

**Regional
Social Studies
Curriculum Guide**

Developed By and For:

The Montague School District

**Grades 5-8
2019**

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Philosophy

Social Studies is the integrated study of the social sciences and humanities in order to promote civic competence, patriotism, and the values of our American heritage. A well-articulated K-8 Social Studies program should include a coordinated, systematic study of civics, U.S. and World History, economics, geography, and cultures of the past and present.

Our vision as educators is to provide solid content, student-centered instructional methods, and varied assessment. This will include research-based strategies and teacher-designed classroom activities fostering critical thinking.

Our democratic society is one of continuity and change, diversity and commonality, adversity and opportunity. Such a society needs knowledgeable, thoughtful, and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens.

Scope and Sequence

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • Beginnings • Southwest Asia • Egypt and Nubia • India & China 	<ul style="list-style-type: none"> • Empires • China • Greece and Rome • Feudalism • Crusades and Plague • Africa 	<ul style="list-style-type: none"> • Three World Meet • Colonization • Revolution • Constitution • New Nation 	<ul style="list-style-type: none"> • National Identity • Manifest Destiny and Sectionalism • Civil War and Reconstruction
<p>5-8 Units</p> <ul style="list-style-type: none"> • Civics and Human Rights • Geography and Maps • Personal Financial Literacy 	<p>5-8 Units</p> <ul style="list-style-type: none"> • Civics and Human Rights • Geography and Maps • Personal Financial Literacy 	<p>5-8 Units</p> <ul style="list-style-type: none"> • Civics and Human Rights • Geography and Maps • Personal Financial Literacy 	<p>5-8 Units</p> <ul style="list-style-type: none"> • Civics and Human Rights • Geography and Maps • Personal Financial Literacy

Advocacy

Physical Education **Standard 2.2 Advocacy and Service**
Social Studies **Standard 6.3 Active citizens in the 21st century**

Advocacy and Service projects provide an opportunity for the students of Montague School District to have a positive impact on the lives of self and others. The Social Studies and Physical Education curriculums include standards to address advocacy and service and active citizenship. School service projects are completed throughout the school year through activities such as food drives, nursing home visits, coat drives, veteran activities, etc....

Homeroom Activities

It was noted that the following standards, strand and CPI's from Physical Education and Health Curriculum are addressed homeroom activities

By the end of Grade 2	2.2.2.D.1: Determine the benefit for oneself and others of participating in a class or school service activity
By the end of Grade 4	2.2.4.D.1: Explain the impact of participation in different kinds of service projects on community wellness.
By the end of Grade 6	2.2.6.D Advocacy and Service: Participation in social and health or service organization initiatives have a positive social impact.
By the end of Grade 6	2.2.6.D.1: Appraise the goals of various community or service organization initiatives to determine opportunities for volunteer service
By the end of Grade 6	2.2.6.D.2: Develop a position about a health issue in order to inform their peers
	2.2.D.8: Advocacy and Service: Effective Advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.
	2.2.8.D.1: Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
	2.2.8.D.2: Defend a position on a health or service issue to activate community awareness and responsiveness.

Interdisciplinary Content Standards for Advocacy The following standards, strand and CPI's from Social Studies Curriculum are addressed through various activities.

6.3.4. B.1

Active citizens in the 21st century:

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community

6.3.4. B.1

Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

Holocaust Education

The Montague Township School District addresses the act regarding genocide education in the public schools, supplementing chapter 35 of Title 18A of the New Jersey Statutes. Through the resources provided by the New Jersey Commission on Holocaust Education, Character Education Curriculum, Anti-Bullying Programs, Health and Physical Education Curriculum, School Guidance programs, English Language Arts, Social Studies Curriculum, as well as through the daily modeling and discussion of good character, ethics, and moral behavior.


2a. Every Board of Education shall include instruction of all elementary and secondary school pupils on the Holocaust and genocides in an appropriate place in the curriculum.





2b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and, to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Resources are provided to all educators through open source resources, purchased programs and materials, assemblies for students, and professional development for educators.

The New Jersey Commission on Holocaust Education, to promote Holocaust education in the State of New Jersey, can be accessed through the following links:

<http://www.state.nj.us/education/holocaust/>

- **K-4 Curriculum Guide:**
 -  [Caring Makes a Difference](#)

- **5-8 Curriculum Guide:**
 -  [To Honor All Children, part one](#)
(1.81 MB, PDF)
 -  [To Honor All Children, part two](#)
(5.82 MB, PDF)
 -  [To Honor All Children, part three](#)
(2.34 MB, PDF)
 -  [To Honor All Children, part four](#)
(6.15 MB, PDF)

Amistad Commission Mandate

Goals of the Commission are supported by Montague Township School District through the infusion of the history of Africans and African-Americans into the social studies curriculum to provide an accurate, complete and inclusive history.

“In presenting the sweeping narrative of American history, African Americans have for too long, been cast in minor roles far from events, personalities and themes that become engrained in every student’s memory.

In New Jersey that is all changing ...” (Stephanie James Wilson, 2008).

Background:

Under legislation sponsored by Assemblymen William D. Payne and Craig A. Stanley, Schools in the Garden State are moving to recognize the integral part African-Americans have played at every turn in this nation’s history. The Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum. This legislation also created the Amistad Commission, a 23-member body charged with ensuring that African-American history, contributions and experiences are adequately taught in the state’s classrooms.

Purpose:

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts, which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

To ensure that Montague Township School District teachers are equipped to effectively teach the revised social studies core curriculum content standards. The following resources, but not limited to, are available through the Amistad Commission:

<https://www.nj.gov/education/amistad/resources/literacy.pdf>

<http://www.njamistadcurriculum.net/>

21st Century Life and Career Skills

The Montague Township School District supports the vision and mission of the New Jersey State Department of Education's Student Learning Standards for 21st Century Life and Career Skills

(<http://www.state.nj.us/education/cccs/standards/9/intro.pdf>) as stated below:

Mission:

21st-century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st-century global workplace.

Vision:

The systematic integration of 21st-century life and career skills across the K-12 curriculum and in career and technical education programs fosters a population that:

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Standard 9.1 21st Century Life and Career Skills:

The implementation of the Standard 9.1: 21st Century Life and Career Skills for students of The Montague Township School District is infused into all curriculum guides as a component of the unit template (see individual curriculum guides). The template includes the literacies and skills as an association with The Partnership for 21st Century Skills, www.p21.org The following contains the objective for Standard 9.1 21st Century Life and Career Skills as stated by The New Jersey Department of Education (<http://www.state.nj.us/education/cccs/standards/9/intro.pdf>)

Standard 9.1 21st Century Life and Career Skills:

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.1 describes skills that prepare students to fully engage in civic and work life.

The standard includes six strands, which reflect the Framework for 21st Century Learning:

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

Standard 9.3: Career Awareness, Exploration, and Preparation:

The implementation of the **Standard 9.3 Career Awareness, Exploration, and Preparation:** for students of Montague School District this expectation is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language. (See Appendix B for specific examples of additional interdisciplinary connections).

The following contains the objective for Standard 9.3: Career Awareness, Exploration, and Preparation as stated by The New Jersey Department of Education (<http://www.state.nj.us/education/cccs/standards/9/intro.pdf>)

College and Career Life Planning, offered by the National Education and Empowerment Foundation, provide parents and educators with a free online learning platform that provide invaluable career tools for middle school students to develop awareness in future education, career, and life planning.

www.collegecareerlifeplanning.com

Standard 9.3: Career Awareness, Exploration, and Preparation:

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.3: Career Awareness, Exploration, and Preparation, describes skills that prepare students for career pursuits and lifelong learning. The three strands in Standard 9.3 reflect the requirements outlined in New Jersey Administrative Code (N.J.A.C. 6A:8-3.2):

- Career Awareness (grades K-4)
- Career Exploration (grades 5-8)
- Career Preparation (grades 9-12)

Cross Curricular Technology Curriculum Expectations

The cross-curricular integration of technological skills is imperative to engaging students in real world applications and strategy based learning. The Montague Township School District maintains and supports the vision and mission of the New Jersey Student Learning Standards for Technology (<http://www.state.nj.us/education/cccs/standards/8/intro.pdf>) as stated below, through an interdisciplinary, project based approach.

Technology in the 21st Century

Technology is uniquely positioned to transform learning, to foster critical thinking, creativity, and innovation, and to prepare students to thrive in the global economy. As engaged digital learners, students are able to acquire and apply content knowledge and skills through active exploration, interaction, and collaboration with others across the globe, challenging them to *design the future* as envisioned in the statements that follow:

Mission: *Technology enables students to solve real world problems, enhance life, and extend human capability as they meet the challenges of a dynamic global society.*

Vision: The systematic integration of technology across the curriculum and in the teaching and learning process fosters a population that leverages 21st century resources to:

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.
- Model digital citizenship.

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Instructional Unit Grades 5-8

Active Citizenship and Human Rights Unit

Grade Level: 5-8 **Subject:** Interdisciplinary **Topic:** Active Citizenship and Human Rights

Pacing: Ongoing Year Long

Unit's Big Idea: Working in an interconnected world requires active, informed citizens.

New Jersey Student Learning Standards 2014 Standard 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world

- Strand:**
- A:** Civics, Government, and Human Rights
 - B:** Geography, People and the Environment
 - C:** Economics, Innovation, and Technology
 - D:** History, Culture, and Perspectives

Human Rights: Holocaust Education – <http://www.state.nj.us/education/holocaust/> Why is it important for individuals to learn about and understand discrimination, tolerance, and bullying in the global arena? Learning about these issues from the past will help increase tolerance of cultural differences around the world.

Primary Interdisciplinary Connections

English Language Arts, Technology, Science, Technology, 21st Century Themes and Skills

NJSLS 21st Century Life and Career Themes

https://drive.google.com/open?id=1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

- **Career Ready Practices:**
 - CRP 1, CRP 2, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 11, CRP12
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJSLS Technology

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

- **8.1 Educational Technology**
 - 8.1.8.A.1, 8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.8.A.2, 8.2.8.A.5, 8.2.8.B.2, 8.2.8.B.5, 8.2.8.B.6, 8.2.8.C.1, 8.2.8.D.5

Rationale	CPI's	Essential Questions	Enduring Understanding
Content Statement	Students will be able to....		

<p>6.3.8.A.1,2,3 6.3.8.B.1,C.1,D.1</p> <ul style="list-style-type: none"> Active citizens in the 21st century: Recognize the causes and effects of prejudice on individuals, groups, and society. Recognize the value of cultural diversity, as well as the potential for misunderstanding. Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. Listens open-mindedly to views contrary to their own. Collaboratively develop and practice strategies for managing and resolving conflict. Demonstrate understanding of democratic values and processes. Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. Challenge unfair viewpoints and behavior by taking action. Make informed and reasoned decisions. Accept decisions that are made for the common good. 	<p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</p> <p>6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p>	<p>How do citizens become educated on public issues and make informed decisions?</p> <p>How does a citizen affect change in their community?</p> <p>Why is it important for US students to collaborate with international students?</p>	<p>All issues have multiple view points for consideration. Deliberation allows a citizen to make an informed decision.</p> <p>Grade 5:</p> <ol style="list-style-type: none"> Information from a news source (Scholastic News) provides details to form an opinion and write a letter to the editor. Facts and research on current events are used to form a public issue platform for presentation. Knowledge of global issues is necessary to be an informed citizen. <p>A citizen affects change by gathering and sharing information with interested parties.</p> <p>It's important to collaborate internationally in order to promote cultural understanding.</p>
	<p>6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate</p>	<p>Why is it important to evaluate different land uses?</p>	<p>It is important to understand the consequences of interacting with the</p>

	governmental agency regarding the best course of action.		environment and take actions to promote positive outcomes.
	6.3.8.C.1 Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.	How do you contact local officials about public budgets and budget priorities?	Contact local officials by phone, mail, technological resources, or meeting attendance.
	6.3.8.D.1 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.	How can understanding multiple perspectives allow citizens to engage in the democratic process?	Active citizens respect different viewpoints and take actions that result in a more just and equitable society.

