

GREEN TOWNSHIP SCHOOL DISTRICT



Content Area: Social Studies

Course/Grade Level: Grades 6-8

Curriculum Committee Members:

Brian Martin
Tri-District Curriculum Committee

Principal:

Jon Paul Bollette

Board Approval Date:

{Fill in when known}



Social Studies Grades 6-8

Mission:

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision: An education in social studies fosters a population that

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.



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Key Performance and Benchmark Tasks/Assessments

Students will be assessed across the units and year in a variety of ways. Formative assessments will be used to gauge student understanding during the course of instruction. Summative assessments will be given to gauge student understanding of concepts or units. Benchmark assessments will gauge understanding of multiple standards at set points during the year. Alternative assessments will be available as needed depending on a student's IEP, 504 or other reason as determined by the teacher.

Below are general examples of assessments that teachers may utilize across all of the units. Assessments or graded projects specific to a particular unit will be identified in the unit.

Resources for help in creating assessments

https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html

Assessments other than paper & pencil tests See link for more info:

http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Formative assessments:

- Used to gauge student understanding and progress throughout the unit.
- Not necessarily graded
- Provide feedback for students to use to reflect, revise and refine their work.

Summative Assessments:

- Final projects or assessments to determine what students have learned over the course of the project or unit.

Benchmark Assessments:

- Teacher-created benchmark assessments to be given periodically during the year.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.



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- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
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Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ***ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students.***

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.

[Modifications & Accommodations Menu](#)

Additional Resources for to Support Planning & Instruction

- New Jersey Student Learning Standards Home
 - <https://www.nj.gov/education/standards/socst/index.shtml>



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Grade 6

G6 Unit 1: The Beginnings of Human Society	Pacing: 4 weeks
Unit Summary: Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived	
Essential Questions: <ol style="list-style-type: none"> 1. What methods do people use today to understand cultures of the past? 2. How does geography influence the way people lived in early times? 3. How did the development of innovations change the way people lived? 4. How have humans adapted to their environment in order to survive? 5. How did ancient civilizations affect the development of modern societies? 6. What factors led to early agriculture? 7. What are the characteristics of a civilization? 8. How do communities develop centralized systems of government and advanced societies? 9. How do people's beliefs affect culture? 10. How and why do political boundaries change over time? 11. How are ideas and materials shared between civilizations? 	Enduring Understandings: <ul style="list-style-type: none"> • Relationships between humans and environments impact spatial patterns of settlement and movement. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. • Chronological sequencing helps us understand the interrelationship of historical events. • Examining historical sources may answer questions but may also lead to more questions.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
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.	Students will identify and locate areas of human development and migration in Afro Eurasia and the Americas.	Developing Questions and Planning Inquiry



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<p>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</p> <p>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).</p> <p>6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies. •</p> <p>6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure</p> <p>6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p> <p>6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>	<p>Students will describe the lifestyle of hunter/gatherers</p> <p>Students will describe the hunter gatherers use of resources;</p> <p>Students will identify the technological advancements (ex. agricultural revolution, firemaking, language [written and oral]) that contributed to fundamental change for hunter/gatherer societies, the relative location of these developments and describe its impact on the development of civilization.</p> <p>Students will describe the similarities and differences of paleolithic and neolithic man in the categories of social organization, use of natural resources, and land use.</p> <p>Students will identify the main characteristics of civilization including: division of labor, development of language, culture and social hierarchy, trade and commerce, and military.</p> <p>Students will describe methods people use today to try to understand cultures of the past.</p> <p>Students will explain how physical geography affects civilizations.</p> <p>Students will summarize how the development of farming changed the way people lived.</p>	<p>Developing Claims and Using Evidence</p> <p>Presenting Arguments and Explanations</p>
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	Students will describe characteristics of the Old Stone Age and developments that led to the New Stone Age.	
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Interdisciplinary Connections

ELA:

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Career Readiness, Life Literacies, and Key Skills:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Unit 1: Core Unit Content

Vocabulary

- ☐ Hunter
- ☐ Gatherer
- ☐ Agriculture



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- ☐ Agrarian
- ☐ Archaeology
- ☐ Migratory/nomadic
- ☐ Surplus

G6 Unit 1: Instructional Materials & Resources

Core Instructional Materials

History Alive! The Ancient World

Supplemental Instructional Materials

History of the World in Seven Minutes

Cave Paintings

Standage, Tom. [The Edible History of Humanity](#)

First chapter has useful information regarding the development of agriculture.

World History for Us All

<https://whfua.history.ucla.edu/>

World History for Us All is a national collaboration of K-12 teachers, collegiate instructors, and educational technology specialists. It is a project of the National Center for History in the Schools, a division of the Public History Initiative, Department of History, UCLA. World History for Us All is a continuing project. Elements under development will appear on the site as they become available.

(Big Eras 1- 2)

Unit 1: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit Tickets



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Summative Assessments: *Vocab Quiz: Students will demonstrate familiarity with key terms and geographic locations for the unit, description of hunting/gathering lifestyle.*

Chapter Test: Students will identify key terms and geographic locations for the unit, compare and contrast characteristics of paleolithic and neolithic man, identify technological advancements that contribute to fundamental change and describe their relative impact on human society, government, and economics.

Project: Poster Project (possible topics: comparing hunter/gathering lifestyle, identifying GRAPES, Stonehenge, etc.)

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



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Grade 6

G6 Unit 2: Early River/Agrarian Civilizations (4000-1000 BCE)	Pacing: 8 weeks
Unit Summary: 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.	
Essential Questions: <ol style="list-style-type: none"> 1. How does geography influence the way people live? 2. What are the characteristics of the Mesopotamia, Egypt, India, and China civilizations? 3. How do people's beliefs affect culture? 4. What major achievements of Mesopotamia, Egypt, India, and China represent enduring legacies in today's world? 5. How and why do political boundaries change over time? 6. How are ideas and materials shared between civilizations? 7. What factors led to early agriculture? 8. What are the characteristics of a civilization? 9. How do communities develop centralized systems of government and advanced societies? 10. How do people's beliefs affect culture? 	Enduring Understandings: <ul style="list-style-type: none"> • Political and civil institutions impact all aspects of people's lives. • Social and political systems have protected and denied human rights (to varying degrees) throughout time. • Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface. • The physical and human characteristics of places and regions are connected to human identities and cultures. • Economic interdependence is impacted by increased specialization and trade. • Chronological sequencing helps us understand the interrelationship of historical events. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. • Historians develop arguments using evidence from multiple relevant historical sources.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal	Students will identify the relative locations of the ERC. Compare and contrast physical characteristics and natural	



