might view as a violation of human rights. (such as Amistad, Holocaust or Genocide).</p> <ul style="list-style-type: none">➤ Explanatory/Informative Writing Task	<ul style="list-style-type: none">➤ Textbook: World History: myWorld Interactive Early Age Middle Grades (Savvas)➤ Connect Ed - McGraw Hill online textbook.➤ Graphic organizers➤ Supplemental Readings➤ Relevant Video Clips➤ Integration of current events from relevant sources <p>Primary Sources NJDOE Amistad Curriculum Resources Center for Holocaust Education</p>
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Evidence of Student Learning

- Formative Assessments:**
- Observations
 - Questioning
 - Discussion
 - Exit/Admit Slips
 - Learning/Response Logs
 - Graphic Organizers
 - Peer/Self Assessments
 - Practice Presentations
 - Visual Representations
 - Kinesthetic Assessments
 - Constructive Quizzes
 - Think Pair Share
 - As I See It
 - Homework
 - Class work
 - Teacher observation
 - Group participation
 - Notebook assessment

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- Project presentations
- Class discussions
- Thought Bubble
- Historical Cartoon
- Retelling Stories
- Connect to Today - issues/events we can relate to
- Newspaper Headline
- Daily “Do Now”
- Flocabulary (Vocabulary Skills)
- “Know It Show It” (Online Assessment Game Show)
- Historians Apprentice Online
- Varied journal prompts, spelling or vocabulary lists
- Anchor activities
- Choice of review activities
- Homework options
- Flexible grouping
- Varied computer programs
- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
- Games to practice mastery of information and skill
- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Brainpop
- EdPuzzle
- Commonlit
- Readworks
- Map project of early civilizations
- Timeline project of early civilizations
- Neolithic/Paleolithic Journal entries

Summative Assessments:

- End of lesson / Topic tests.
- End of term / semester tests.
- Mid-unit quizzes

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- All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.
- Lesson Quizzes
- Topic Assessment
- Create a Postcard
- Timeline projects
- Neolithic vs. Paleolithic Venn Diagram
- Neolithic vs. Paleolithic compare/contrast essay
- Systematic Agriculture Mini Research Project - Research evolution of farming.
- Journal Entries comparing/contrasting life as a hunter/gatherer vs. settled down to farm.
- Brainpop
- EdPuzzle
- Google Slides presentations
- Commonlit
- Readworks
- Guided Notes

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments
- Teacher created annual Benchmark Assessments (fall, winter, spring)
- Common Grade Level Subject Assessments
- LinkIt ELA Assessments - data/test score analysis

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Varied pacing
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Varied computer programs
- Varied supplemental materials
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Student TED Talk

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- Topic Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

- (When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.
 - Digital Portfolio Review

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, diagrams, timelines, and multimedia resources.
- Provide guided notes, graphic organizers, and study guides.
- Pre-teach and review vocabulary and key concepts.
- Offer leveled texts or simplified versions of primary sources.
- Provide small-group or one-on-one instruction.
- Assign supportive lab/learning partners or peer tutors.
- Offer preferential seating.
- Read aloud directions or key passages.
- Allow extended time on projects, essays, and assessments.
- Accept oral, dictated, or technology-assisted responses.
- Reduce or modify assignment/test length.
- Provide access to large-print, Braille, or digital text with audio supports.
- Allow use of scribes, text-to-speech, or augmentative communication devices.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and assessments.
- Offer small-group or quiet testing environments.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital texts with assistive technology.
- Allow use of scribes or communication devices.

Students at Risk of School Failure

- Provide extended time and break tasks into smaller steps.
- Reduce the number of questions or workload when appropriate.
- Provide copies of teacher notes, outlines, or guided reading questions.
- Pre-teach and reinforce key vocabulary and concepts.
- Assign peer or teacher support for note-taking and projects.
- Provide preferential seating and structured routines.
- Offer frequent teacher check-ins and feedback.
- Use real-world connections and current events to increase engagement.