<p>Assessments: Community service projects Group projects Presentations Debates Letters Discussions</p>	<p>Resources: www.gng.org (global nomad group) various literature such as <u>A River Ran Wild, Iqbal</u> Discovery Education New Jersey Bar Association www.SEEdebate.org (online current events discussion site) www.ldebate.org (international issues) www.voicesofyouth.org (human rights discussions) www.tigweb.org (making changes re: global issues- scroll down and select English) Soil Conservation Group of New Jersey National Geographic Society – nationalgeographic.com lesson on Public Lands: Preserve or Develop Ad Council for creating a public service announcement</p>	<p>Alternate and Formative Assessments: Student council elections www.gng.org (global nomad group) food and clothing drives reading literature about civics create a blog create a voice thread examine websites watch videos attend town or Board meetings Listen to other viewpoints Contact community officials Mock trials Debates/ government simulations Trip to local municipal buildings Class trips</p>
	<p>Human Rights Resources: http://www.state.nj.us/education/holocaust/ www.hrweb.org Literature such as: <u>Number the Stars ; Devil’s Arithmetic; The Diary of Anne Frank ; The Boy Who Dared ; Sadako and 1,000 Paper Cranes</u> www.un.org/en/rights “Miracle at Midnight” and “Paperclips” videos Reading Street series</p>	<p>Human Rights Activities: Explore websites Read various literature Guest speakers Class trips Watch videos</p>

Geography and Map Skills

Grade Level: 5-8 **Subject:** Social Studies, Geography and Map Skills

Unit's Big Idea: There are complex map and geographical skills needed to understand the development and expansion of civilizations and colonies.

Pacing: Ongoing Year long

Primary Interdisciplinary Connections

Math, Science, English Language Arts, Technology, Visual and Performing Arts, Science, Technology, 21st Century Themes and Skills

NJSLS 21st Century Life and Career Themes

https://drive.google.com/open?id=1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

- **Career Ready Practices:**
 - CRP 1, CRP 2, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 11, CRP12
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJSLS Technology

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

- **8.1 Educational Technology**
 - 8.1.8.A.1, 8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.8.A.2, 8.2.8.A.5, 8.2.8.B.2, 8.2.8.B.5, 8.2.8.B.6, 8.2.8.C.1, 8.2.8.D.5

Alternate and Formative Assessments: Grade 5 - Scholastic Geography Spin Magazine and website lesson activities and worksheets; text book and activeboard map reading activities

Summative Assessment: Grade 5 - Scholastic Geography Spin Magazine and website lesson activities & worksheets; Ancient River Valley Civilization and Modern Day map compare/ contrast labeling

Rationale	Objective Students will be able to...	Essential Questions	Enduring Understanding
<p>To read and apply map skills helps us to understand geographical and spatial relationships.</p> <p>To read and apply map skills develops understanding and</p>	<p>1. Read and Apply Map/Globe Skills</p> <ul style="list-style-type: none"> • 5 Parts to a Map <ul style="list-style-type: none"> ○ map key and symbols ○ Scale (identify and use) ○ map title 	<p>How do maps facilitate a deeper understanding of the world?</p>	<p>Map skills help us recognize the many characteristics and features of the world.</p> <p>Grade 5</p> <p>1. Map skills are used to read a variety of types of maps for a variety of purposes.</p>

<p>enables these skills to be integrated into all content areas.</p>	<ul style="list-style-type: none"> ○ compass rose (Cardinal and intermediate directions ○ inset maps ● Map Grids <ol style="list-style-type: none"> 2. Identify major countries/civilizations on the continents 3. Identify the location of major countries/civilizations in relationships to the four hemispheres: equator, prime meridian, lines of latitude (parallels) and longitude (meridians) 4. United States Map Skills <ul style="list-style-type: none"> ● 50 states ● Major Rivers ● Natural Boundaries ● Regions ● National Boundaries 		<ol style="list-style-type: none"> 2. Map skills are used to compare and contrast geographical features as well as man-made boundaries and land features. 3. Map skills are used to identify landforms and support explanations of why early civilizations began and succeeded in river valleys. 4. Map skills are used to compare and contrast early civilizations with present day maps. 5. Identification of the continents and world oceans is used to explain movement of nomadic peoples and ancient civilizations. <p>Grades 5 – Grade 6</p> <ol style="list-style-type: none"> 1. Map skills are used to compare modern and ancient/historical maps. 2. The elements of a map facilitate comparisons of modern day and ancient historical maps. <p>Grades 5 - 8</p> <ol style="list-style-type: none"> 1. The geography of the continents impacted the development of ancient civilizations and colonies as reflected in the Five Themes of Geography (location, relationships, place, region and movement).
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			<p>Grades 6 - 8</p> <ol style="list-style-type: none">1. Geographers use absolute and relative location, equator and prime meridian, and lines of latitude and longitude to identify ancient civilizations and colonies on a map. <p>Grade 8</p> <ol style="list-style-type: none">1. Historical and modern maps show the growth of the United States through expansion and development over time.2. Students will be able to identify and locate all 50 states, their capitals, and the regions of the country they are located in.3. Students will learn the historical impact of the major rivers of the United States east of and including the Mississippi River.
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5 – 8 Financial Literacy and Career Exploration Instructional Unit

Grade Level: 5 – 8

Subject: Social Studies

Topic: Financial Literacy and Career Exploration

Pacing: Ongoing throughout the year

Primary Interdisciplinary Connections:

- English Language Arts, Math, Science, World Language

New Jersey Student Learning Standards 2014

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, and Preparation

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

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Students will possess the fiscal skills and knowledge to make informed financial decisions

Alternate and Formative Assessment Tasks:

- Stock Market Game
- Checkbook and savings passport
- Classroom economy project

Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Career and life choices project: choose a career path and research the pathway and outcomes and future impacts of the chosen career.

Resources:

One line resources, Discovery Education, Scholastic News, Google classroom

<https://www.nj.gov/education/aps/cccs/career/resources.htm>

Rationale: Content Statement

9.1 Income and Careers

- 9.1.8.A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.7 Explain the purpose of the payroll deduction process, taxable income, and employee benefits.

9.1 Money Management

- 9.1.8.B.1 Distinguish among cash, check, credit card, and debit card.
- 9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income. 9.1.8.B.3 Justify the concept of “paying yourself first” as a financial savings strategy.
- 9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.
- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals.
- 9.1.8.B.8 Develop a system for keeping and using financial records.
- 9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).
- 9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
- 9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.

9.1 Credit and Debt Management

- 9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
- 9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions.
- 9.1.8.C.3 Compare and contrast debt and credit management strategies.
- 9.1.8.C.4 Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages) and compare the interest rates associated with each.
- 9.1.8.C.5 Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).
- 9.1.8.C.6 Determine ways to leverage debt beneficially.
- 9.1.8.C.7 Determine potential consequences of using “easy access” credit (e.g., using a line of credit vs. obtaining a loan for a specific purpose).
- 9.1.8.C.8 Explain the purpose of a credit score and credit record, and summarize borrowers’ credit report rights.
- 9.1.8.C.9 Summarize the causes and consequences of personal bankruptcy.
- 9.1.8.C.10 Determine when there is a need to seek credit counseling and appropriate times to utilize it.

9.1 Planning, Saving and Investing

- 9.1.8.D.1 Determine how saving contributes to financial well-being.
- 9.1.8.D.2 Differentiate among various savings tools and how to use them most effectively.
- 9.1.8.D.3 Differentiate among various investment options.
- 9.1.8.D.4 Distinguish between income and investment growth.
- 9.1.8.D.5 Explain the economic principle of supply and demand.

9.1 Becoming a Critical Consumer

- 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
- 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
- 9.1.8.E.3 Compare and contrast product facts versus advertising claims.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.E.5 Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.7 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

9.1 Financial Responsibility

- 9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
- 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

9.1 21st Century Life and Careers

- 9.1.8.G.1 Explain why it is important to develop plans for protecting current and future personal assets against loss.
- 9.1.8.G.2 Determine criteria for deciding the amount of insurance protection needed.
- 9.1.8.G.3 Analyze the need for and value of different types of insurance and the impact of deductibles.
- 9.1.8.G.4 Evaluate the need for different types of extended warranties

9.2 Career Exploration

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Grade 5 Instructional Units

The Beginnings of Human Society – Unit 1

Grade Level: 5 **Subject:** Social Studies **Topic:** The Beginnings of Human Society – Unit 1

Pacing: 4 – 5 weeks

Units Big Idea: Early man and innovations that lead to the development of societies

New Jersey Student Learning Standards 2014 Standards

Standard 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- Strand: A.** Civics, Government, and Human Rights
B. Geography, People, and the Environment
C. Economics, Innovation, and Technology
D. History, Culture, and Perspectives

Primary Interdisciplinary Connections

English Language Arts, Technology, Visual and Performing Arts, Science, Technology, 21st Century Themes and Skills

NJSLS 21st Century Life and Career Themes

https://drive.google.com/open?id=1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

- **Career Ready Practices:**
 - CRP 1, CRP 2, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 11, CRP12
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJSLS Technology

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

- **8.1 Educational Technology**
 - 8.1.8.A.1, 8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.8.A.2, 8.2.8.A.5, 8.2.8.B.2, 8.2.8.B.5, 8.2.8.B.6, 8.2.8.C.1, 8.2.8.D.5

Alternate and Formative Assessments: To work toward assessment goal

Early Man Tool project and Gallery Walk, Cave Paintings, Lascaux France website, Document Based Questioning, Creating travel maps and brochures, Time period letters, Presentations (Google Slides, iMovie's, poetry etc...), Trip to Sunset Vista Farm in Andover, Compare/ Contrast flip book

Summative Assessment: Unit test
PBA's: Shelter construction and reflection journal; Hunter/ Gatherers picture book summary project; Paleolithic Age classifications graphic organizer; Neolithic Age Changes web organizer and Persuasive Speech; Travel Brochure