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<p>structures</p> <p>6.2.8.GeoSV.2.a: Compare and 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).</p> <p>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</p> <p>6.2.8.EconGE.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</p> <p>6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p> <p>6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p>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.</p> <p>6.2.8.CivicsHR.2.a: Determine the role of slavery in the</p>	<p>resources of ERC, evaluate the impact of these characteristics on the civilizations that developed.</p> <p>Students will identify, describe and evaluate the factors that contributed to the decline of ERCs.</p> <p>Students will identify the locations of ERC and compare them to modern political, geographic and/or physical maps.</p> <p>Students will identify key and describe social, political, economic advancements of ERC and describe their relative impact on the societies that developed them</p> <p>Students will identify the development of new technologies of ERC (including written language) and describe their economic, technological, political impact on the civilizations.</p> <p>Students will identify major achievements of the ERC, describe their impact on the ERC and later civilizations.</p> <p>Students will identify, describe and evaluate the factors that contributed to the decline of ERCs.</p> <p>Students will identify and describe the religious beliefs and/or ethical systems of ERCs and determine their impact on the political systems, lifestyle, culture.</p> <p>Students will compare and contrast the social structures of the ERCs and describe the rights and responsibilities of people within each culture (including the rights and roles of enslaved peoples).</p> <p>*****</p>	<p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p> <p>Developing Claims and Using Evidence</p>
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economic and social structures of early river valley civilizations.

6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

Students will describe methods people use today to try to understand cultures of the past.

Students will explain how physical geography affects civilizations.

Students will summarize how the development of farming changed the way people lived.

Students will explain the growth of cities and how some societies grew into civilizations

Students will summarize how specialization and trade contributed to the development of civilizations.

Students will recognize that there were a variety of religious beliefs in this region.

Students will describe key geographical features of Ancient Egypt.

Students will describe the principles of religion and its effect on Ancient Egyptian society.



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Students will describe the roles and various accomplishments of pharaohs.

Students will explain the Egyptian use of technology.

Interdisciplinary Connections

ELA:

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Career Readiness, Life Literacies, and Key Skills:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

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Unit 2: Core Unit Content

Vocabulary



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- ☐ Civilization
- ☐ Structure
- ☐ Geopolitical
- ☐ Innovations
- ☐ Sustainability
- ☐ Specialization
- ☐ Legacy

G6 Unit 2: Instructional Materials & Resources

Core Instructional Materials

History Alive! The Ancient World

Supplemental Instructional Materials

MetMuseum Heilbrunn Timeline: Chronology of Art History

<https://www.metmuseum.org/toah/chronology/>

Provides multiple resources regarding Early River, Classical and other civilizations, regarding architecture, and access to art as primary sources.

A Day in the Life of Ancient Egyptians

<https://www.pbs.org/empires/egypt/educators/lesson6.html>

Provides a series of short scenarios for students.

Avalon Project

<https://avalon.law.yale.edu/ancient/hamframe.asp>

Provides access to primary sources (documents in law, history, etc.) for the ancient and medieval periods like: Code of Hammurabi, etc.

World History for Us All

<https://whfua.history.ucla.edu/>

World History for Us All is a national collaboration of K-12 teachers, collegiate instructors, and educational technology specialists. It is a project of the National Center for History in the Schools, a division of the Public History Initiative, Department of History, UCLA. World History for Us All is a continuing project. Elements under development will appear on the site as they become available. (Big Eras 3-4)



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Unit 2: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit Tickets

Summative Assessments: *Vocab Quiz: Students will demonstrate familiarity with key terms and geographic locations for the unit, identify key characteristics of the ERCs.*

Chapter Test: Students will identify key terms and geographic locations for the unit, compare and contrast characteristics of the ERCs, identify technological advancements that contribute to the ERC and describe their relative impact on human society, government, economics, evaluate the legacy of major advancements and achievements, identify the religious/ethical practices of the ERCs and their impact on the civilization, identify the rights and responsibilities of peoples within each civilization.

*Possible Project ideas: **MyMap/Geography Project:** Students will identify key locations on world maps of the ERCs; describe the geographic characteristics, describe natural resources, compare modern state locations, etc.  Self-Evaluation Rubric for Ancient India Google MyMaps*

Directions to create an Ancient India MyMap.

[Ancient India MyMap](#)

Poster Project (possible topics: GRAPES comparison, Shark Tank Achievements, Egyptian Pyramid-Pharaoh Project) *Students will identify/compare the characteristics of ERCs.*

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
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 - *Assessments other than paper & pencil tests See link for more info:*



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http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



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Grade 6

G6 Unit 3: The Classic Civilizations of the Mediterranean World, India and China (1000 BCE - 400 CE)

Pacing: 14 weeks

Unit Summary: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Essential Questions:

1. How does geography influence the way people live?
2. What are the characteristics of the Ancient Greek, Rome, India, and China civilizations?
3. How do people's beliefs affect culture?
4. What major achievements of Ancient Greece, Rome, India, and China represent enduring legacies in today's world?
5. How and why do geographical, political, and cultural boundaries change over time?
6. How are ideas and materials shared between civilizations?
7. How does geography influence the way people live?
8. What are the characteristics of these empires?
9. What major achievements of these empires represent enduring legacies in today's world?
10. How are ideas and materials shared between civilizations?
11. What are the characteristics of the various social, political, and economic systems?
12. How did people protect themselves during this period?

Enduring Understandings:

- Governments have different structures which impact development (expansion) and civic participation.
- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- Social and political systems have protected and denied human rights (to varying degrees) throughout time.
- Relationships between humans and environments impact spatial patterns of settlement and movement.
- People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.
- Economic interdependence is impacted by increased specialization and trade
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- An individual's perspective is impacted by one's background and experiences.
- Perspectives change over time



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13. How does religion influence the culture of societies?

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>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</p> <p>6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).</p> <p>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 State Constitution.</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>6.2.8.GeoPP.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>6.2.8.GeoPP.3.b: Explain how geography and the availability</p>	<p>Students will identify the factors and methods that contribute to the rise of empire across many civilizations.</p> <p>Students will describe key geographical features of Ancient Greece, Rome, India, and China.</p> <p>Students will describe the principles of religion/philosophy and its effect on Ancient Greece, Rome, India, and China.</p> <p>Students will describe the social hierarchy of the civilizations.</p> <p>Students will describe the roles and various accomplishments of rulers/ philosophers.</p> <p>Students will explain how the Classical and Mediterranean civilizations used technology.</p>	<p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p> <p>Developing Claims and Using Evidence</p>



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of natural resources led to both the development of classical civilizations and to their decline.