Gifted and Talented

- Ask higher-order, open-ended questions to promote critical thinking.
- Provide opportunities for independent inquiry and research projects.
- Offer enrichment texts, primary sources, and historical documents for deeper analysis.
- Encourage simulations, debates, and mock trials.
- Allow choice in projects, assessments, and presentations.
- Group flexibly for inquiry projects and problem-solving tasks.
- Integrate cross-curricular activities (ELA for persuasive writing, math for data analysis).
- Provide leadership opportunities such as facilitating discussions or mentoring peers.
- Encourage reflection, peer teaching, and authentic presentations.

Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Provide small-group instruction and partner support.
- Pre-teach and revisit vocabulary with visuals, cognates, and realia (maps, artifacts, political cartoons).
- Use bilingual glossaries, graphic organizers, and labeled diagrams.
- Scaffold reading of primary sources with summaries or side-by-side translations when possible.
- Provide sentence frames, discussion stems, and writing templates.
- Allow extended time and oral presentations instead of written responses.
- Use digital supports (translation tools, captioned videos, read-aloud technology).

Diversity and Inclusion

- Integrate diverse voices, cultures, and perspectives into lessons and primary sources.
- Provide alternative project formats (visual, oral, digital).
- Use visuals, timelines, and maps alongside text.
- Use clear academic language and avoid slang/idioms.
- Collaborate with cultural liaisons, language specialists, and support staff.
- Establish classroom norms for respectful debate and discussion.
- Provide sufficient wait time for responses.
- Foster strong school-family connections and invite families to contribute cultural perspectives.

Low Prep Strategies

Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.

Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.

Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.

Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.

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Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.

Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.

Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

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Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.

Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.

4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.

Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.

Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Teacher Notes

PBL tasks found through the resources can be adapted to address various historical/cultural units.

In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study.

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Students must engage in technology applications integrated throughout the curriculum.

Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

OCEAN ACADEMY CHARTER SCHOOL
Era 3 Overview

Content Area: Social Studies

Unit Title: Classical Civilization of the Mediterranean World, India and China

Duration: 45 Days

Target Course/Grade Level: 7 Social Studies

Introduction/Unit Focus:

In this unit, students will explore the remarkable rise and expansion of classical civilizations such as Greece, Rome, India, and China. These societies grew into vast empires distinguished by their diverse populations, centralized governments, thriving commerce, and shared cultural values. Geography and the environment played crucial roles in shaping where and how these civilizations developed, influencing their political structures and daily life.

The period of classical civilizations was marked by significant cultural exchange and the emergence of enduring world religions. Philosophical ideas such as Confucianism and Daoism in China, as well as the democratic experiments in Greece, demonstrate the rich intellectual legacies left behind. Students will examine how political ideas, social organizations, religious beliefs, and cultural achievements from this era continue to influence societies today.

Despite their strengths, these empires faced internal challenges and external pressures that eventually led to their decline. Yet, their legacies, spanning government systems, law, art, literature, and science, have profoundly shaped subsequent civilizations and the modern world.

Throughout the unit, students will investigate the contributions of the Indus Valley, Shang, Zhou, Greek city-states, and the Roman Republic and Empire. They will analyze how geography, politics, culture, and conflict affected these civilizations and understand the lasting impact of their innovations and ideas on future generations.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in

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kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Core Idea:	Performance Expectations/Performance Standards:
Governments have different structures which impact development (expansion) and civic participation.	6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e. autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
The Principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian Democracy and the Roman Republic on the development of the United States Constitution.
Diversity and Inclusion Holocaust/Genocide	