Rationale Content Statement	CPI's Students will be able to...	Essential Questions	Enduring Understanding
<p>The Beginnings of Human Society: Paleolithic and Neolithic Ages</p> <p>Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.</p> <p>The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</p> <p>Archaeology provides historical and scientific explanations for how ancient people lived.</p>	<p>6.2.8.A.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.</p>	<p>How did early man interact socially and adapt to surroundings to meet his basic need for survival?</p>	<p>Early man adapted to their surroundings by developing communities to meet basic needs.</p>
	<p>6.2.8.B.1.A Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p>	<p>Why do people migrate? How did nomadic and agrarian societies use land and natural resources?</p>	<p>People migrate to meet their evolving needs for food, shelter, and community. Land and natural resources led to the development of more organized societies.</p>
	<p>6.2.8.C.1.A Describe the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.</p> <p>6.2.8.C.1.B Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p>	<p>How did the development of agriculture lead to population growth and the development of civilizations? How did innovations affect hunter-gatherer and agricultural communities?</p>	<p>Agriculture led to a food surplus and division of labor. A less nomadic existence led to population growth and development of civilizations. Innovations led to increased productivity in all areas of society.</p>
	<p>6.2.8.D.1.A Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p> <p>6.2.8.D.1.B Describe how the development of both written and unwritten languages impacted human</p>	<p>Describe why the pre-agricultural period lasted longer than the post-agricultural period.</p>	<p>Pre-agricultural societies existed for a much longer period of time because hunters and gatherers were able to survive independently for thousands of years prior to the development of communities and farming.</p>

	<p>understanding, development of culture, and social structure.</p> <p>6.2.8.D.1.C Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>	<p>How did oral and written language change social structures and interactions?</p> <p>What happened in the past? How can we know if we weren't there?</p>	<p>Language allowed customs, knowledge, and ideas to be shared among individuals and groups.</p> <p>Archeological discoveries provide information about past cultures.</p>
<p>Resources: Discovery Education website, Teacher's Discovery resource catalog www.mrdonn.org Skara Brae website virtual tour Junior Scholastic</p>			

Southwest Asia and Mesopotamia – Unit 2

Grade Level: 5

Subject: Social Studies

Topic: Southwest Asia and Mesopotamia – unit 2

Pacing: (4 - 5 weeks)

Units Big Idea: Geographic conditions led to the development of the ancient river valley civilizations in Southwest Asia.

New Jersey Student Learning Standards 2014

STANDARDS 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- STRAND:**
- A. Civics, Government, and Human Rights
 - B. Geography, People, and the Environment
 - C. Economics, Innovation, and Technology
 - D. History, Culture, and Perspectives

Primary Interdisciplinary Connections

English Language Arts, Technology, Visual and Performing Arts, Science, Technology, 21st Century Themes and Skills

NJSLS 21st Century Life and Career Themes

https://drive.google.com/open?id=1sBiARK7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

- **Career Ready Practices:**
 - CRP 1, CRP 2, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 11, CRP12
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJSLS Technology

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

- **8.1 Educational Technology**
 - 8.1.8.A.1, 8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.8.A.2, 8.2.8.A.5, 8.2.8.B.2, 8.2.8.B.5, 8.2.8.B.6, 8.2.8.C.1, 8.2.8.D.5

Alternate and Formative Assessments: To work toward assessment goal

Create a box of the Fertile Crescent, Cuneiform clay writing, Build a Ziggurat from boxes, Create a coin/monetary system, Prince of Egypt video, Primary Source Activity- The Code of Hammurabi, Document Based Questioning, Creating travel maps, Time period letters, Presentations (Google Slides, iMovie's, poetry etc...), Kids Discover Magazine Quest

Summative Assessment: Unit Test & Essay
PBA's: Compare & Contrast the Ten Commandments with Hammurabi's Code, Geography Project, Advertisement Travel Poster for your *"Technologically Advanced"* Society, Daily Life postcard writing, Time Capsule: document important aspects of everyday life; Mesopotamian Friendly Letter; Compare/ Contrast Middle East with Mesopotamia EnchantedLearning.com map labeling; Mesopotamia 101 Achievement writing assignment (edhelper.com); Ancient Mesopotamian Web Quest; Hammurabi's Code Project (Fair or Cruel?); Museum Project

Rationale Content Statement	CPI's Students will be able to...	Essential Questions	Enduring Understanding
<p>Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations Ancient 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.</p>	<p>6.2.8.A.2.B Determine the role of slavery in the economic and social structures of early river valley civilizations.</p>	<p>Why were laws important in early Southwest Asian civilizations? How do people fit into societies?</p>	<p>As societies grew, codes of conduct such as Hammurabi's code and the Ten Commandments became necessary to maintain order. There are social classes among Southwest Asian civilizations based on levels of importance.</p>
	<p>6.2.8.B.2.A Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. 6.2.8.B.2.B Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the</p>	<p>How does the geography of an area effect where people live? How do maps change over time?</p>	<p>Early civilizations were built near the Tigris and Euphrates Rivers, which gave them access to agriculture, trade, and innovations necessary for growth. Ancient city-states and empires of Southwest Asia have evolved into the present day countries of Iraq, Iran, Turkey, Syria, Lebanon, Jordan, and Israel.</p>

	geopolitical impact of these civilizations, then and now.		
<p>6.2.8.C.2.A Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p>	<p>How did technological innovations help to grow the civilizations in Southwestern Asia?</p>	<p>Innovations such as the wheel, sailboats, irrigation, the calendar, the monetary system, measurement, writing, and metallurgy allowed for a division of labor, improved trade, development of a class system, and improved weaponry.</p>	
<p>6.2.8.D.2.A Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.8.D.2.B Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>6.2.8.D.2.D Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	<p>What impact did religion have on Southwest Asian civilizations?</p> <p>Why was the development of written language in Southwest Asian cultures important?</p> <p>How and why are early Southwest Asian achievements correlated to civilizations today?</p>	<p>Religion in Mesopotamia was based on the belief in many gods. Religion in Israel was based on monotheism. Religion in both societies impacted architecture, government, and daily life.</p> <p>Written language allowed government and trades people to keep written records and increase lines of communication</p> <p>The early Southwest Asian communities were the cradle of civilization and established enduring patterns for religion, government, education, trade, and economic innovations.</p>	

Resources:

www.mrdonn.org, Atlas, maps, Discovery Education website, Scholastic Junior

Ancient Egypt and Nubia – Unit 3

Grade Level: 5

Subject: Social Studies

Topic: Ancient Egypt and Nubia – Unit 3

Pacing: (4 - 5 weeks)

Units Big Idea: Geographic conditions led to the development of the ancient river valley civilizations in Northern Africa.

New Jersey Student Learning Standards 2014 Standards

Standard 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Strand A. Civics, Government, and Human Rights

B. Geography, People, and the Environment

C. Economics, Innovation, and Technology

D. History, Culture, and Perspectives

Primary Interdisciplinary Connections

English Language Arts, Technology, Visual and Performing Arts, Science, Technology, 21st Century Themes and Skills

NJSLS 21st Century Life and Career Themes

https://drive.google.com/open?id=1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

- **Career Ready Practices:**
 - CRP 1, CRP 2, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 11, CRP12
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJSLS Technology

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

- **8.1 Educational Technology**
 - 8.1.8.A.1, 8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.8.A.2, 8.2.8.A.5, 8.2.8.B.2, 8.2.8.B.5, 8.2.8.B.6, 8.2.8.C.1, 8.2.8.D.5

Alternate and Formative Assessments: To work toward assessment goal

Web quests, Wrap a mummy, Mummify rubber chickens, Pyramid research, Egyptian Day , Hieroglyphics and a cartouche, Debate on pros and cons of the Aswan Dam, Act it Out/ reader's theatre, Visit Metropolitan Museum of Art videos, Document Based Questioning, Creating travel maps, Time period letters, Presentations (Google Slides, iMovie's, poetry etc...)

Summative Assessment: Unit test and essay

PBA's: Prince of Egypt reflective writing; Phoenician Book Project; Geographical Features T-chart, Egyptian God research projects

Rationale Content Statement	CPI's Students will be able to...	Essential Questions	Enduring Understanding
Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations Ancient 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.	6.2.8.A.2.A Explain why different ancient river valley civilizations developed similar forms of government. 6.2.8.A.2.B Determine the role of slavery in the economic and social structures of early river valley civilizations.	What are the similarities between the ancient governments in Southeastern Asia and Northern Africa? How do people fit into societies?	Both governments had a monarchy, written laws, taxes, and were linked through religious beliefs. There are social classes among Northern African civilizations based on levels of importance.
	6.2.8.B.2.A Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. 6.2.8.B.2.B Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. 6.2.8.B.4.E Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges	How does the geography of an area effect where people live? How do maps change over time? What were the positive and negative effects of the building of the Aswan Dam on Egypt's environment?	Civilizations of Northern Africa were built near the Nile, which gave them access to agriculture, trade, and innovations necessary for growth. The Nile was considered the giver and taker of life. Ancient Egypt and Nubia have evolved into the present day countries of Egypt, Sudan, and Libya. The building of dams creates positive and negative effects on environments.
	6.2.8.C.2.A Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.	How did technological innovations help to grow the civilizations in Northern Africa?	Northern African civilizations started using bronze and iron, expanded irrigation, and used the calendar to recognize the flooding patterns of the Nile. These innovations improved

			farming techniques, expanded trade, and allowed empires to grow as they interacted with the environment in the Nile Valley.
<p>6.2.8.D.2.A Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.8.D.2.B Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>6.2.8.D.2.C Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.D Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	<p>What impact did religion have on Northern African civilizations?</p> <p>Why was the development of written language in Northern African cultures important?</p> <p>Why do some civilizations last a long time while others do not?</p> <p>Explain the importance of Egyptian and Nubian achievements and how they correlate to civilizations today.</p>	<p>Religion played a large role in Egyptian and Nubian government, architecture, daily life, and their beliefs in an afterlife. The Pharaoh was the link between the Egyptian people and their gods.</p> <p>Written language allowed stories to be shared, records to be kept, and customs to be passed down.</p> <p>Both India and Egypt lasted due to a strong government and a favorable geographical location.</p> <p>The early Northern African communities created paper, iron, architectural feats, irrigation techniques, fabric, and scientific preservation methods that are still utilized around the world today.</p>	
<p>6.2.8.B.4.E Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges</p>			
<p>Resources: www.Thebanmappingproject.org Discovery Education, Scholastic News</p>			

Early Civilizations of India and China – Unit 4

Grade Level: 5

Subject: Social Studies

Topic: Early Civilizations of India and China – unit 4

Pacing: (4 - 5 weeks)

Units Big Idea: Geographic conditions led to the development of the ancient river valley civilizations of India and China.

New Jersey Student Learning Standards 2014

Standard 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Strand A. Civics, Government, and Human Rights

B. Geography, People, and the Environment

C. Economics, Innovation, and Technology

D. History, Culture, and Perspectives

Primary Interdisciplinary Connections

English Language Arts, Technology, Visual and Performing Arts, Science, Technology, 21st Century Themes and Skills

NJSLS 21st Century Life and Career Themes

https://drive.google.com/open?id=1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

- **Career Ready Practices:**
 - CRP 1, CRP 2, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 11, CRP12
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJSLS Technology

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

- **8.1 Educational Technology**
 - 8.1.8.A.1, 8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.8.A.2, 8.2.8.A.5, 8.2.8.B.2, 8.2.8.B.5, 8.2.8.B.6, 8.2.8.C.1, 8.2.8.D.5

Alternate and Formative Assessments: To work toward assessment goal

Web quests, Videos on India, Create a Lotus with the Tenants of Buddhism, Recreate a grid city and compare to DC, Dragon research and creations, Kites, Confucianism writings, Proverb writings, Chinese character writing and painting, Act it Out/ reader's theatre, Visit Metropolitan Museum of Art videos, Museum of Natural History (virtual or actual trip), Document Based Questioning, Creating travel maps, Time period letters, Presentations (Google Slides, iMovie's, poetry etc...)