6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.EconGE.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.

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality

6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization

6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

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.

Students will analyze the principles of democracy and comparing and contrasting to present day democracy.

Students will analyze the impact of religions and philosophies on Greek, Roman, Indian, and Chinese society

Students will trace the developments and achievements of the Ancient Greek civilizations.

Students will compare and contrast ancient and contemporary maps.

Students will explain the causes of the fall of Rome.



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Interdisciplinary Connections

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Unit 3: Core Unit Content

Vocabulary

- ☐ Autocratic
- ☐ Bureaucratic
- ☐ Unify



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- ☐ Empire
- ☐ Expansion
- ☐ Uniform
- ☐ Output
- ☐ Hierarchy
- ☐ Inequality
- ☐ Commerce
- ☐ Tenet
- ☐ Globalization
- ☐ Democracy
- ☐ Republic
- ☐ Impact

G6 Unit 3: Instructional Materials & Resources

Core Instructional Materials

History Alive! The Ancient World

Supplemental Instructional Materials

Ask Asia (Asia Society)

<http://asiasociety.org/education-learning>

Created as a comprehensive K-12 resource on Asia, this site's mission is to strengthen mutual understanding between the United States and Asia. It does just that, with a variety of educational sections for teachers, students, and school leaders. For teachers, there are chapter plans and professional development materials. For students, there are readings on a broad spectrum of topics, as well as maps, photos, drawings, and timelines. Colorful and interesting, there are many attractive features, such as a Chinese translation guide and a map game on China's geographic regions. Ask Asia provides a helpful complement to study of Chinese discoveries and inventions.

Traveler Records of Chinese Pilgrims

http://afe.easia.columbia.edu/special/travel_records.pdf



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Columbia: Traveler Records of Chinese Pilgrims contains accounts of three Chinese pilgrims who traveled to India in search of new Buddhist teachings. This document accounts of three prominent pilgrims, Faxian, Xuanzang, and Yijing. Students can follow each pilgrims path by studying maps of each person's route through India. This will allows students to get a better sense of the impact Buddhism had on Asia and how it spread.

Marco Polo and His Travels (The Silk Road Foundation)

<http://www.silk-road.com/artl/marcopolo.shtml>

Learn about the travels of Marco Polo and his journey to China. Investigate background details about Marco Polo and the Mongol Empire, read about the long and difficult journey to Cathay, and learn about his years of service in Khan's court.

Sultan's Lost Treasure (NOVA Online)

<http://www.pbs.org/wgbh/nova/sultan/>

This site, Sultan's Lost Treasure, was designed in conjunction with a NOVA special that traces the expedition to recover artifacts from a Chinese shipwreck. You can try your hand at archaeology by examining a recovered artifact in "Date the Dish," or find out more about "Ancient Chinese Explorers" and "Asia's Undersea Archaeology." Also worth exploring is the "Transcript," which provides all the text from the NOVA show. Clear and informative, this site is enhanced with maps, photos, and an interview with a museum curator. You will find this site a valuable extension for study of China's contacts with the outside world.

Exploring African Culture (PBS)



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<http://www.pbs.org/wnet/africa/tools/culture/goals.html>

Created by PBS, Exploring African Culture provides lesson plans and teaching guides to extend students' exploration of African cultures. The site also provides supplementary activities that engage students in research. This site nicely complements study of the cultural legacy of West Africa.

National Museum of African Art (Smithsonian Institution)

<http://www.nmafa.si.edu/>

The Smithsonian's National Museum of African Art website provides a wealth of information. First click on "Enter Museum," and then go to "Museum Resources" so you can "Explore the Collection," which is organized by themes such as diversity, uses, and imagery. The collection ranges from ancient to modern, and includes ceramics, textiles, furniture, masks, tools, sculpted figures, and musical instruments. Each piece is explained with clear text. Also worth exploring is the section on "Education," where a special exhibit titled "Mali Empire and Djenné figures" takes you through the history and art of the Mali empire. This site is a beautiful complement to study of the cultural legacy of West Africa.

Unit 3: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit Tickets



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Summative Assessments:

Vocab Quiz: Students will demonstrate familiarity with key terms and geographic locations for the unit, description of hunting/gathering lifestyle.

Chapter Test: Students will identify key terms and geographic locations for the unit, compare and contrast characteristics of paleolithic and neolithic man, identify technological advancements that contribute to fundamental change and describe their relative impact on human society, government, and economics.

Projects

Ancient Greece Postcards. Students will write as if they were visiting Ancient Greece and Rome.

Imperial China

Pretend that you are an artist hired by a Ming emperor to design a mural for the wall of his palace. He wants to celebrate the history of China by honoring the dynasty - Sui, Tang, Song, or Yuan - that has made the most important historical contributions. In order to convince the emperor of your choice, you must prepare a presentation that answers this question: Which Chinese dynasty has made the most significant impact on history? Your presentation must be at least 500 to 700 words and include the following elements:

- A. An imaginative title for the mural that will impress viewers.
- B. A five-paragraph persuasive speech that outlines your choice for the mural. Your speech must include:
 - an introduction that clearly describes which dynasty you think the mural should feature.
 - two body paragraphs that explain and give supporting evidence for your choice.
 - a third body paragraph that explains why other dynasties were not selected. As supporting evidence, pick one of the other dynasties and explain why it did not make as significant an impact.
 - a conclusion that restates your position and reminds the emperor of your main points.

Internet Projects: The Cultures and Kingdoms of West Africa

Pretend that you are a traveler (a merchant, a scholar, or some other interesting and realistic character) to the Songhai empire during the rule of Askia Mohammad Toure (1493 - 1538 c.e.). During this time, the empire is experiencing a golden age, a time of great prosperity and achievement. You want to describe your most exciting and interesting experiences in a travel journal. The journal should clearly address this question: How is the time of Askia Mohammad a golden age? Your travel journal must be at least 500 to 700 words and include these elements:

- A. An imaginative title that captures the main idea of your travel journal.
- B. Five dated entries, one paragraph each, as follows:
 - An introductory entry that presents your character, why he or she is traveling, and what he or she plans to see in the Songhai empire.
 - Three main entries on one of these topics: government, trade, Timbuktu, Islam, or West African culture. Each entry should describe the topic and explain how it



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shows that the time of Askia Mohammad Toure is a golden age for the Songhai empire.

- A closing entry that restates the main purpose of your journal and summarizes the main points of your previous entries.

C. A visual for each of your three main journal entries with a two- to three-sentence caption describing each visual and what it reveals about the golden age of the Songhai empire.

