

Subject: Social Studies

Grade: 7<sup>th</sup>

Month/List of Topics	CCSS for Writing and Reading, State Goals & Objectives: (include numbers) See the Common Core State Standards handbook for more details	SBAC Claims for Social Studies, Depth of Knowledge (DOK), and Learning	Materials/Resources
		Essentials (include numbers)	
Year Long	<p><b>CCSS: W1. Write arguments focused on discipline-specific content.</b></p> <p><b>CCSS: W2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b></p> <p><b>CCSS: W3. Not applicable; see note in CCSS handbook p.65</b></p> <p><b>CCSS: W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p><b>CCSS: W5. With some guidance and support from peers and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b></p> <p><b>CCSS: W6. Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</b></p>	<p><u>Claim 1:</u> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p><u>Claim 2:</u> Students can produce effective and well-grounded writing for a range of</p>	

	<p><b>CCSS: W7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</b></p> <p><b>CCSS: W8. 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 the others while avoiding plagiarism and following a standard format for citation.</b></p> <p><b>CCSS: W9. Draw evidence from informational texts to support analysis reflection, and research.</b></p> <p><b>CCSS: W10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b></p> <p><b>CCSS: R1. Cite specific textual evidence to support analysis of primary and secondary sources.</b></p> <p><b>CCSS: R2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</b></p> <p><b>CCSS: R3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</b></p> <p><b>CCSS: R4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</b></p>	<p>purposes and audiences.</p> <p><u>Claim 3:</u> Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p><u>Claim 4:</u> Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p> <p>DOK 1: <u>Remember;</u> Recall and reproduction</p>	
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	<p><b>CCSS: R5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).</b></p> <p><b>CCSS: R6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</b></p> <p><b>CCSS: R7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b></p> <p><b>CCSS: R8. Distinguish among fact, opinion, and reasoned judgment in a text.</b></p> <p><b>CCSS: R9. Analyze the relationship between a primary and secondary source on the same topic.</b></p> <p><b>CCSS: R10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</b></p>	<p><b>DOK 2:</b> <i>Understand:</i> Working with skills &amp; concepts</p> <p><b>DOK 3:</b> <i>Apply:</i> Short-term strategic thinking</p> <p><b>DOK 4:</b> <i>Analyze:</i> Extended strategic thinking</p>	
September			

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October			
November			
December			
January			
March			
April			
May			