Summative Assessment: Unit Test and essay

PBA's: Story of the Half Drowned Sailor comprehension questions; Ancient VS Modern Day India map labeling; Buddhism vs. Hinduism compare/ contrast trading cards; major achievements Google Slides; Buddhism Primary Source activity

Rationale Content Statement	CPI's Students will be able to...	Essential Questions	Enduring Understanding
<p>Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations</p> <p>Ancient 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.</p>	<p>6.2.8.A.2.A Explain why different ancient river valley civilizations developed similar forms of government.</p> <p>6.2.8.A.2.B Determine the role of slavery in the economic and social structures of early river valley civilizations.</p>	<p>How were the governments of ancient India and China similar to those of Mesopotamia, Egypt, and Nubia?</p> <p>Why were laws important in early Indian and Chinese civilizations?</p> <p>How do people fit into societies?</p>	<p>All of these governments had rulers with titles given to them rather than allowing people to have a say in their government.</p> <p>As societies grew, leaders created laws to try to unify and control their growing populations.</p> <p>In India you are born and die within a rigid caste system that determines your place in society and with whom you are allowed to interact. China also has very structured social classes, but the classes are encouraged to work together to support the whole.</p>
	<p>6.2.8.B.2.A Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>6.2.8.B.2.B Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and</p>	<p>How does the geography of an area effect where people live?</p> <p>How do maps change over time?</p>	<p>Early Indian civilizations were built near the Indus and Ganges Rivers. Early Chinese civilizations were built near the Huang He and Chang Jiang rivers. These rivers gave the Indian and Chinese civilizations access to agriculture, trade, and innovations necessary for growth. Inland mountain ranges determined civilization borders.</p> <p>Ancient Indian and Chinese empires have evolved into the present day countries of Afghanistan, Pakistan, Tibet, India, and China.</p>

	<p>Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p>		
	<p>6.2.8.C.2.A Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p>	<p>How did technological innovations help to grow the civilization in China?</p>	<p>China developed gunpowder. This innovation has led to improved weaponry.</p>
	<p>6.2.8.D.2.A Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.8.D.2.B Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>6.2.8.D.2.C Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.D Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p>	<p>What impact did religion have in ancient China and India?</p> <p>Why was the development of written language in China important?</p> <p>Why do some civilizations last a long time while other do not?</p> <p>Explain the importance of early Indian and Chinese achievements and how they correlate to civilizations today.</p>	<p>Religion in India was predominantly Hindu and polytheistic. Religion in China was a combination of Buddhism and Taoism. Religion in both societies impacted architecture, government, and daily life.</p> <p>Written language allowed government and trades people to keep written records and increase lines of communication. Each character represented an entire word instead of a specific sound.</p> <p>The civilizations of India and China have lasted for centuries based on their environment, government, and social class structure.</p> <p>The early Indian and Chinese communities created city planning, the base ten number system, fireworks, and silk. These established enduring patterns for society, mathematics, government, education, trade, and economic innovations.</p>

Empires of India, China, and Mongolia – Unit 5

Grade Level: 5

Subject: Social Studies

Topic: Empires of India, China, and Mongolia

Pacing: (4 - 5 weeks)

Unit's Big Idea: The empires of India, China, and Mongolia had a lasting effect on the development of culture in Asia.

New Jersey Student Learning Standards 2014

Standard 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Strand A. Civics, Government, and Human Rights

B. Geography, People, and the Environment

C. Economics, Innovation, and Technology

D. History, Culture, and Perspectives

Primary Interdisciplinary Connections

English Language Arts, Technology, Visual and Performing Arts, Science, Technology, 21st Century Themes and Skills

NJSLS 21st Century Life and Career Themes

https://drive.google.com/open?id=1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

- **Career Ready Practices:**
 - CRP 1, CRP 2, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 11, CRP12
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJSLS Technology

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

- **8.1 Educational Technology**
 - 8.1.8.A.1, 8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.8.A.2, 8.2.8.A.5, 8.2.8.B.2, 8.2.8.B.5, 8.2.8.B.6, 8.2.8.C.1, 8.2.8.D.5

Alternate and Formative Assessments: To work toward assessment goal

Web quests, Videos on India, Create a Lotus with the Tenants of Buddhism, Recreate a grid city and compare to DC, Dragon research and creations, Kites, Confucianism writings, Proverb writings, Chinese character writing and painting, Act it Out/ reader's theatre, Visit Metropolitan Museum of Art videos, Document Based Questioning, Creating travel maps, Time period letters, Presentations (Google Slides, iMovie's, poetry etc...)

Summative Assessment: Unit test and essay

PBA's: Public Service Announcement: Empires, Daily Life Comic Strip; Short Summary Proverb Report; Timeline Project; Travel Brochure; Geography Foldable

Rationale Content Statement	CPI's Students will be able to...	Essential Questions	Enduring Understanding
<p>Expanding Exchanges and Encounters The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p> <p>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p> <p>While commercial and</p>	<p>6.2.8.A.4.A Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>	<p>How did leaders use the strong religious beliefs of their subjects to unify their empires?</p>	<p>The students will recognize how rulers used various methods for governing diverse populations.</p>
	<p>6.2.8.B.4.A Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p> <p>6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living in Asia.</p>	<p>How did geography influence the development of the political, economic, and cultural centers of each empire as well as the empires' relationship with other parts of the world?</p>	<p>The students will understand how geography impacted the forming of political, economic, and cultural centers of each empire as well as their interactions with the other parts of the world.</p>

<p>agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</p>	<p>6.2.8.B.4.B Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.</p>	<p>How did the need for certain trade goods, in Asia, lead to the formation of new settlement areas and early forms of infrastructure?</p>	<p>Students will understand how the Silk Road impacted urbanization, transportation, communication, and international trade centers.</p>
	<p>6.2.8.D.4.A Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p>	<p>What were the consequences of the interactions between nomadic and sedentary populations?</p>	<p>Students will understand that contact between nomadic and sedentary populations were both positive and negative in political, economic, and cultural ways.</p>
	<p>6.2.8.D.4.B 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.</p>	<p>How did the role of religion in government both unify and divide the empires?</p>	<p>The students will understand how the role of religion in government both strengthened and weakened Asian empires.</p>
	<p>6.2.8.D.4.e Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p>	<p>How did the open exchange between Europe and the Yuan Dynasty affect the culture of both continents in the short and long term?</p>	<p>The students will understand that the development of trade between Europe and Asia affected the cultural development of both continents.</p>
	<p>6.2.8.C.2.A Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p>	<p>What major technological innovations and cultural contributions in Asia became lasting legacies?</p>	<p>The students will be able to cite examples of technological innovations and cultural contributions in Asia that became lasting legacies.</p>

Resources:

- Discovery Education

- [Stanford History Education Group - sheg.stanford.edu](http://sheg.stanford.edu)

Grade 6 Instructional Units

Greece and Rome

Grade Level: 6 **Subject:** Social Studies **Topic:** Greece and Rome

Pacing: Two marking periods

Interdisciplinary Connections: ELA, Art, Science, Health, Music

21st Century Life and Career: CRP 6,7,8

https://drive.google.com/open?id=1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

2014 NJSLS Technology Standards: 8.1.8.A.2

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

Resources and Core Instructional Materials:

- Discovery Education
- Scholastic News
- Stanford history education Group (sheg.stanford.edu)
- DBQ Project - Mini Q's

Unit's Big Idea: The empires of Greece and Rome had a lasting impact on the culture of the modern world.

New Jersey Student Learning Standards 2014

Standard 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

4. Expanding Exchanges and Encounters (500 CE-1450 CE)

- Strands:**
- A. Civics, Government, and Human Rights
 - B. Geography, People, and the Environment
 - C. Economics, Innovation, and Technology
 - D. History, Culture, and Perspectives

Summative Assessment:

Ancient Greece

Students will investigate one or more of the following document-based questions by analyzing and evaluating primary and/or secondary-source documents (provided by the teacher and any additional student research-based materials if

Document-Based Questions:

- How did geography influence the development of a civilization in ancient Greece? How does ancient Greece compare to modern Greece on a map?
- How did geography influence the Battle of

Research-Based Projects/Simulations

Choice of one or more per unit.

Students will:

Research a specific topic related to ancient Greece;

appropriate) in order to formulate an argument/claim, support it with textual evidence, and create a means of sharing and/or presenting it to classmates.

Means by which students may share/present their claims include (but are not limited to): graphic organizer/chart; paragraph; 3-5-paragraph essay; multimedia presentations – narrated video, slideshow, digital newscast, storytelling, etc.; journal entry; role play/skit; debate; advertisement; interview; newspaper/magazine article; comic book; poster; letter; speech; simulation; report; Socratic seminar; creative art and/or literature; museum exhibit; documentary

Thermopylae?

- How has the geography of Greece affected the lives of both ancient and modern Greeks?
- Did the negative aspects of Greece’s sea-based location outweigh the positive aspects?
- Did Athenian democracy benefit most people? Was the government of ancient Athens an effective democracy?
- What impact did the government have on social classes of Ancient Greece?
- How did the ancient Athenian democracy influence the U.S. constitution?
- What do the ruins of the Temple of Apollo tell us about ancient Greek society and culture?
- How have the architecture and literature of ancient Greece influenced modern culture? Which Greek cultural contribution — architecture or literature—has influenced modern culture the most?
- How would you recount a modern event by creating an original Greek myth to describe and explain it?
- Was Ancient Athens truly democratic?
- How many Persians were at the Battle of Thermopylae?
- Education in Sparta – Did the strengths outweigh the weaknesses?
- How great was Alexander the Great?
- In which city-state would you have rather lived, Sparta or Athens, and why?
- What are the most important Ancient Greek achievements in relation to their influence on our world today?

create an artifact/project related to the topic; present findings to classmates

Some options include, but are not limited to:

- Statue or Mosaic; original work of poetry
- Olympic Games Simulation - Students participate in events as part of a city-state.
- Acropolis design
- Review Game Design
- Museum exhibit
- Model/diorama
- Time capsule
- Debate
- Newspaper
- Multi-media presentations

Ancient Rome

Students will investigate one or more of the following document-based questions by analyzing and evaluating primary and/or secondary-source documents (provided by the teacher and any additional student research-based materials if appropriate) in order to formulate an argument/claim, support it with textual evidence, and create a means of sharing and/or presenting it to classmates.