D. An outline of notes from your Web sources.

E. A rough draft of your journal.

F. A typed final draft with correct grammar, correct spelling, and a bibliography of your sources. If necessary, use footnotes where appropriate.

Final Unit Test: Classical Civilizations

- **This will be the culminating assessment for our study of Classical Civilizations. It will combine information from the various learning experiences during our 14 week unit of study**

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.



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[Modifications & Accommodations Menu](#)

Grade 6

G6 U4: Expanding Exchanges and Encounters (500 CE- 1450 CE)

Pacing: 14 weeks

Unit Summary:

Essential Questions:

1. How does geography influence the way people live?
2. What are the characteristics of these empires?
3. What major achievements of these empires represent enduring legacies in today's world?
4. How and why do political boundaries change over time?
5. How are ideas and materials shared between civilizations?
6. What are the characteristics of the various social, political, and economic systems?
7. Why is this time period referred to as the Dark Ages?
8. How did people protect themselves during this period?
9. How does religion influence the culture of societies?

Enduring Understandings:

- Political and civil institutions impact all aspects of people's lives.
- Cultural patterns and economic decisions influence environments and the daily lives of people.
- The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.
- The physical and human characteristics of places and regions are connected to human identities and cultures.
- The environmental characteristics of places and production of goods influences the spatial patterns of world trade.
- Economic interdependence is impacted by increased specialization and trade.
- The production and consumption of goods and services influence economic growth, well-being and quality of life



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- Historical events may have single, multiple, and direct and indirect causes and effects.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.GeoHE.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>6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. • 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).</p> <p>6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted science, thought, and the arts</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>Students will describe key geographical features of the Middle East.</p> <p>Students will describe the religious conflicts that occurred between Europe and the Middle East.</p> <p>Students will describe the principles of Islam and Christianity and their effect on civilization.</p> <p>Students will compare and contrast the beliefs of Islam and Christianity.</p> <p>Students will describe family structure and social hierarchy in the empires.</p> <p>Students will describe the roles and various accomplishments of major figures.</p>	<p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p> <p>Seeking Diverse Perspectives</p> <p>Developing Claims and Using Evidence</p> <p>Presenting Arguments and Explanations</p> <p>Engaging in Civil Discourse and Critiquing Conclusions</p>



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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

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.HistoryCC.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)

6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

Students will trace the development of scientific and technological innovations.

Students will analyze the impact of religions on the Ancient and Modern world.

Students will identify the Five Pillars of Islam.

Students will compare and contrast historical and contemporary maps.

Students will trace the origins of feudalism and explain the social structures in a feudal society, both in Europe and Japan.

Students will evaluate the positive and negative aspects of feudalism.

Students will describe the Catholic Church's impact on Medieval society.

Students will describe the accomplishments of various world civilizations and the impact of cultural diffusion



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6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.HistoryCC.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.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Students will compare and contrast historical and contemporary maps.

Interdisciplinary Connections

ELA:

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Career Readiness, Life Literacies, and Key Skills:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.



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Unit 4: Core Unit Content

Vocabulary

- ☐ Interregional
- ☐ Urbanization
- ☐ Diverse
- ☐ Conflict
- ☐ Epicenter
- ☐ Caravan
- ☐ Maritime
- ☐ Isolation
- ☐ Feudalism



G6 Unit 4: Instructional Materials & Resources

Core Instructional Materials

- ☐ History Alive! The Ancient World

Supplemental Instructional Materials

Web Chronology Project

<http://www.thenagain.info/WebChron/index.html>

WebChron: The Web Chronology Project contains a series of hyperlinked chronologies and articles created by the university's history department for its students. There are many types of chronologies, and some are specific to a geographic region, a religion, or a specialized topic such as literature. The content is mostly text, and the vast amount of information is cleverly organized into a series of outlines. You can see events and people in a matrix of time and place, as well as how other regions' histories are connected to one another.



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The Mediterranean Basin Chronology is valuable for studying the legacy of the Roman Empire.

Durham Cathedral & Castle Centre for Law and Computing

<http://www.dur.ac.uk/event.durham/vrtours/castle/>

Have you ever wanted to visit a real medieval castle or cathedral? At this site, Durham Cathedral & Castle Centre for Law and Computing of the University of Durham, United Kingdom, you can do just that. The site provides virtual tours of a 900-year-old cathedral and of a castle built by William the Conqueror in 1072. Photographs and text allow you to explore fun and interesting areas, such as the monastery and the castle keep. Other tools like a timeline and a glossary will help you to better understand these two fascinating locations. This site is useful for learning more about the development of feudalism in Western Europe.

Drum Castle Virtual Tour

http://www.nts.org.uk/Learn/virtual_drumcastle.php

Start the virtual tour and click on the target shapes to move through Drum Castle, a thirteenth-century Scotland castle.

Siege and Warfare

<http://www.pbs.org/wgbh/nova/lostempires/trebuchet/destroy.html>

<http://www.pbs.org/wgbh/nova/lostempires/trebuchet/race.html/>

<http://www.medieval-life-and-times.info/medieval-weapons/>

The first site allows you to work on a trebuchet design: succeed and you'll crush the wall!

The second site introduces elements of medieval siege warfare.

The third site introduces an array of medieval weapons, both for siege fighting



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and hand-to-hand combat.

Illuminated Manuscripts

<http://www.bl.uk/onlinegallery/onlineex/illmanus/index.html/>

Enjoy exploring 3,000 images from the British Library's collection of illuminated manuscripts dating from 600 to 1600 C.E.

Animated Bayeux Tapestry

<http://potionpictures.co.uk/project/the-animated-bayeux-tapestry/>

The Bayeux Tapestry is brought to life with English subtitles, music, and animation, vividly showing the events leading up to the Norman Invasion.

Sounds, Smells, and Structure of Medieval Castle

http://www.exploring-castles.com/life_in_a_medieval_castle.html

What was it *really* like to live in a castle? A combination of extremes: from pomp and ceremony on the one hand to dank, cold, smelly rooms on the other. This website gives you some insight into medieval castle life.

British Library Timeline of Primary Sources

<http://www.bl.uk/learning/histcitizen/timeline/accessvers/>

This timeline presents a wide range of texts in chronological order beginning in the 1200s, and includes images of the texts and additional information. For example, at the 1400 mark, there is a marker for Chaucer that includes a short video explaining his innovations, along with a brief excerpt read in Middle English.

Creating Digital Maps



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<https://www.google.com/maps/d/>

Students can use Google's My Maps in a variety of exciting ways. Consider having them create tours of the geographic area they studied during the Geography Challenge. They can place markers on the map to identify a few key locations and then add text, voice, or video recordings explaining the significance of each place. Make sure that students analyze how the events or changes that occurred during this time are tied to the locations in which they occurred.