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<p>Governments have protected and abused human rights (to varying degree)s at different times throughout history.</p> <p>Holocaust/Genocide Diversity and Inclusion</p>	<p>6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p>
<p>Relationships between humans and environments impact spatial patterns of settlement and movement.</p> <p>Climate Change</p>	<p>6.2.8GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and their decline.</p>
<p>Economic interdependence is impacted by increased specialization and trade.</p>	<p>6.2.8EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce to expand military capabilities to improve life in urban areas and to allow for greater division of labor.</p>
<p>Historical events and developments are shaped by social, political, cultural, technological and economic factors.</p> <p>Diversity and Inclusion</p>	<p>6.2.8HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p>
<p>An individual’s perspective is impacted by their background and experiences.</p> <p>Diversity and Inclusion</p>	<p>6.2.8HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p>
<p>Perspectives change over time.</p> <p>Diversity and Inclusion LGBTQ and Disabilities</p>	<p>6.2.8.HisotryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social)</p>
<p>Historians analyze claims within sources for perspective and validity.</p> <p>Asian American and Pacific Islanders (AAPI)</p>	<p>6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p>

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

Reading History

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- D. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- E. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- F. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing in History, Science and Technical Subjects

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant

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evidence.

- F. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- G. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- H. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- I. Establish and maintain a formal style/academic style, approach, and form.
- J. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- G. 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) when useful to aid in comprehension.
- H. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- I. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- J. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- K. Establish and maintain a formal style academic style, approach, and form.
- L. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

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Core Ideas	Performance Expectations (Identified with Standard Number and statement)
<p>Civic Financial Responsibility The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p>	<p>9.1.8.CR.4 Examine the implications of legal and ethical behaviors when making financial decisions.</p>
<p>Global and Cultural Awareness:Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p>	<p>9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal</p>
<p>Social Studies Climate Change and Core Idea</p>	<p>The physical and human characteristics of places and regions are connected to human identities and cultures.</p> <p>6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</p>
<p>Information and Media Literacy:</p> <p>Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</p>	<p>9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for information.</p> <p>9.4.8.IML.7:Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH.IPRET.8)</p>
<p>New Jersey Student Learning Standards: Computer Science and Design Thinking</p>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
<p>Interaction of Technology and Humans</p>	
<p>Technology interacts with society, sometimes bringing about changes in a society’s economy, politics, and culture, and often leading to the creation of new needs and</p>	<p>8.2.8.ITH.2 Compare how technologies have influenced society over time</p>

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wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

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- Identify who, when, where, or how to seek help for oneself or others when needed

LGBT and Disabilites - analyze early governmental structures/rules/laws and how they impacted ALL people within a society, compare/contrast with the United States Constitution and United States government today.

Holocaust - discrimination/persecution from the Roman Empire. (connection)

**New Jersey Student Learning Standards: Climate Change Mandate
Climate Change Social Studies Core Ideas**

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The physical and human characteristics of places and regions are connected to human identities and cultures.	6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Explain how geography and environment influenced the rise and development of early civilizations in the Indus Valley and China.
- Describe key achievements and remaining mysteries of the Indus Valley civilization.
- Summarize the major accomplishments and differences of the Shang and Zhou dynasties, including the Zhou's rise to power and the Mandate of Heaven concept.
- Analyze the role of ancestor worship, spirits, and early religious beliefs in Chinese society.
- Explain how Confucianism and Daoism offered different responses to social disorder during the Warring States period and supported individuals and rulers.
- Describe the origins and development of Greek civilization, focusing on how geography shaped city-states like Athens and Sparta.
- Compare political systems in Greek city-states, including Athenian democracy and Spartan government, and explain their societal differences.
- Analyze the roles and status of women and social organization in Greek city-states.