Means by which students may share/present their claims include (but are not limited to): graphic organizer/chart; paragraph; 3-5-paragraph essay; multimedia presentations – narrated video, slideshow, digital newscast, storytelling, etc.; journal entry; role play/skit; debate; advertisement; interview; newspaper/magazine article; comic book; poster; letter; speech; simulation; report; Socratic seminar; creative art and/or literature; museum exhibit; documentary

Document-Based Questions:

- How were transportation and trade related to the Roman Empire's growth?
- What were some ways in which Roman geography influenced the growth of Rome?
- How did trade help spread Roman ways of life throughout the empire?
- How did Greek and Roman governments influence the U.S. Constitution and government?
- In what ways was the civilization of ancient Rome democratic? In what ways was it not democratic?"
- Taking on the role of either a patrician or a plebeian, how would you feel about the plebeian struggle for power and equality?
- Is the traditional republican form of government the best way to rule the Roman Empire?
Taking on the role of either Octavian or Mark Antony, how would you resolve your differences with your rival?
- Were the citizens of Rome better off during the era of the Roman Republic or the era of the Roman Empire?
- Do you think Julius Caesar was a tyrant?
- How did Roman culture spread throughout the provinces of the Roman Empire? What evidence of Roman occupation can still be found today?
- What were the different roles and powers of the various classes in ancient Roman society? How were they changed by developments in

Research-Based Projects/Simulations

Choice of one or more per unit.

Students will:

Research a specific topic related to ancient Rome; create an artifact/project related to the topic; present findings to classmates

Some options include, but are not limited to:

- Animated Interviews as part of a Class Documentary
- Pitch your idea to a modern rulers
- Bridge Design
- Stained Glass Design
- Review Game Design
- Museum exhibit
- Model/diorama
- Time capsule
- Debate
- Newspaper
- Multi-media presentations

Roman culture?

- What are some reasons why the games were held in the Roman Empire? Do you think there are more advantages or drawbacks to having these games?
- Why did Rome decline and fall?
- Did Emperor Constantine do the declining Roman Empire more harm than good?
- How are the actions of the armies weakening the empire and what do you believe should be done about it?
- Why did Roman officials persecute Christians?
- Why did Christianity spread so far and so quickly in its first thousand years?
- What role did women play in the spread of Christianity in the Roman Empire?
- Why might Christianity have gained so many followers in the Roman Empire?
- What was life like for monks and how did they help spread Christianity?
- How democratic was the Roman Republic?
- What kind of leader was Augustus?
- What happened at the meeting between Pope Leo and Attila the Hun?
- Why did the Roman Empire persecute Christians?
- Citizenship in Athens and Rome: Which was the better system?
- What were the primary reasons for the fall of Rome?
- What has been the impact of Rome's republic on the U.S. government?
- What are some similarities between the conditions of the fall of Rome and our society

	today? Will they be enough to cause the U.S. to fall?		
Rationale	CPI's	Essential Questions	Enduring Understanding
<p>3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)</p> <p>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.</p> <p>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</p> <p>Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations</p> <p>4. Expanding Exchanges and Encounters (500 CE-1450 CE)</p> <p>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p> <p>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p>	<p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p>	<p>What methods did the rulers of Rome use to control and unify their expanding empire?</p>	<p>The students will understand that the Romans used bureaucratic structures, communication and transportation systems to support their methods of ruling.</p>
	<p>6.2.8.A.3.b 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>How did the roles of free men, women, slaves, and foreigner's impact classical civilizations?</p>	<p>The students will understand that the roles of free men, women, slaves and foreigners were vastly different in both Greece and Rome.</p>
	<p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p>	<p>What governing principles were the founders of the United States government influenced by when creating the Constitution?</p>	<p>The students will understand that the founders of the United States were influenced by Athenian Democracy and the Roman Republic when drafting the Constitution.</p>
	<p>6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.</p>	<p>How were the perceived principles of liberty and equality as well as the roles of citizenship both similar and different to American ideals?</p>	<p>The students will understand the similarities and differences between the citizens of Greece to that of the United States today.</p>
	<p>6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the</p>	<p>To what extent did the legal systems of classical civilizations influence the legal system of America?</p>	<p>Students will understand that the United States took various aspects of Greek and Roman legal systems.</p>

<p>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.</p>	<p>extent to which the early systems influenced the current legal system.</p>		
	<p>6.2.8.B.3.a Determine how geography and 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>How did both the advantages and limitations of natural resources because of their geography lead to the motivation for Greece and Rome to conquer other nations?</p>	<p>The students will understand that the geography and natural resources affected the motivation that Greece and Rome had to expand.</p>
	<p>6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.</p>	<p>How did geography of Greece keep Greece from becoming a unified nation?</p>	<p>The students will understand that the mountainous terrain of Greece led to the development of city-states and the lack of communication between them.</p>
	<p>6.2.8.C.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</p>	<p>What was the impact of expanding land and sea trade routes though the Mediterranean Basin?</p>	<p>The students will understand that Romans expanded and improved upon the land and sea routes that were formed by Alexander. As well, the students will understand the extent of the spread of cultural ideas.</p>
	<p>6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p>	<p>How did classical civilizations use technology and innovation to improve life throughout their empire?</p>	<p>Students will understand that Roman architecture and engineering improved life in their empire.</p>
	<p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p>	<p>What advantages or disadvantages came with being a given member of a certain social class in both Rome and Greece?</p>	<p>Students will understand the advantages and struggles that came with being a member of a particular social class.</p>

	<p>6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p>	<p>What were the common factors that led to the Roman, Gupta, and Han empires demise?</p>	<p>The students will understand that all of these empires over-extended their borders and left themselves susceptible to attack.</p>
	<p>6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p>	<p>What achievements of both the Greek and Roman empires had lasting legacies?</p>	<p>The students will understand how the major achievements of Rome and Greece had lasting legacies to today's culture.</p>
	<p>6.2.8.D.3.d 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.</p>	<p>How did the religions of Christianity and Islam develop and spread throughout Europe, Asia and Africa, and how are they influencing present day events?</p>	<p>The students will understand that Christianity and Islam brought about global events and continue to do so today.</p>
	<p>6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p>	<p>How did Roman and Greek mythologies impact the way their societies were run?</p>	<p>The students will understand that Roman and Greek mythologies affected almost every aspect of Roman and Greek life.</p>
	<p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>	<p>How did leaders use the strong religious beliefs of their subjects to unify their empires?</p>	<p>The students will recognize how rulers used various methods for governing diverse populations.</p>
	<p>6.2.8.B.3.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and</p>	<p>How did geography influence the development of the political, economic, and cultural centers of each empire as well as the</p>	<p>The students will understand how geography impacted the forming of political, economic, and cultural centers of each empire as well as</p>

	well as the empires' relationships with other parts of the world.	empires' relationship with other parts of the world?	their interactions with the other parts of the world.
	<p>6.2.8.C.2.A Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p>	<p>What major technological innovations and cultural contributions in Greece and Rome became lasting legacies?</p>	<p>The students will be able to cite example of technological innovations and cultural contributions in Greece and Rome that became lasting legacies.</p>

Feudalism

Grade Level: 6 **Subject:** Social Studies **Topic:** Feudalism

Pacing: One marking period

Interdisciplinary Connections: ELA, Art, Science, Health, Technology

21st Century Life and Career: CRP 6,7,8,
https://drive.google.com/open?id=1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

2014 NJSLS Technology Standards: 8.1.8.A.2
https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

Resources and Core Instructional Materials:

- Discovery Education
- Scholastic News
- Stanford history education Group (sheg.stanford.edu)
- DBQ Project - Mini Q's

Unit's Big Idea: The working relationship between the rulers and ruled under the Feudal system in both Europe and Japan.

New Jersey Student Learning Standards 2014

Standard 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

4. Expanding Exchanges and Encounters (500 CE-1450 CE)

- Strands:** A. Civics, Government, and Human Rights
B. Geography, People, and the Environment
C. Economics, Innovation, and Technology
D. History, Culture, and Perspectives

Summative Assessment:

Middle Ages and Feudal Societies of Europe and Japan

Students will investigate one or more of the following document-based questions by analyzing and evaluating primary and/or secondary-source documents (provided by

Document-Based Questions:

- Was feudalism an oppressive system, which trapped people in social classes and gave them no rights or protections? What rights and obligations did different groups have in medieval society?
- How did political and economic changes strengthen England during the Middle Ages?

Research-Based Projects/Simulations

Choice of one or more per unit.

Students will:

Research a specific topic related to the Middle Ages; create an artifact/project related to the

<p>the teacher and any additional student research-based materials if appropriate) in order to formulate an argument/claim, support it with textual evidence, and create a means of sharing and/or presenting it to classmates.</p> <p>Means by which students may share/present their claims include (but are not limited to): graphic organizer/chart; paragraph; 3-5-paragraph essay; multimedia presentations – narrated video, slideshow, digital newscast, storytelling, etc.; journal entry; role play/skit; debate; advertisement; interview; newspaper/magazine article; comic book; poster; letter; speech; simulation; report; Socratic seminar; creative art and/or literature; museum exhibit; documentary</p>	<ul style="list-style-type: none"> ● How has the Magna Carta influenced the development of the U.S. government? What impact has it had on the formation of the Bill of Rights? ● What do you think was the most important change caused by the Black Death in Europe? ● How did the plague affect life in a European city during and after the outbreak? ● How do the effects of more recent disease epidemics compare to the effects of the Black Death? ● How did the Black Death affect European society? ● What aspects of Bushido would work well for training soldiers today, and what aspects would not? ● How did Japanese art reflect the different levels of Japanese society? ● Were the "Dark Ages" really dark? ● What happened when Crusaders entered Jerusalem during the first Crusade? ● How did people in the 14th century understand the Black Death? ● How did the Black Death affect Florence, Italy? 	<p>topic; present findings to classmates</p> <p>Some options include, but are not limited to:</p> <ul style="list-style-type: none"> ● Slide Presentation based on research ● Medieval Times field trip - simulation of banquet and tournament ● Castle Design ● Manor Design ● Review Game Design ● Museum exhibit ● Model/diorama ● Time capsule ● Debate ● Newspaper ● Multi-media presentations
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Rationale	CPI's	Essential Questions	Enduring Understanding
<p>The Classical Civilizations of the Mediterranean World, India, and China</p> <p>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</p>	<p>6.2.8.B.3.a Determine how geography and 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>How did both the advantages and limitations of natural resources because of their geography lead to the motivation for expansion?</p>	<p>The students will understand that the geography and natural resources affected the motivation for expansion.</p>
	<p>6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities,</p>	<p>How did the manor system improve the quality of life?</p>	<p>The students will understand that the manor system led to improvements in agricultural/manufacturing output and commerce, and to allow for a greater division of labor.</p>

values.	to improve life in urban areas, and to allow for greater division of labor.		
Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.	6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.	What advantages or disadvantages came with being a given member of a certain social class in Europe and Japan?	Students will understand the advantages and struggles that came with being a member of a particular social class.
Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.	6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.	How did leaders use the strong religious beliefs of their subjects to unify their empires?	The students will recognize how rulers used various methods for governing diverse populations.
Expanding Exchanges and Encounters	6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.	How were European and Japanese Feudalism both similar and different in their effectiveness in promoting social, economic, and political order?	The students will understand the benefits and disadvantages of both the Japanese and European Feudal systems.
The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.	6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.	How did geography influence the development of the political, economic, and cultural centers of Europe and Japan as well as their relationship with other parts of the world?	The students will understand how geography impacted the forming of political, economic, and cultural centers of Europe and Japan as well as their interactions with the other parts of the world.
The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.	6.2.8.D.4.b 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	How did the role of religion in government both unify and divide Europe during this time?	The students will understand that the actions of the church at the onset of the Crusades unified its people. However, the greed of the Church during the Renaissance led to the Protestant Reformation and the division of its people.
While commercial and	6.2.8.D.4.c Assess the demographic, economic, and religious impact of the plague on Europe		