Unit 4: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit Tickets

Summative Assessments:

[World Religions Webquest](#)

- This graphic organizer will allow students to compare and contrast the five major religions of the world. This activity will provide context for the exchanges and cultural diffusion that occurred across ancient societies. It will provide a basis for the cultural interactions, both positive and negative, that were the result of religion.

[5 Pillars of Islam Presentation](#)

- This project will allow students to explore the 5 Pillars of Islam. Students will create an interactive presentation that describes each of the pillars. (The link above contains a student create example).

[The Decline of Feudalism and its lasting Impact](#)

- This test will incorporate a variety of assessment questions including maps, timeline, multiple choice, short answer and essay questions that will assess as students understanding of Feudal Times in Europe.

Creation of Interactive Timelines that correlate to the learning experiences from the Expanding Exchanges Unit

- Creating Digital Timelines - Have students use one of the free online timeline sites below, or other school software, to create and present a



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timeline of key events in the unit. (Make sure to follow all school or district guidelines regarding student use of Internet-based software.)

- <http://www.tiki-toki.com/>
- <http://free-timeline.com/>
- <http://www.timetoast.com/>

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Unit 4: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 7



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G7 U1: Colonization and Its Impact

Pacing: 11 weeks

Unit Summary:

Essential Questions:

1. How did geography affect the exploration?
2. Why do people explore?
3. How did Europeans explore and establish settlements in the Americas?
4. What were the similarities and differences among the colonies in North America?
5. What was life really like in the colonies?
6. What effects does exploration have on societies and cultures?
7. How did advances in science and technology lead to increased exploration?
8. How did geography affect where people settled?
9. What were the reasons for establishing colonies?
10. What were the causes of conflict in the New World?
11. What was the historical impact of colonization?

Enduring Understandings:

- Historical events may have single, multiple, and direct and indirect causes and effects.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.2.8.HistoryCC.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>6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and</p>	<p>Students will describe the role of geography in European exploration and conquest.</p>	<p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p>



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<p>evaluate the impact these hierarchical structures had on the lives of various groups of people</p> <p>6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p> <p>6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.</p> <p>6.2.8.GeoHE.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>Students will list and analyze the major reasons for exploration.</p> <p>Students will analyze the impact of exploration on new territories.</p> <p>Students will describe the various conflicts caused by exploration.</p> <p>Students will describe the major explorers and their accomplishments.</p> <p>Students will compare and contrast historical and contemporary maps.</p> <p>Students will describe the social and political changes worldwide as a result of exploration.</p> <p>Students will describe the emergence of slavery.</p> <p>Students will describe role of geography in the settlement of colonies</p>	<p>Seeking Diverse Perspectives</p> <p>Developing Claims and Using Evidence</p>
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	<p>Students will list and analyze the major reasons for colonization.</p> <p>Students will analyze the impact of colonization on Native and African Americans.</p> <p>Students will describe the various conflicts caused by colonization.</p> <p>Students will compare and contrast historical and contemporary maps.</p> <p>Students will describe the social and political changes that resulted from colonization.</p> <p>Students will describe the emergence of slavery.</p>	
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Interdisciplinary Connections

ELA:

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

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).



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NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Career Readiness, Life Literacies, and Key Skills:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Unit 1: Core Unit Content

Vocabulary

- ☐ Mercantilism
- ☐ Colonies
- ☐ Missionaries
- ☐ Cash Crop
- ☐ Charter
- ☐ Emergence
- ☐ Indiginous
- ☐ Commercialization
- ☐ Alliances
- ☐ Columbian Exchange
- ☐ Slavery
- ☐ Conquistadors



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- ☐ Democratic
- ☐ Mayflower Compact
- ☐ English Bill of Rights
- ☐ Great Awakening
- ☐ Magna Carta
- ☐ Parliament

G7 Unit 1: Instructional Materials & Resources

Core Instructional Materials

TCI History Alive the United States Through the Industrial Revolution
(Primary Resource)

Supplemental Instructional Materials

13 Originals--Founding the American Colonies

<http://www.timepage.org/spl/13colony.html>

Created by Bill Murray for his TimePage, this site, 13 Originals — Founding the American Colonies, offers information and links to each of the 13 colonies, including historical and current information. Students can use this site to obtain additional information about their colonies. The maps, photos, graphics, and primary quotations found here can be used to jazz up their booths.

Plimoth Plantation

<http://www.plimoth.org/>

Visit one of the first English settlements in America at this Massachusetts museum's site, Plimoth Plantation. Take a virtual tour of the re-created 1627 Pilgrim Village to see firsthand how people lived. Learn about the people, geography, economy, religion, and government of Plymouth. This museum helped to bring to life the colony featured on the PBS series Colonial House. Go to the PBS site for more information and online activities related to the daily life and language of 17th-century colonists.



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Reading Like a Historian: The Puritans

<http://sheg.stanford.edu/puritans>

Analyze two speeches given by the Puritan leaders who established the Massachusetts Bay Colony. Students should glean what they can from the speeches about Puritan beliefs and how these beliefs affected their actions in Massachusetts. Was the Puritan way selfish or unselfish?

Reading Like a Historian: Examining Passenger Lists

<http://sheg.stanford.edu/examining-passenger-lists>

In 1634, the King of England had information recorded for each person who sailed to the New World. These were called passenger lists. Students examine two passenger lists from the time period. What do the lists indicate about those who chose to go to the colonies? What do these lists imply about colonial life?

Reading Like a Historian: Pocahontas

<http://sheg.stanford.edu/pocahontas>

The legend of how Pocahontas saved John Smith's life has entered popular culture. However, the popular recounting of Pocahontas's story may be different from true events. This site provides primary sources related to Pocahontas and her relationship to John Smith, interpretations from historians about these sources, and a timeline of Pocahontas's life. Explore these documents to determine whether Pocahontas saved John Smith's life.

Reading Like a Historian: Mapping the New World

<http://sheg.stanford.edu/mapping-new-world>

15 years after English colonists settled in the Native American settlement Jamestown, Virginia, the relationship between the Native Americans and Englishmen grew hostile. Examine two maps of



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Virginia. Both are from the 17th century. Analyze the differences in the maps written 15 years apart. What do the two maps reveal about English settlements during the 17th century and about the relationship between the Native Americans and the English?