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- Discuss Greek expansion through trade, colonization, and conquest and its impact on cultural connections in the ancient world.
- Explain how the Greek city-states defeated the Persian Empire and the resulting role of Athens in the region.
- Summarize the causes and consequences of the Peloponnesian War and its effect on Greek society.
- Analyze how Greek religion, mythology, art, architecture, philosophy, and literature have influenced later cultures and continue to do so today.
- Describe scientific and medical advancements made by the ancient Greeks.
- Explain how Macedonian rulers, especially Alexander the Great, conquered Greece and spread Hellenistic culture across diverse regions.
- Discuss how geography influenced the growth of Rome and how Etruscan and Greek cultures shaped Roman civilization.
- Identify the structure and functions of the Roman Republic, including the division of power and concepts of citizenship.
- Analyze the influence of the Roman republican government on later political systems.
- Describe how Rome expanded and maintained power, especially during the Pax Romana, and the role of architecture, technology, economy, and trade in its growth.
- Explain the relationship between Rome and Judea, including the life and teachings of Jesus and the development and spread of Christianity.
- Summarize the cultural interactions between Rome and other civilizations and highlight Roman contributions in art, literature, science, language, and governance.
- Discuss factors that contributed to the decline of the Roman Empire, efforts to preserve it, the division of the empire, and social challenges faced by Roman emperors.

Unit Enduring Understandings:

Students will know...

Students will understand that...

- How did geography and environment shape early civilizations like the Indus Valley and China?
- Why is much about the Indus Valley civilization still a mystery?
- How did Chinese dynasties rise and maintain power using ideas like the Mandate of Heaven?
- How did Confucianism and Daoism offer different ways to restore order in ancient China?
- How did geography influence Greek city-states and their political systems?
- What were the differences between Athens' democracy and Sparta's government?
- How did Greek expansion affect their culture and connections with other regions?

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- What caused the Peloponnesian War, and what were its effects?
- How have Greek art, philosophy, and science influenced later societies?
- How did Alexander the Great spread Greek culture across the ancient world?
- How did Rome’s geography and neighbors influence its growth?
- What was unique about the Roman Republic’s government and citizenship?
- How did the Pax Romana support Rome’s growth and stability?
- How did Christianity develop and spread within the Roman Empire?
- What legacies did Rome leave in government, culture, and law?
- What factors led to Rome’s decline and division?

Unit Essential Questions:

- What factors help a culture survive and thrive over time?
- How do different societies maintain stability and order?
- Which types of government best serve the needs of their people?
- What kinds of events or forces can bring about major changes in a society?

Instructional Plan

Suggested Activities	Resources/Texts
<ul style="list-style-type: none"> ➤ DBQs and Mini-DBQs ➤ Argumentative Writing Task: ➤ Explanatory Writing: ➤ Explanatory Writing: ➤ Use a cause/effect graphic organizer. ➤ Use a compare/contrast graphic organizer ➤ Conduct a mini-debate ➤ Create a timeline 	<p>Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources: World History: myWorld Interactive Early Age Middle Grades (Savvas).</p> <ul style="list-style-type: none"> • Graphic organizers • Supplemental Readings • Relevant Video Clips • Integration of current events from relevant sources <p>Primary Sources NJDOE Amistad Curriculum Resources</p> <p>Holocaust Resources: NJ DOE Holocaust Resources</p>

Evidence of Student Learning

Formative Assessments:

- Observations
- Questioning
- Discussion
- Exit/Admit Slips
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Visual Representations
- Kinesthetic Assessments
- Constructive Quizzes
- Think Pair Share
- As I See It
- Homework
- Class work
- Teacher observation
- Group participation
- Notebook assessment
- Project presentations
- Class discussions
- Thought Bubble
- Historical Cartoon
- Retelling Stories
- Connect to Today - issues/events we can relate to
- Newspaper Headline
- Daily "Do Now"
- Flocabulary (Vocabulary Skills)
- "Know It Show It" (Online Assessment Game Show)
- Historians Apprentice Online
- Varied journal prompts, spelling or vocabulary lists
- Anchor activities
- Choice of review activities
- Homework options
- Flexible grouping
- Varied computer programs
- Multiple learning intelligence

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- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
- Games to practice mastery of information and skill
- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Brainpop
- EdPuzzle
- Commonlit
- Readworks
- Map project of early civilizations
- Timeline project of early civilizations
- Neolithic/Paleolithic Journal entries