<p>agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</p>	<p>6.2.8.D.4.d Determine which events led to the rise and eventual decline of European feudalism.</p>	<p>Which events led to the rise and eventual decline of European feudalism?</p>	<p>Students will understand that the failure of the Crusades and the rise of Renaissance ideals led to the decline of European Feudalism.</p>
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Religious Influence on the Old World

Grade Level: 6 **Subject:** Social Studies **Topic:** Religious Influence on the Old World

Pacing: Year long

Interdisciplinary Connections: ELA, Art

21st Century Life and Career: CRP 6,7,8

https://drive.google.com/open?id=1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

2014 NJSLS Technology Standards: 8.1.8.A.2

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

Resources and Core Instructional Materials:

- Discovery Education
- Scholastic News
- Stanford history education Group (sheg.stanford.edu)
- DBQ Project - Mini Q's
- www.freetech4teachers.com
- www.worldatlas.com
- www.discoveryed.com
- www.history.com
- www.youtube.com
- www.googleearth.com

Units Big Idea: Ruling through religion negatively impacted the time period

New Jersey Student Learning Standards 2014

STANDARDS 6.2: World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

4. Expanding Exchanges and Encounters (500 CE-1450 CE)

- Strands:**
- A. Civics, Government, and Human Rights
 - B. Geography, People, and the Environment
 - C. Economics, Innovation, and Technology
 - D. History, Culture, and Perspectives

Suggested benchmarks and Summative Assessments

- Create a Mind Map [How to Mind Map](#)
- Create a Prezi [Learn to Prezi](#)
- Create a Blog [Blog Website](#)
- Create a Word Cloud [Wordle](#)
- Slideshow [Make Your Own Slideshow](#)
- Create a Glog [Create a Glog](#)
- Create an infographic [Infographic](#)
- Create a Scribble Map [Scribble Map](#)
- Create an animated Cartoon [Animated Cartoon Website](#)
- Make your own Video <http://www.schooltube.com/>

Rationale Content Statement	CPI's Students will be able to...	Essential Questions	Enduring Understandings
<p>The Classical Civilizations of the Mediterranean World, India, and China</p> <p>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.</p> <p>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</p> <p>Classical civilizations declined</p>	<p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p>	<p>What advantages or disadvantages came with being a given member of a certain social class in Europe?</p>	<p>Students will understand the advantages and struggles that came with being a member of a particular social class.</p>
	<p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>	<p>How did leaders use the strong religious beliefs of their subjects to unify their empires?</p>	<p>The students will recognize how Europeans strong religious beliefs during this period led to the Crusades.</p>
	<p>6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.</p> <p>6.2.8.B.4.d Explain why the Arabian Peninsula's physical features and location made it the epicenter</p>	<p>How did the need for certain trade goods, in Asia, lead to the formation of new settlement areas, early forms of infrastructure, and disease?</p>	<p>Students will understand how the trade routes that developed because of the Crusades also spread the Bubonic Plague from Asia to Europe.</p> <p>The value of the Holy Land to people of Islam, Judaism, and Christianity led</p>

<p>as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p> <p>Expanding Exchanges and Encounters</p> <p>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p> <p>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p> <p>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.</p>	<p>of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>6.2.8.C.4.b Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.</p> <p>6.2.8.D.4.a Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.8.D.4.b 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.</p> <p>6.2.8.D.4.c Assess the demographic, economic, and religious impact of the plague on Europe.</p> <p>6.2.8.D.4.f</p>	<p>How did the spread of Islam and the Muslim occupation of the Holy Land lead to religious conflicts?</p> <p>How did the trade routes that developed because of the Crusades lead to increased trade, and enhanced technology for both continents?</p> <p>How did the role of religion in government both unify and divide Europe during this time?</p> <p>How did the Crusades affect the wealth, culture, and mentality of each of the religious groups who claimed the Holy Land?</p> <p>How did the Plague affect the economy and the religious ideology of Europeans?</p> <p>How did the Islamic occupation of the Byzantine Empire lead to the Crusades?</p>	<p>to an ongoing struggle for that region.</p> <p>The students will understand that because of the Crusades, western Europe gained exposure to technologies and trade goods of the Islamic world which were contributing factors to the plague and ultimately the Renaissance.</p> <p>The students will understand that the actions of the church at the onset of the Crusades unified its people. However, the greed of the Church during the Renaissance led to the Protestant Reformation and the division of its people.</p> <p>The students will understand how the different religious groups developed a need to expand their wealth and expand their culture, as well as a lasting distrust between Muslims and Christians.</p> <p>The students will understand how the Plague caused a shutdown of the economy as well as the people of Europe living a more secular lifestyle.</p> <p>The failure of the Byzantine Empire to hold onto the Holy Land was a direct cause of the Crusades.</p>
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	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.		
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Africa

Grade Level: 6 **Subject:** Social Studies **Topic:** Africa

Pacing: 2-3 weeks

Interdisciplinary Connections: ELA, Math, Science, Art, Technology

21st Century Life and Career: CRP 6,7,8

https://drive.google.com/open?id=1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

2014 NJSL Technology Standards: 8.1.8.A.2

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

Resources and Core Instructional Materials:

- Discovery Education
- Stanford history education Group (sheg.stanford.edu)
- DBQ Project - Mini Q's
- Scholastic News

Units Big Idea: The development of African city-states.

New Jersey Student Learning Standards 2014

STANDARDS 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

4. Expanding Exchanges and Encounters (500 CE-1450 CE)

Strands:

- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspectives

Summative Assessment

African Empires

Students will investigate one or more of the following document-based questions by analyzing and evaluating primary and/or secondary-source documents (provided by the teacher and any additional student research-based materials if

Document-Based Questions:

- Did geography influence the settlement and economy of early Africa? How does early Africa compare to modern Africa on a map?
- What would be the best site to build a city in sub-Saharan Africa?

Research-Based Projects/Simulations

Choice of one or more per unit.

Students will:

Research a specific topic related to the African Empires; create an artifact/project related to the

<p>appropriate) in order to formulate an argument/claim, support it with textual evidence, and create a means of sharing and/or presenting it to classmates.</p> <p>Means by which students may share/present their claims include (but are not limited to): graphic organizer/chart; paragraph; 3-5-paragraph essay; multimedia presentations – narrated video, slideshow, digital newscast, storytelling, etc.; journal entry; role play/skit; debate; advertisement; interview; newspaper/magazine article; comic book; poster; letter; speech; simulation; report; Socratic seminar; creative art and/or literature; museum exhibit; documentary</p>	<ul style="list-style-type: none"> ● What are the advantages and disadvantages of forming civilizations in Africa’s different climate zones? ● What are the benefits and the drawbacks of life on the Sahel during both medieval and present time periods? ● How did trade influence the rise and fall of three major West African empires? ● What is the importance of trans-Saharan trade during the period of African empires and today, and what were the effects on African society? ● How did trade influence the cultures of early African empires? ● What would it be like to be a trader who comes to Timbuktu for the first time? ● How did West Africa change as a result of trade with North Africa and beyond? ● What were the effects of the arrival of Islam in West Africa? ● How did the arrival of Islam change life in West Africa? What aspects of life in West Africa stayed the same after the arrival of Islam? ● Was Mansa Musa the richest person ever? ● What was the Muslim world like in the 1320's? 	<p>topic; present findings to classmates</p> <p>Some options include, but are not limited to:</p> <ul style="list-style-type: none"> ● Tourist travel brochure ● Plan a city in sub-Saharan Africa ● Review Game Design ● Museum exhibit ● Model/diorama ● Time capsule ● Debate ● Newspaper ● Multi-media presentations 	
<p>Rationale Content Statement</p>	<p>CPI’s Students will be able to...</p>	<p>Essential Questions</p>	<p>Enduring Understanding</p>
<p>Expanding Exchanges and Encounters The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p> <p>The rise and spread of new belief systems unified</p>	<p>6.2.8.B.4.c Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.</p>	<p>How did the geography of Africa pose challenges and opportunities for trade and development?</p> <p>How did geography influence the development of the political, economic, and</p>	<p>The students will understand that Africa’s geography posed challenges and opportunities for trade and development (i.e. Arid Climate of North Africa and gold mines of West Africa).</p>

<p>societies, but they also became a major source of tension and conflict.</p> <p>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</p>	<p>6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers</p> <p>6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p> <p>6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living in Africa (Islam) and Europe over time.</p>	<p>cultural centers of each empire as well as the empires' relationship with other parts of the world?</p>	<p>The students will understand how geography impacted the forming of political, economic, and cultural centers of each empire as well as their interactions with the other parts of the world.</p>
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Grade 7 Instructional Units

Early America and Colonization

Grade Level: 7 **Subject:** Social Studies **Topic:** Early America and Colonization

Pacing: One marking period

Units Big Idea: American, African, and Europeans cultures differed from one another before 1500 and radically changed after 1500.

New Jersey Student Learning Standards 2014

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

1. **Three Worlds Meet**
2. **Colonization and Settlement**
4. **Expansion and Reform**

STRAND: A: Civics, Government, and Human Rights
B: Geography, People, and the Environment
C: Economics, Innovation, and Technology
D: History, Culture, and Perspectives

Primary Interdisciplinary Connections

English Language Arts, Technology, Math, Visual and Performing Arts, Science, Technology, 21st Century Themes and Skills

NJSLS 21st Century Life and Career Themes

https://drive.google.com/open?id=1sBiARK7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

- **Career Ready Practices:**
 - CRP 1, CRP 2, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 11, CRP12
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJSLS Technology

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

- **8.1 Educational Technology**
 - 8.1.8.A.1, 8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.8.A.2, 8.2.8.A.5, 8.2.8.B.2, 8.2.8.B.5, 8.2.8.B.6, 8.2.8.C.1, 8.2.8.D.5

Summative Assessment

Three Worlds Meet	<ul style="list-style-type: none"> ● Students will investigate and create a talk show on who really discovered the Americas. ● Students will analyze a minimum of 3 sources and explain how interaction among Europe, Africa and Native American cultures shaped early American history while citing textual evidence. ● Students imagine they are Prince Henry at the time he was thinking of creating a navigation school and students should write a persuasive letter inviting people to move to Portugal to teach. ● Students will analyze the credibility of why the continents of North and South America were named after Amerigo Vespucci and not Christopher Columbus. 	<ul style="list-style-type: none"> ● Students will engage in a Columbian Exchange where they share items from different parts of the world to show how the Exchange took place. ● Students will create simulations using maps and time lines to show what events and exchanges were made during The Columbian Exchange. ● Students will create a heritage fair portraying the different cultures that merged during early exploration.
Colonization	<ul style="list-style-type: none"> ● Students will use the interactive Historical Perspective tool to learn about four types of people who lived in colonial America. They will read short biographies of the people to learn about their lives. Then, students will rate how they think each individual would respond to three issues of the time based on evidence from the biographies and their own background knowledge. Finally, students will take on the persona of one of the four characters respond to the issue of settlement beyond the Appalachian Mountains. (Tech-book simulation) ● Students will identify the factors that shaped the development of the American identity during Colonization using multiple sources. ● Students will be put into groups and be given a reason for the “Death of Jamestown.” They must convince the class why their cause is what killed so many of the Jamestown settlers. ● Students will choose one of the original 13 colonies and create a persuasive “travel agent” PowerPoint on why people should settle in their colony. 	<ul style="list-style-type: none"> ● Students will engage in Colonial Life while hosting a Colonial Day that will consist of student made Colonial Stations for others to engage in. (ex: 6th grade students)