Unit 1: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit Tickets

Summative Assessments:

Test:

This will be a summative assessment on the fundamental topics of this unit. These topics include:

- A. Motivations and issues that pushed the colonies to crave Independence.
- B. The fundamental ideals of American thinkers and documents.
- C. Topics of debate such as slavery and economical issues.
- D. Historical events during this time period.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf



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Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 7

G7 U2: Revolution and the New Nation (1754-1820s)

Pacing:10 weeks

Unit Summary: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Essential Questions:

1. What are fundamental rights for United States citizens?
2. How do individuals impact or influence the creation of rules in a society?
3. How does history shape the perspectives of people now?

Enduring Understandings:

- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights
- Social and political systems have protected and denied human rights (to varying degrees) throughout time.
- Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.



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- Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
- Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.
- Chronological sequencing helps us understand the interrelationship of historical events.
- Political, economic, social, and cultural factors both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).</p> <p>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</p> <p>6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.</p>	<p>Students will analyze the Declaration of Independence from the perspectives of African Americans, Native Americans and women during the period of Revolution.</p> <p>Students will explain how civil liberties were impacted by acts of government during the Early Republic.</p> <p>Students will evaluate the impact of slavery on the expansion of the United States.</p>	<p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p> <p>Seeking Diverse Perspectives</p> <p>Developing Claims and Using Evidence</p>



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6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.

6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.

6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution

6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.

6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

Students will construct arguments on how slavery contradicted American ideals.

Students will compare and contrast primary sources such as the US Constitution and Articles of Confederation.

Presenting Arguments and Explanations

Engaging in Civil Discourse and Critiquing Conclusions



Social Studies Grades 6-8

6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.

6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies

Interdisciplinary Connections

ELA:

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

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.



Social Studies Grades 6-8

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Career Readiness, Life Literacies, and Key Skills:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Unit 2: Core Unit Content

Vocabulary

- ☐ Authority
- ☐ Fundamental
- ☐ Civil liberties
- ☐ Principles
- ☐ Inflation
- ☐ Debt
- ☐ Socioeconomic
- ☐ Federal

G7 Unit 2: Instructional Materials & Resources

Core Instructional Materials

TCI: History Alive

Supplemental Instructional Materials

<https://www.archives.gov/founding-docs/constitution-transcript>

<https://www.archives.gov/founding-docs/declaration-transcript>



Social Studies Grades 6-8

<https://www.govinfo.gov/content/pkg/SMAN-107/pdf/SMAN-107-pg935.pdf>

<https://newsela.com/>

<https://wvia.pbslearningmedia.org/collection/kenburnsclassroom/home/>

<https://americanindian.si.edu/>

<https://voicesofdemocracy.umd.edu/>

<https://www.loc.gov/rr/program/bib/ourdocs/newnation.html>

Unit 2: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit Tickets



Social Studies Grades 6-8

Summative Assessments:

Test:

This will be a summative assessment on the fundamental topics of this unit. These topics include:

- A. Motivations and issues that pushed the colonies to crave Independence.
- B. The fundamental ideals of American thinkers and documents.
- C. Topics of debate such as slavery and economical issues.
- D. Historical events during this time period.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Project: “Create your own political party”: This will be an end of the unit project that assesses students comprehension of the major issues facing Early America and gives them a platform to think critically on what they believe the solutions should be. These issues can range from westward expansion, constitutional rights for certain groups, trade, taxes, slavery, etc.

Standards:

6.1.8.CivicsHR.3.c

6.1.8.HistoryCC.3.b

[Rubric](#)

Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



Social Studies Grades 6-8

Grade 7

G7 U3: Expansion and Reform (1801-1861)

Pacing: 9 weeks

Unit Summary: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today. Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

Essential Questions:

1. What is the role of individual leadership in the development of governments?
2. What is the purpose of political parties?
3. What challenges do all new nations encounter?
4. How do inventions and technological innovations change society?
5. How does society reform and change?
6. What impact did slavery have on American society?
7. How did immigration change American society?

Enduring Understandings:

- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights
- Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
- Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface
- Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals
- A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.



Social Studies Grades 6-8

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.</p> <p>6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</p> <p>6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.</p> <p>6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation. 6.1.8.EconET.4.b: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.</p> <p>6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p>	<p>Students will describe the changes in political parties in the Early Republic.</p> <p>Students will identify the roles of Washington and Jefferson as presidents during the early Republic.</p> <p>Students will identify major challenges faced by the Republic.</p> <p>Students will compare and contrast the Northern economy with the Southern economy.</p> <p>Students will describe the effects of Jacksonian democracy on the nation</p> <p>Students will identify the reforms that took place during this period.</p> <p>Students will describe the beginnings of the Abolitionist movement.</p>	<p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p> <p>Seeking Diverse Perspectives</p> <p>Developing Claims and Using Evidence</p> <p>Presenting Arguments and Explanations</p> <p>Engaging in Civil Discourse and Critiquing Conclusions</p>



Social Studies Grades 6-8

<p>6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.</p> <p>6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.</p>	<p>Students will identify the reasons for immigration and the challenges they faced when arriving.</p>	
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Interdisciplinary Connections

ELA:

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

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Career Readiness, Life Literacies, and Key Skills:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.



Social Studies Grades 6-8

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Unit 3: Core Unit Content

Vocabulary

- ☐ Prioritize
- ☐ Treaties
- ☐ Tariffs
- ☐ Acquisition
- ☐ Annexation
- ☐ Diplomacy
- ☐ Push/Pull factors

G7 Unit 3: Instructional Materials & Resources

Core Instructional Materials
TCI: History Alive

Supplemental Instructional Materials

<https://newsela.com/>

<https://wvia.pbslearningmedia.org/collection/kenburnsclassroom/home/>

<https://voicesofdemocracy.umd.edu/>

<https://theideaofamerica.org/>

<https://www.historynet.com/the-antebellum-period-what-happened-in-am>



Social Studies Grades 6-8

[erica-before-the-civil-war/](#)

<https://www.loc.gov/rr/program/bib/ourdocs/nationalexpanhome.html>

<https://besthistorysites.net/american-history/westward-expansion/>

Unit 3: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit Tickets

Summative Assessments:

Test:

This will be a summative assessment on the fundamental topics of this unit. These topics include:

- A. Issues that caused great debate and divide in the nation at this time.
- B. Advancement in tools and transportation.
- C. Westward Expansion and its impact.
- D. Economic factors and issues.
- E. Historical events during that time period.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.



Social Studies Grades 6-8

- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 7

G7 U4: Civil War and Reconstruction (1850-1877)

Pacing: 9 weeks

Unit Summary: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

Essential Questions:

1. How do political, social, and economic differences contribute to conflict?
2. How can conflicts be resolved?
3. Do people have the right to enslave others?
4. What issues and problems face societies after major conflicts?

Enduring Understandings:

- Historical events may have single, multiple, and direct and indirect causes and effects.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.