Summative Assessments:

- End of lesson / Topic tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.
- Lesson Quizzes
- Topic Assessment
- Create a Postcard
- Timeline projects
- Neolithic vs. Paleolithic Venn Diagram
- Neolithic vs. Paleolithic compare/contrast essay
- Systematic Agriculture Mini Research Project - Research evolution of farming.
- Journal Entries comparing/contrasting life as a hunter/gatherer vs. settled down to farm.
- Brainpop
- EdPuzzle
- Google Slides presentations
- Commonlit
- Readworks
- Guided Notes

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments

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- Textbook generated pre and post assessments
- Teacher created annual Benchmark Assessments (fall, winter, spring)
- Common Grade Level Subject Assessments
- LinkIt ELA Assessments - data/test score analysis

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Varied pacing
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Varied computer programs
- Varied supplemental materials
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Student TED Talk
- Topic Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

- (When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.
 - Portfolio Review

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, diagrams, timelines, and multimedia resources.
- Provide guided notes, graphic organizers, and study guides.
- Pre-teach and review vocabulary and key concepts.
- Offer leveled texts or simplified versions of primary sources.
- Provide small-group or one-on-one instruction.

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- Assign supportive lab/learning partners or peer tutors.
- Offer preferential seating.
- Read aloud directions or key passages.
- Allow extended time on projects, essays, and assessments.
- Accept oral, dictated, or technology-assisted responses.
- Reduce or modify assignment/test length.
- Provide access to large-print, Braille, or digital text with audio supports.
- Allow use of scribes, text-to-speech, or augmentative communication devices.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and assessments.
- Offer small-group or quiet testing environments.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital texts with assistive technology.
- Allow use of scribes or communication devices.

Students at Risk of School Failure

- Provide extended time and break tasks into smaller steps.
- Reduce the number of questions or workload when appropriate.
- Provide copies of teacher notes, outlines, or guided reading questions.
- Pre-teach and reinforce key vocabulary and concepts.
- Assign peer or teacher support for note-taking and projects.
- Provide preferential seating and structured routines.
- Offer frequent teacher check-ins and feedback.
- Use real-world connections and current events to increase engagement.

Gifted and Talented

- Ask higher-order, open-ended questions to promote critical thinking.
- Provide opportunities for independent inquiry and research projects.
- Offer enrichment texts, primary sources, and historical documents for deeper analysis.
- Encourage simulations, debates, and mock trials.
- Allow choice in projects, assessments, and presentations.

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- Group flexibly for inquiry projects and problem-solving tasks.
- Integrate cross-curricular activities (ELA for persuasive writing, math for data analysis).
- Provide leadership opportunities such as facilitating discussions or mentoring peers.
- Encourage reflection, peer teaching, and authentic presentations.

Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Provide small-group instruction and partner support.
- Pre-teach and revisit vocabulary with visuals, cognates, and realia (maps, artifacts, political cartoons).
- Use bilingual glossaries, graphic organizers, and labeled diagrams.
- Scaffold reading of primary sources with summaries or side-by-side translations when possible.
- Provide sentence frames, discussion stems, and writing templates.
- Allow extended time and oral presentations instead of written responses.
- Use digital supports (translation tools, captioned videos, read-aloud technology).

Diversity and Inclusion

- Integrate diverse voices, cultures, and perspectives into lessons and primary sources.
- Provide alternative project formats (visual, oral, digital).
- Use visuals, timelines, and maps alongside text.
- Use clear academic language and avoid slang/idioms.
- Collaborate with cultural liaisons, language specialists, and support staff.
- Establish classroom norms for respectful debate and discussion.
- Provide sufficient wait time for responses.
- Foster strong school-family connections and invite families to contribute cultural perspectives.

Low Prep Strategies

Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further

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directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.

Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.

Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.

Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.

Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.

Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.

Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)

High Prep Strategies

Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.

Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.

Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.

4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.

Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.

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Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Supplemental Resources

OCEAN ACADEMY CHARTER SCHOOL
Era 4 Overview

Content Area: Social Studies

Unit Title: Expanding Exchanges and Encounters

Duration: 45 Days

Target Course/Grade Level: Grade 7 Social Studies

Introduction/Unit Focus:

In this Grade 7 world history unit, students will explore how powerful empires emerged across Asia, Africa, Europe, and the Americas. These empires grew through increased trade between regions, the exchange of ideas and cultures, new technologies, and the development of cities and strong governments. While trade and farming created wealth and new opportunities, the everyday lives of most people often stayed the same.

Students will also examine how new religions and belief systems spread and helped unite different peoples, while sometimes causing conflicts. For example, Christianity expanded throughout northern Europe, shaping communities and becoming a major authority during medieval times.

The unit covers important social and political changes like feudalism, which created order but weakened central governments, and manorialism, which supported local economies. Students will learn about the Crusades and how these wars affected society and trade.

The Renaissance, which began in Italy's city-states, brought a renewed interest in art, learning, and science. Students will discover how new ideas spread through trade and inventions like the printing press, changing people's views of the world.

They will also study the Reformation, when people challenged the Catholic Church, leading to the growth of Protestantism and a Catholic response called the Counter-Reformation.

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Finally, students will explore the Scientific Revolution, when new ways of studying nature and the universe began, changing how people understood the world and inspiring future discoveries.

Throughout the unit, students will investigate how these events and ideas shaped medieval and early modern societies around the world.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

[Core Idea:](#)

[Performance Expectations/Performance Standards:](#)

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<p>Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p>	<p>6.2.8GeoHE.4.a: Explain how geography influenced the development of the political, economic and cultural centers of each empire as well as the empires’ relationships with other parts of the world.</p>
<p>The physical and human characteristics of places and regions are connected to human identities and cultures.</p> <p>Climate Change</p>	<p>6.2.8GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</p> <p>6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p>
<p>Historical events may have single, multiple, direct and indirect causes and effects.</p>	<p>6.2.8HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</p>
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <p>Diversity and Inclusion</p>	<p>6.2.8HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p>
<p style="text-align: center;">New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs</p>	
<p>Reading History</p>	
<p>RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text</p> <p>RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).</p> <p>L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 40px;">G. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	

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- H. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- I. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing in History, Science and Technical Subjects

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- K. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- L. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- M. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- N. Establish and maintain a formal style/academic style, approach, and form.
- O. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- M. 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) when useful to aid in comprehension.
- N. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- O. Use appropriate transitions to create cohesion and clarify the relationships among ideas

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and concepts.

- P. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- Q. Establish and maintain a formal style academic style, approach, and form.
- R. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
<p>Civic Financial Responsibility The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p>	<p>9.1.8.CR.4 Examine the implications of legal and ethical behaviors when making financial decisions.</p>
<p>Global and Cultural Awareness:Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction</p>	<p>9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal</p>

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<p>Information and Media Literacy:</p> <p>Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</p>	<p>9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for information.</p> <p>9.4.8.IML.7:Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH.IPRET.8)</p>
<p>Climate Change and Social Studies Core Idea</p>	<p>The physical and human characteristics of places and regions are connected to human identities and cultures.</p> <p>6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</p>
<p>New Jersey Student Learning Standards: Computer Science and Design Thinking</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Interaction of Technology and Humans</p>	
<p>Technology interacts with society, sometimes bringing about changes in a society’s economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient</p>	<p>8.2.8.ITH.1 Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>
<p>Social and Emotional Learning New Jersey SEL Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.</p>	
<p>Self-Awareness</p> <ul style="list-style-type: none"> ➤ Recognize one’s feelings and thoughts 	

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- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