Alternate and Formative Assessments: To work toward assessment goal Document Based Questioning, Persuasive time period letters, Presentations (PowerPoint, iMovie’s, poetry etc...), Music projects, ABC books, Venn diagram , Recruitment posters, Colony graphic organizer, Debates , Colony charts, Colonial trade posters , Occupation Posters, Creating epitaphs , Newspaper article, Political cartoons, Role playing, Native American tribal map, Creating totem poles, Creating websites, Native American museum exhibit, Colonial postcards, Columbian Exchange day (free choice project), Journals/scrap books, Timelines

Rationale Content Statement	CPI’s Students will be able to...	Essential Questions	Enduring Understanding
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<p>Three Worlds Meet Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.</p> <p>European exploration expanded global economic and cultural exchange into the Western Hemisphere.</p> <p>Colonization and Settlement The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p>	<p>6.1.8.C.1.b Evaluate the impact of science, religion, and technology innovations on European exploration.</p> <p>6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere</p> <p>6.1.8.C.1.b Explain why individuals and societies trade, how trade functions and the role of trade during this period</p> <p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p>	<p>How did Native American societies develop?</p>	<p>There were many diverse Native American societies which developed across North America.</p>
<p>4. Expanding Exchanges and Encounters (500 CE-1450 CE) The emergence of empires (i.e., Asia, Africa, Europe and the</p>	<p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</p> <p>6.1.8.D.1.a</p>	<p>How did European exploration and the Colombian Exchange impact the world?</p>	<p>There were many new crops, people, and diseases that crossed back and forth over the Atlantic Ocean.</p>

<p>Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p> <p>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p> <p>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.</p>	<p>Compare and contrast gender roles, religion, values, cultural practices, and political systems of native American groups.</p>		
	<p>6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.</p> <p>6.1.8.B.1.b Analyze the world in spatial terms (e.g. longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.</p>	<p>How did changes in religion, science, and technology impact exploration?</p> <p>How did the need for discovering sea trade routes lead to the discovery and exploration of the western hemisphere?</p>	<p>The spread of Christianity was a motivating factor for exploration.</p> <p>Technology and science advanced and opened up the range of exploration.</p> <p>The search for a sea route to Asia lead to the exploration and settlement of the Americas.</p>
	<p>6.1.8.A.2.c Explain how demographics (i.e. race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies</p> <p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p>	<p>How did the experiences and challenges of the colonists shape Americas ideals and government?</p>	<p>The English colonies grew and prospered despite many challenges.</p>

	<p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p>		
	<p>6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries</p> <p>6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p>	<p>How did the economies of the colonies differ by region?</p>	<p>The geography of the colonies affected the economy.</p>
	<p>6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production,</p>	<p>What were the interrelationships between agricultural production, population growth, urbanization, and commercialization?</p>	<p>The students will understand that there is a cause and effect relationship between agricultural</p>

	<p>population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</p>		<p>production, population growth, urbanization, and commercialization.</p>
	<p>6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p> <p>6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living in the Americas over time.</p>	<p>How did geography influence the development of the political, economic, and cultural centers of each empire as well as the empires' relationship with other parts of the world?</p>	<p>The students will understand how geography impacted the forming of political, economic, and cultural centers of each empire as well as their interactions with the other parts of the world.</p>

Resources:
 Scholastic News, History Channel America: The Story of US DVD, History Channel.com, PBS.org, Discovery Education , Youtube.com, Brainpop.com, Primary sources(Magna Carta, English Bill of Rights, Mayflower Compact, Proclamation of 1763) , Google maps, Colonial Maps, Web quests, School House Rock, Jeopardy Game, Virtual Jamestown website

American Revolution and the Constitution

Grade Level: 7

Subject: Social Studies

Topic: American Revolution and the Constitution

Pacing: Three marking periods

Units Big Idea: The Patriots were able to defeat the mighty British Empire.

New Jersey Student Learning Standards 2014

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

1. **Three Worlds Meet**
2. **Colonization and Settlement**
3. **Revolution and the New Nation**
4. **Expansion and Reform**

Strand A: Civics, Government, and Human Rights

B. Geography, People, and the Environment

C. Economics, Innovation, and Technology

D. History, Culture, and Perspectives

Primary Interdisciplinary Connections

English Language Arts, Technology, Science, Technology, 21st Century Themes and Skills

NJSLS 21st Century Life and Career Themes

https://drive.google.com/open?id=1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

- **Career Ready Practices:**
 - CRP 1, CRP 2, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 11, CRP12
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJSLS Technology

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

- **8.1 Educational Technology**
 - 8.1.8.A.1, 8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.8.A.2, 8.2.8.A.5, 8.2.8.B.2, 8.2.8.B.5, 8.2.8.B.6, 8.2.8.C.1, 8.2.8.D.5

Summative Assessment

<p>Revolution</p>	<ul style="list-style-type: none"> ● Students will identify the causes and consequences of America’s movement for Independence using multiple sources. ● Students will analyze source documents to address the investigation question: What was the most important factor in the American’s’ victory in the Revolutionary War? Stents will present their findings by writing an essay that answers the investigation question or a lecture to be presented to visitors to Mount Vernon on George Washington’s birthday. ● Students will read Henry Wadsworth Longfellow’s poem “Midnight Ride of Paul Revere and then write their own poem about a Revolutionary War hero or battle. ● Students will analyze two documents from the Revolutionary War era to identify examples of how foreign aid could help the colonists’ cause. After understanding the factors, they will create an oral presentation to give to the French cabinet, requesting help for the colonial cause. 	<ul style="list-style-type: none"> ● Students will create a presentation board for the board of a historical society describing which minority group deserves a permanent exhibit at a new Revolutionary War museum and why. ● Students will work collaboratively to create a Revolutionary War board game. ● Students will create a living history museum depicting Founding Fathers and other key figures integral to the Revolution and America’s independence.
<p>Constitution</p>	<ul style="list-style-type: none"> ● Students will analyze how the structure of the U.S. political system reflects American ideas about individual rights and the purpose of government using multiple sources. ● Students will debate on whether or not slavery should be banned in the US Constitution. 	<ul style="list-style-type: none"> ● Students will create a classroom Constitution in the same format of the U.S.’s original Constitution. ● Students will re-enact the Constitutional Congress in action.

Alternate and Formative Assessments: To work toward assessment goal
 Illustrate the amendments, Outline the Constitution, Writing their own Declaration of Independence, Time period letters, Presentations (PowerPoint, iMovie’s, poetry etc...), Music projects, ABC books, Venn diagram comparing Patriot and British forces, Recruitment/boycott posters, Debates , Charts, Ship of State graphic organizer
 Creating epitaphs, Newspaper article, Political cartoons, Role playing, Creating websites, Checks and Balances simulation, Design the capitol city, Journals/scrap books
 Timelines

Rationale Content Statement	CPI’s Students will be able to...	Essential Questions	Enduring Understanding
Revolution and the New Nation Disputes over political authority and economic issues contributed to a movement for independence in the colonies.	6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.	What were the British actions that caused tensions in the colonies?	Tensions erupted in the colonies due to British actions.

<p>The fundamental principles of the United States Constitution serve as the foundation of the United States government today</p> <p>Expanding Exchanges and Encounters The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p>	<p>6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>6.1.8.D.3.a Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy</p>		
<p>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p>	<p>6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and response by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p>	<p>What actions did the Patriots take to respond to the British?</p>	<p>The Patriots took actions to respond to the unfair British laws.</p>
<p>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.</p>	<p>6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p>	<p>How were minority groups treated compared to white land owning males during this time period?</p>	<p>Human inequality existed in early American society.</p>
	<p>6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the</p>	<p>How did the Patriots gain independence?</p>	<p>The Patriots gained their Independence from the British.</p>

	<p>execution and outcome of the American Revolutionary War.</p> <p>6.1.8.B.3.d Explain why New Jersey’s location played an integral role in the American Revolution.</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8.D.3.e 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.</p>		
	<p>6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the constitution and the Bill of Rights</p> <p>6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States</p>	<p>What events and ideas affected the writing of the Articles of Confederation and the Constitution?</p>	<p>The constitution was rewritten to protect individual liberties and a limited form of government that the Articles did not provide.</p>

	<p>Constitution in terms of the decision-making powers of national government.</p> <p>6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.</p>		
	<p>6.1.8.A.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.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p>	<p>How did our founding fathers construct a lasting form of government with the drafting of the constitution?</p>	<p>The constitution was written with influences from earlier forms of government.</p>
	<p>6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p>	<p>How did the founding fathers compromise to ratify and implement the constitution?</p>	<p>The founding fathers had to compromise in order to ratify and implement the constitution.</p>

Resources:
History Channel Revolution DVD series, History Channel America: The Story of US DVD, History Channel.com, PBS.org, Discovery Education , Youtube.com, Brainpop.com, Primary sources(Constitution, Declaration of Independence, Common Sense, The Crisis, Magna Carta, English Bill of Rights,) , Google maps, Web quests, School House Rock, Jeopardy Game, Scholastic News

Forming a New Nation

Grade Level: 7

Subject: Social Studies

Topic: Forming a New Nation

Pacing: Three – four weeks

Units Big Idea: Forming a new nation.

New Jersey Student Learning Standards 2014

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

1. Revolution and the New Nation

Strand D. History, Culture, and Perspectives

Primary Interdisciplinary Connections

English Language Arts, Technology, Science, Visual and Performing Arts, Technology, 21st Century Themes and Skills

NJSLS 21st Century Life and Career Themes

https://drive.google.com/open?id=1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

- **Career Ready Practices:**
 - CRP 1, CRP 2, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 11, CRP12
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.8.B.4

NJSLS Technology

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

- **8.1 Educational Technology**
 - 8.1.8.A.1, 8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.8.A.2, 8.2.8.A.5, 8.2.8.B.2, 8.2.8.B.5, 8.2.8.B.6, 8.2.8.C.1, 8.2.8.D.5

Alternate and Formative Assessments: To work toward assessment goal

Document Based Questioning, Time period letters, Presentations (PowerPoint, iMovie's, poetry etc...), Music projects, ABC books, Venn diagram comparing Presidents, Creating epitaphs , Newspaper article, Political cartoons, Role playing, Checks and Balances simulation, Design the capitol city, Creating websites, Journals/scrap books

Summative Assessment:

Rationale

Content Statement

CPI's

Students will be able to...