Social Studies Grades 6-8

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.</p> <p>6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).</p> <p>6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.</p>	<p>Students will identify and describe the compromises that led up to the war.</p> <p>Students will analyze excerpts of primary documents of both North and South.</p> <p>Students will analyze critical events and battles of the Civil War.</p> <p>Students will evaluate the economic and military advantages and disadvantages of the North and South.</p> <p>Students will understand the meaning of the Emancipation Proclamation.</p> <p>Students will examine and evaluate Reconstruction plans proposed by the national government.</p> <p>Students will create a timeline of events leading up to and including the Civil War and Reconstruction.</p> <p>Students will identify the key points of the 13th, 14th, and 15th Amendments.</p>	<p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p> <p>Seeking Diverse Perspectives</p> <p>Developing Claims and Using Evidence</p> <p>Presenting Arguments and Explanations</p> <p>Engaging in Civil Discourse and Critiquing Conclusions</p>



Social Studies Grades 6-8

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Unit 4: Core Unit Content

Vocabulary

- ☐ Confederate
- ☐ Union
- ☐ Blockade
- ☐ Campaign
- ☐ Calvary
- ☐ Compromise
- ☐ Institution
- ☐ Liberty
- ☐ Abolitionist
- ☐ Secede
- ☐ Reconstruction

G7 Unit 4: Instructional Materials & Resources

Core Instructional Materials

Supplemental Instructional Materials

<https://newsela.com/>



Social Studies Grades 6-8

TCI: History Alive

<https://wvia.pbslearningmedia.org/collection/kenburnsclassroom/home/>

<https://voicesofdemocracy.umd.edu/>

<https://theideaofamerica.org/>

<https://lib.guides.umd.edu/CivilWar>

<https://teachingamericanhistory.org/resource/civil-war-and-reconstruction-toolkit/>

<https://www.loc.gov/rr/program/bib/ourdocs/civilwarrecon.html>

Unit 4: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit Tickets

Summative Assessments:

Test:

This will be a summative assessment on the fundamental topics of this unit. These topics include:

- A. Documents such as the Emancipation Proclamation and Gettysburg Address.
- B. Critical people and events during that time frame.
- C. Reconstruction and its impact.
- D. Lincoln and Johnson Administration.



Social Studies Grades 6-8

- E. Amendments established during this time frame.
- F. Historical events during that time period.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Unit 4: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



Social Studies Grades 6-8

Grade 8

G8 U1: Foundations of Democracy

Pacing: 10 weeks

Unit Summary: Students will explore the purpose, types, and limitations on government. They will learn about key philosophers like John Locke and examine examples of governmental functions. Students will evaluate and apply different forms of government, key influences on American democratic principles, and distinguish between features of governments around the world.

Essential Questions:

1. What are the philosophical and historical roots of the foundational values of American constitutional government?
2. What are the fundamental principles of American constitutional government?
3. How have the fundamental values and principles of American constitutional government shaped American society?

Enduring Understandings:

- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- -Perspectives change over time
- -Governments have different structures which impact development (expansion) and civic participation.
- -Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions
- -Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Political and civil institutions impact all aspects of people's lives
- Governments have different structures which impact development (expansion) and civic participation.
- Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solution
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.



Social Studies Grades 6-8

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).</p> <p>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 State Constitution</p> <p>6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p>6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights</p> <p>6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy</p> <p>6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</p> <p>6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p>	<p>Students will identify political institutions and principles in ancient Athenian democracy.</p> <p>Students will examine the organization of Athenian democracy and the importance of citizenship.</p> <p>Students will analyze the purpose, strengths, and shortcomings in the rules and structure of Athenian democracy.</p> <p>Students will discover aspects of Athenian democracy found in the U.S. Constitution.</p> <p>Students will identify the basic ideas on government from Thomas Hobbes and John Locke.</p> <p>Students will trace the development of the idea of the social contract from Hobbes and Locke.</p> <p>Students will define and appropriately use the following grade-level vocabulary: government, democracy, communism, oligarchy, republic monarch, Magna Carta, ratify, and Constitution.</p> <p>Students will differentiate between the Virginia Plan</p>	<p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p> <p>Seeking Diverse Perspectives</p> <p>Developing Claims and Using Evidence</p> <p>Presenting Arguments and Explanations</p> <p>Engaging in Civil Discourse and Critiquing Conclusions</p>



Social Studies Grades 6-8

<p>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p> <p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.</p>	<p>bicameralism, proportional representation, and republicanism and the New Jersey Plan unicameralism, equal representation, and republicanism.</p> <p>Students will analyze and evaluate the effectiveness of the Great Compromise in creating a new government.</p>	
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Interdisciplinary Connections

ELA:

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.8.7. 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.
- W.8.8. 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.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research



Social Studies Grades 6-8

Career Readiness, Life Literacies, and Key Skills:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Unit 1: Core Unit Content

Vocabulary

- ☐ Government
- ☐ Democracy
- ☐ Communism
- ☐ Oligarchy
- ☐ Republic
- ☐ Monarch
- ☐ Magna Carta
- ☐ Ratify
- ☐ Constitution

G8 Unit 1: Instructional Materials & Resources

Core Instructional Materials

Supplemental Instructional Materials

[George Cassutto Online Civics Textbook](#)



Social Studies Grades 6-8

Newsela.org

Primary Sources: Constitution, [Bill of Rights](#)

Website: [Congress.gov](#)

Current Events

SN online components

Teachers Pay Teachers

LessonPLanet.com

EDSITEment.com

New Jersey Mock Election <https://njmockelection.org/>

NJ Center for Civic Education: <https://civiced.rutgers.edu/>

Icivics: www.icivics.org

C-Span

 Soapbox Speech -- Draft Template



Social Studies Grades 6-8

Unit 1: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit Tickets

Summative Assessments:

Foundations Test

Type of Government Debate

Who Rules Graphic Organizer (icivics.org)

[Mock Election/Student Council Election](#)

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.



Social Studies Grades 6-8

[Modifications & Accommodations Menu](#)

Grade 8

G8 U2: Constitution

Pacing: 14 weeks

Unit Summary: Students will learn how the Constitution was created and the key characteristics within the document. The unit will break down the Preamble goals, and evaluate the Articles. Students will identify and simulate the differing jobs of the legislative, executive, and judicial branches. They will also explore key amendments to the Constitution and their application in protecting citizens' rights.

Essential Questions:

1. Why are laws necessary?
2. What is the role of compromise in the development of laws and governments?
3. How does the Constitution and Bill of Rights impact current day issues?
4. How are the House of Representatives and Senate similar and different?
5. What can students do to promote the principles of civic responsibility in the classroom, community, and country?
6. What role does each of the three branches of government have in checking and keeping balance between the other two branches?