**New Jersey Student Learning Standards: [Climate Change Mandate](#)
[Climate Change Social Studies Core Ideas](#)**

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The physical and human characteristics of places and regions are connected to human identities and cultures.	6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Explain how Christianity spread and shaped medieval European society.
- Describe the roles of monks, nuns, and the Catholic Church in daily life.
- Analyze the effects of Viking and other invasions on Europe's stability.
- Evaluate how feudalism and manorialism provided order and shaped the economy.
- Examine the role of trade, guilds, and new technologies in medieval growth.
- Describe the causes and consequences of the Crusades.
- Identify key events and outcomes of the Norman Conquest and Magna Carta.
- Explain how Renaissance ideas spread through trade, art, and writing.
- Compare medieval and Renaissance art, architecture, and humanism.
- Describe how the printing press spread new ideas and changed daily life.
- Explain the impact of the Reformation and the Catholic Church's response.
- Summarize how scientific discoveries challenged old beliefs and led to new methods of thinking.

Unit Enduring Understandings:

Students will know...

Students will understand that...

- Religious movements shaped societies, governments, and culture.
- Feudal and manorial systems maintained order but limited change.
- Trade, innovation, and cultural exchange helped transform medieval Europe.
- The Crusades had long-lasting religious, social, and economic effects.
- Renaissance thinkers revived classical ideas and reshaped European views on art, science, and humanity.
- The Reformation divided Christianity and encouraged new churches and beliefs.
- Scientific discoveries challenged traditional authority and introduced new ways to understand the world.

Unit Essential Questions:

- How did societies preserve order in times of change?
- What forces led to major shifts in belief, power, and knowledge?
- How do new ideas and technologies spread across cultures?

Instructional Plan

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Suggested Activities	Resources/Texts
<ul style="list-style-type: none"> ➤ DBQs and Mini-DBQs ➤ Argumentative Writing Task: ➤ Explanatory Writing: ➤ Explanatory Writing: 	Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources: World History: myWorld Interactive Early Age Middle Grades (Savvas) <ul style="list-style-type: none"> • Supplemental Readings • Relevant Video Clips • Integration of current events from relevant sources

Evidence of Student Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ➤ Observations ➤ Questioning ➤ Discussion ➤ Exit/Admit Slips ➤ Learning/Response Logs ➤ Graphic Organizers ➤ Peer/Self Assessments ➤ Practice Presentations ➤ Visual Representations ➤ Kinesthetic Assessments ➤ Constructive Quizzes ➤ Think Pair Share ➤ As I See It ➤ Homework ➤ Class work ➤ Teacher observation ➤ Group participation ➤ Notebook assessment ➤ Project presentations ➤ Class discussions ➤ Thought Bubble ➤ Historical Cartoon ➤ Retelling Stories

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- Connect to Today - issues/events we can relate to
 - Newspaper Headline
 - Daily “Do Now”
 - Flocabulary (Vocabulary Skills)
 - “Know It Show It” (Online Assessment Game Show)
 - Historians Apprentice Online
 - Varied journal prompts, spelling or vocabulary lists
 - Anchor activities
 - Choice of review activities
 - Homework options
 - Flexible grouping
 - Varied computer programs
 - Multiple learning intelligence
 - Use of graphic organizers
 - Think-Pair-Share by readiness, interest and/or learning profile
 - Games to practice mastery of information and skill
 - Multiple levels of questioning
 - Jigsaw
 - Multiple Texts
 - Alternative Assessments
 - Modified Assessments
 - Open Ended Activities/ Assessments
 - Brainpop
 - EdPuzzle
 - Commonlit
 - Readworks
 - Map project of early civilizations
 - Timeline project of early civilizations
 - Neolithic/Paleolithic Journal entries
- Summative Assessments:**
- End of lesson / Topic tests.
 - End of term / semester tests.
 - Mid-unit quizzes
 - All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.
 - Lesson Quizzes
 - Topic Assessment
 - Create a Postcard
 - Timeline projects
 - Neolithic vs. Paleolithic Venn Diagram

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- Neolithic vs. Paleolithic compare/contrast essay
- Systematic Agriculture Mini Research Project - Research evolution of farming.
- Journal Entries comparing/contrasting life as a hunter/gatherer vs. settled down to farm.
- Brainpop
- EdPuzzle
- Google Slides presentations
- Commonlit
- Readworks
- Guided Notes

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments
- Teacher created annual Benchmark Assessments (fall, winter, spring)
- Common Grade Level Subject Assessments
- LinkIt ELA Assessments - data/test score analysis

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Varied pacing
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Varied computer programs
- Varied supplemental materials
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Student TED Talk
- Topic Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

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- (When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.
 - Portfolio Review
 - Graffiti Wall
 - Found Poems

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, diagrams, timelines, and multimedia resources.
- Provide guided notes, graphic organizers, and study guides.
- Pre-teach and review vocabulary and key concepts.
- Offer leveled texts or simplified versions of primary sources.
- Provide small-group or one-on-one instruction.
- Assign supportive lab/learning partners or peer tutors.
- Offer preferential seating.
- Read aloud directions or key passages.
- Allow extended time on projects, essays, and assessments.
- Accept oral, dictated, or technology-assisted responses.
- Reduce or modify assignment/test length.
- Provide access to large-print, Braille, or digital text with audio supports.
- Allow use of scribes, text-to-speech, or augmentative communication devices.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and assessments.
- Offer small-group or quiet testing environments.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital texts with assistive technology.
- Allow use of scribes or communication devices.

Students at Risk of School Failure

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- Provide extended time and break tasks into smaller steps.
- Reduce the number of questions or workload when appropriate.
- Provide copies of teacher notes, outlines, or guided reading questions.
- Pre-teach and reinforce key vocabulary and concepts.
- Assign peer or teacher support for note-taking and projects.
- Provide preferential seating and structured routines.
- Offer frequent teacher check-ins and feedback.
- Use real-world connections and current events to increase engagement.

Gifted and Talented

- Ask higher-order, open-ended questions to promote critical thinking.
- Provide opportunities for independent inquiry and research projects.
- Offer enrichment texts, primary sources, and historical documents for deeper analysis.
- Encourage simulations, debates, and mock trials.
- Allow choice in projects, assessments, and presentations.
- Group flexibly for inquiry projects and problem-solving tasks.
- Integrate cross-curricular activities (ELA for persuasive writing, math for data analysis).
- Provide leadership opportunities such as facilitating discussions or mentoring peers.
- Encourage reflection, peer teaching, and authentic presentations.

Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Provide small-group instruction and partner support.
- Pre-teach and revisit vocabulary with visuals, cognates, and realia (maps, artifacts, political cartoons).
- Use bilingual glossaries, graphic organizers, and labeled diagrams.
- Scaffold reading of primary sources with summaries or side-by-side translations when possible.
- Provide sentence frames, discussion stems, and writing templates.
- Allow extended time and oral presentations instead of written responses.
- Use digital supports (translation tools, captioned videos, read-aloud technology).

Diversity and Inclusion

- Integrate diverse voices, cultures, and perspectives into lessons and primary sources.

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- Provide alternative project formats (visual, oral, digital).
- Use visuals, timelines, and maps alongside text.
- Use clear academic language and avoid slang/idioms.
- Collaborate with cultural liaisons, language specialists, and support staff.
- Establish classroom norms for respectful debate and discussion.
- Provide sufficient wait time for responses.
- Foster strong school-family connections and invite families to contribute cultural perspectives.

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Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.

Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.

Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.

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Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.

Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.

Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.

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Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.

4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.

Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.

Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Supplemental Resources

PBL tasks found through the resources can be adapted to address various historical/cultural units.

In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the standards indicate, students will develop proficiency with MLA format.

Students must engage in technology applications integrated throughout the curriculum.

Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.