Enduring Understandings:

- Political and civil institutions impact all aspects of people's lives
- Historical contexts and events shaped and continue to shape people's perspectives.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy
- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
- Civic participation and deliberation are the responsibility of every member of society.

New Jersey Student Learning Standards

Student Learning Objectives

Practices



Social Studies Grades 6-8

<p>6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.</p> <p>6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p>	<p>Students will distinguish between the enumerated powers of the national government and the reserved powers of the state governments.</p> <p>Students will evaluate the effectiveness of the fundamental principles of the Constitution (ex. checks and balances).</p> <p>Students will identify the main goals and principles of the Constitution.</p> <p>Students will chart how amendments are added to the Constitution.</p> <p>Students will identify and apply the meaning of the amendments to real world scenarios.</p> <p>Students will compare and contrast the House of Representatives and Senate.</p> <p>Students will define and appropriately use the following grade-level vocabulary: Constitution, federalism, legislative, executive, judicial, limited government, checks and balances, popular sovereignty, amendment, Bill of Rights, Preamble, and Articles.</p>	<p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p> <p>Seeking Diverse Perspectives</p> <p>Developing Claims and Using Evidence</p> <p>Presenting Arguments and Explanations</p> <p>Engaging in Civil Discourse and Critiquing Conclusions</p> <p>Taking Informed Action</p>
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Social Studies Grades 6-8

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

Interdisciplinary Connections

ELA:

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.8.7. 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.

W.8.8. 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.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Career Readiness, Life Literacies, and Key Skills:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.



Social Studies Grades 6-8

Unit 2: Core Unit Content

Vocabulary

- ☐ Constitution
- ☐ Federalism
- ☐ Legislative
- ☐ Executive
- ☐ Judicial
- ☐ Limited Government
- ☐ Checks and Balances
- ☐ Popular Sovereignty
- ☐ Amendment
- ☐ Bill of Rights
- ☐ Articles
- ☐ Preamble

G8 Unit 2: Instructional Materials & Resources

Core Instructional Materials

Supplemental Instructional Materials

[George Cassutto Online Civics Textbook](#)

Newsela.org

Primary Sources: Constitution, [Bill of Rights](#)

Website: [Congress.gov](#)



Social Studies Grades 6-8

Current Events

SN online components

Teachers Pay Teachers

LessonPLanet.com

EDSITEment.com

Amistad Resource
[Three-Fifths Compromise](#)

Disabilities Resource
[Americans with Disabilities Act](#)

Asia American Heritage Resource

Celebrating Asian American Pacific Islanders (AAPI) Heritage Website

NJ Center for Civic Education: <https://civiced.rutgers.edu/>

Icivics: www.icivics.org

C-Span



Social Studies Grades 6-8

Unit 2: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit Tickets

Summative Assessments:

Constitution Exam

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



Social Studies Grades 6-8

Grade 8

G8 U3: Civic Engagement

Pacing: 14 weeks

Unit Summary: The unit will examine the limits and protections of the Bill of Rights. Students will compare and contrast different landmark court cases to identify the major issues that were addressed in the case as well as specific constitutional issues that were relevant in the case. Activities will apply knowledge learned by participating in a variety of simulations such as debates, mock trials, mock elections, etc. Students will also discuss their civic responsibility to participate in local affairs through volunteering. After discussing what it means to volunteer and why it is important, students will learn about community service opportunities available in their area.

Essential Questions:

1. What is our civic responsibility to volunteer?
2. What role do charities and service organizations play in global affairs?
3. How do charities and service organizations operate and maintain themselves?
4. How can students get involved in community service locally?
5. How does the Constitution protect the individuals' rights against government?
6. What are the limits on the guarantees of free speech and free press?
7. How has the Supreme Court ruled on assembly and petition cases?
8. What major precedents have the Supreme Court set during landmark cases?
9. Why is the concept of due process important to a free society?
10. How does the Constitution protect the freedom and security of the person?

Enduring Understandings:

- -Chronological sequencing helps us understand the interrelationship of historical events.
- -Political and civil institutions impact all aspects of people's lives.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.
- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
- Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
- Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.
- Governments have different structures which impact development (expansion) and civic participation.
- Civic participation and deliberation are the responsibility of every member of society



Social Studies Grades 6-8

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p> <p>6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the Federal Government.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy</p> <p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p>	<p>Students will analyze the purpose, structures and functions of government and law at the local, state, national, and international levels.</p> <p>Students will describe the interactions between citizens and their government in the making and implementation of laws.</p> <p>Students will identify and apply the rights and responsibilities of citizens.</p> <p>Students will use evidence to identify, analyze and evaluate historical interpretations.</p> <p>Students will participate and engage in key roles of a mock trial.</p> <p>Students will develop and facilitate community projects that help to improve the town we live in.</p> <p>Students will apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</p>	<p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p> <p>Seeking Diverse Perspectives</p> <p>Developing Claims and Using Evidence</p> <p>Presenting Arguments and Explanations</p> <p>Engaging in Civil Discourse and Critiquing Conclusions</p> <p>Taking Informed Action</p>



Social Studies Grades 6-8

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation). • 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

Interdisciplinary Connections

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Social Studies Grades 6-8

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

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W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Career Readiness, Life Literacies, and Key Skills:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

Unit 3: Core Unit Content

Vocabulary



G8 Unit 3: Instructional Materials & Resources

Core Instructional Materials

Supplemental Resources



Social Studies Grades 6-8

[George Cassutto Online Civics Textbook](#)

Newsela.org

Primary Sources: Constitution, [Bill of Rights](#)

Website: [Congress.gov](#)

Current Events

SN online components

Teachers Pay Teachers

LessonPLanet.com

EDSITEment.com

LGBTQ Resource

[Media Coverage of Anti-LGBTQ Crimes](#)

Diversity, Equity, and Inclusion Resource



Social Studies Grades 6-8

Poverty and Unemployment: [Exploring the Connections](#)

NJ Center for Civic Education: <https://civiced.rutgers.edu/>

Icivics: www.icivics.org

C-Span

 Soapbox Speech -- Draft Template

Unit 3: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit Tickets

Summative Assessments:

Mock Trial (NJSBF.org)

[Model Congress](#) (Climate Change Bills)

Create Your Own Political Party (Students will create a platform for their own political party: Name, Symbol, Slogan) 10 Key Topics/criteria.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:



Social Studies Grades 6-8

- [Modifications & Accommodations Menu](#)
- *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

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