Essential Questions

Enduring Understanding

<p>Revolution and the New Nation 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</p>	<p>6.1.8.D.3.f Analyze multiple perspectives how the Treaty of Paris affected United States relations with native Americans and with European powers that had territories in North America</p> <p>6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</p> <p>6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p>	<p>How did both sides (American and British) view the outcome of the Treaty of Paris?</p> <p>What important events occurred during the terms of the first two US Presidents?</p>	<p>The results of the Treaty of Paris.</p> <p>The early administrations set the precedent for the future of the United States.</p>
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Resources:

Scholastic News
 History Channel Revolution DVD series
 History Channel.com
 PBS.org
 Discovery Education
 Youtube.com
 Brainpop.com
 Primary sources(Washington's farewell address)
 Google maps
 Web quests
 Debt clock
 School House Rock

Grade 8 Units of Instruction

Forming a New Nation

Grade Level: 8

Subject: Social Studies

Topic: Forming a New Nation

Pacing: (3 – 4 weeks)

Units Big Idea: Forming a new nation.

New Jersey Student Learning Standards 2014

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

1. **Three Worlds Meet (Beginning – 1620)**
2. **Colonization and Settlement (1585 – 1763)**
3. **Revolution and the New Nation (1754 – 1820)**
4. **Expansion and Reform (1801-1861)**

- Strand A:** Civics, Government, and Human Rights
- B.** Geography, People, and the Environment
- C.** Economics, Innovation, and Technology
- D.** History, Culture, and Perspectives

Primary Interdisciplinary Connections

English Language Arts, Technology, Visual and Performing Arts, Science, Technology, 21st Century Themes and Skills

NJSLS 21st Century Life and Career Themes

https://drive.google.com/open?id=1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

- **Career Ready Practices:**
 - CRP 1, CRP 2, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 11, CRP12
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.8.B.4

NJSLS Technology

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

- **8.1 Educational Technology**
 - 8.1.8.A.1, 8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.8.A.2, 8.2.8.A.5, 8.2.8.B.2, 8.2.8.B.5, 8.2.8.B.6, 8.2.8.C.1, 8.2.8.D.5

Alternate and Formative Assessments: To work toward assessment goal

Document Based Questioning, Creating travel maps, Time period letters, Presentations (PowerPoint, iMovie's, poetry etc...), Music projects, ABC books, Creating prairie schooners , Political cartoons, Newspaper article, Journals/scrap books, Timelines

Summative Assessment:

Rationale Content Statement	CPI's Students will be able to...	Essential Questions	Enduring Understanding
<p>Revolution and the New Nation Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p> <p>The fundamental principles of the United States Constitution serve as the foundation of the United States government today</p>	<p>6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e. Alien and Sedition Acts) during the Early Republic.</p> <p>6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p>	<p>How were civil liberties undermined in our new government?</p> <p>How did political parties emerge and how did they effect early administrations and the future of American politics?</p>	<p>Civil liberties were undermined in the early administration.</p> <p>Political parties emerged because of differing views and still continue to shape politics.</p>

Resources:

History Channel.com, History Channel America: The Story of US DVD, PBS.org, Discovery Education, Youtube.com, Brainpop.com
Primary sources, Google maps, Web quests, Jeopardy Game, Scholastic News

	<p>events shaped the United States most in its early years.</p> <ul style="list-style-type: none"> • Students will analyze source documents related to precedents established during Washington’s term in office. In this activity, students will analyze source documents to address the investigation questions: “How influential was George Washington's presidency? Based on his presidency alone, did Washington earn the title “Father of our Country?” • Students will write the opening argument to a debate or an article on Washington’s legacy as president 	<p>meeting on whether to support a Federalist or a Democratic-Republican candidate for Congress. The topic up for debate is “Resolved: The Federalist interpretation of the Constitution is the best one for securing freedom and prosperity in our country.</p> <ul style="list-style-type: none"> • Students are organized into Federalists and Democratic-Republicans engaged in a philosophical debate on the nature and role of the federal government
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Alternate and Formative Assessments: To work toward assessment goal
Document Based Questioning, Creating travel maps, Time period letters, Presentations (PowerPoint, iMovie’s, poetry etc...), Music projects, ABC books, Jackson report card project, Venn diagram comparing Presidents, Creating epitaphs , Newspaper article, Political cartoons, Rewriting Eire Canal lyrics, Campaign flyers, Journals/scrap books, Timelines

Rationale Content Statement	CPI’s Students will be able to...	Essential Questions	Enduring Understanding
<p>Jefferson Era Growth and Expansion Jacksonian Era Reform Movement</p> <p>Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</p>	<p>6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p>	<p>What important events occurred during Jefferson’s presidency?</p> <p>Was James Madison the right President at the right time during the War of 1812?</p>	<p>There were changes in America’s relationships with other nations both politically and economically.</p> <p>The War of 1812 was a war that solidified the United States position on the world stage.</p>
	<p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.</p>	<p>What events led to the growth of our country?</p>	<p>The country grew and expanded through treaties, conflicts, and compromise.</p>

	<p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.</p>		
	<p>6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.</p> <p>6.1.8.C.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.</p>	<p>What were the events during Andrew Jackson's presidency changed America?</p>	<p>The election of Andrew Jackson changed America.</p>
	<p>6.1.8.D.4.b Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</p> <p>6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.</p>	<p>How did reform movements affect American society?</p>	<p>Reform movements of the early 1800's affected religion, education and society.</p>

Resources:

History Channel.com, History Channel America: The Story of US DVD, PBS.org, Discovery Education, Youtube.com, Brainpop.com
 Primary sources, Google maps, Web quests, Jeopardy Game, Scholastic News

Manifest Destiny, Sectionalism, and Division

Grade Level: 8 **Subject:** Social Studies **Topic:** Manifest Destiny, Sectionalism, and Division

Pacing: Marking Period 3

Units Big Idea: Manifest destiny, sectionalism, and division.

New Jersey Student Learning Standards 2014

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

3. **Revolution and the New Nation (1754-1820)**
4. **Expansion and Reform (1801-1861)**
5. **Civil War and Reconstruction (1850-1877)**

STRAND: A: Civics, Government, and Human Rights

B. Geography, People, and the Environment

C. Economics, Innovation, and Technology

D. History, Culture, and Perspectives

Primary Interdisciplinary Connections

English Language Arts, Technology, Science, Visual and Performing Arts, Technology, 21st Century Themes and Skills

NJSLS 21st Century Life and Career Themes

https://drive.google.com/open?id=1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

- **Career Ready Practices:**
 - CRP 1, CRP 2, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 11, CRP12
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.8.B.4

NJSLS Technology

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

- **8.1 Educational Technology**
 - 8.1.8.A.1, 8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.8.A.2, 8.2.8.A.5, 8.2.8.B.2, 8.2.8.B.5, 8.2.8.B.6, 8.2.8.C.1, 8.2.8.D.5

Summative Assessment

Manifest Destiny and Sectionalism	<ul style="list-style-type: none"> • Students will analyze how expansion changed America socially, economically and politically while researching multiple sources. • Students will investigate to create a 3 way Venn Diagram to compare experiences of three groups in the west using a jigsaw strategy. (Chinese Immigrants, Mormon Settlers, and vaqueros) • Students will consider daily life, push pull factors, acceptance by other Americans, and time period. This information will be reported to the President. (teacher) • Students will analyze the ways in which Thomas Jefferson’s inaugural address set the tone for his presidency. • Students will complete a cause and effect chart of the Mexican American War and explore whether the war was justified. Those in favor will create a propaganda poster and those opposed will make a protest poster. 	<ul style="list-style-type: none"> • Students will analyze primary sources to address the investigation question, Did the Louisiana Purchase support or contradict Thomas Jefferson’s ideals? They will present their findings by either writing a letter to the editor of a history magazine, by responding to a recent article by Professor Know it all or by creating a digital or paper-based slide show presenting their findings.
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Alternate and Formative Assessments: To work toward assessment goal
Document Based Questioning, Creating travel maps, Time period letters, Presentations (PowerPoint, iMovie’s, poetry etc...), Music projects, ABC books, Creating prairie schooners , Political cartoons, Newspaper article, Journals/scrap books, Timelines

Rationale Content Statement	CPI’s Students will be able to...	Essential Questions	Enduring Understanding
Manifest Destiny Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. 6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.	How did manifest destiny lead to expansion to the Pacific Ocean? How did Manifests Destiny lead to conflicts with other nations?	The ideals of manifest destiny led to U.S. expansion to the Pacific Ocean. Manifest Destiny led to conflict with other nations and the expansion of the United states.
Sectionalism Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the	6.1.8.C.4.c Analyze how technological innovations affected the status and social class of	What events occurred in the North and the South that led to sectionalism?	The events of the North and the South led to increased sectionalism within the U.S.

<p>development of transportation systems increased regional tensions.</p>	<p>different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p>	<p>How did the economies of the North and South differ and how were they also connected to each other?</p>	<p>The different economies led to sectionalism yet were still dependent on each other.</p>
<p>Revolution and the New Nation Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p> <p>The fundamental principles of the United States Constitution serve as the foundation of the United States government today</p>	<p>6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p>	<p>What were the innovations and inventions that impacted the development of America?</p>	<p>The innovations and inventions impacted the economic and political development of America.</p>
<p>Division Civil War and Reconstruction The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>	<p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.</p>	<p>What were the causes and events that led to secession and the Civil War?</p>	<p>The causes and events that led to secession and the Civil War.</p>
<p>Resources: Scholastic News Civil War Journal series History Channel.com PBS.org Discovery Education Youtube.com Brainpop.com Primary sources Google maps Web quests</p>			

Jeopardy Game

Civil War and Reconstruction

Grade Level: 8

Subject: Social Studies

Topic: Civil War and Reconstruction

Pacing: Marking Period 4

Units Big Idea: Civil War and Reconstruction

New Jersey Student Learning Standards 2014

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

3. Civil War and Reconstruction (1850-1877)

STRAND: A: Civics, Government, and Human Rights

B. Geography, People, and the Environment

C. Economics, Innovation, and Technology

D. History, Culture, and Perspectives

Primary Interdisciplinary Connections

English Language Arts, Technology, Visual and Performing Arts, Science, Technology, 21st Century Themes and Skills

NJSLS 21st Century Life and Career Themes

https://drive.google.com/open?id=1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw

- **Career Ready Practices:**
 - CRP 1, CRP 2, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 11, CRP12
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.8.B.4

NJSLS Technology

https://drive.google.com/open?id=1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE

- **8.1 Educational Technology**
 - 8.1.8.A.1, 8.1.8.A.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.8.A.2, 8.2.8.A.5, 8.2.8.B.2, 8.2.8.B.5, 8.2.8.B.6, 8.2.8.C.1, 8.2.8.D.5

Summative Assessment

Civil War and Reconstruction

- Students will investigate multiple sources and determine/debate in what way the Civil War was either a beginning or an end.
- Students will translate Lincoln's second inaugural address into their own words and then analyze how the

Students will learn about the Civil War through a living timeline activity highlighting the major events occurring, from the 1861 attack on Fort Sumter to the 1865 assassination of President Lincoln. In partners, students will be assigned a particular event to research then develop

	<p>speech relates to the idea that the Civil War was America's second revolution.</p> <ul style="list-style-type: none"> After investigating multiple sources, students will analyze if the history of Reconstruction is a story of continuity or change. 	<p>and will then present a creative three-minute presentation teaching classmates about the significance and impact of their assigned topic. Either as an introductory overview of prominent Civil War events, or as a culminating project at the end of a Civil War unit, this activity allows for brief but detailed examination of a very complicated period of history.</p> <p>(http://civics.sites.unc.edu/files/2012/05/CivilWarLivingTimeLine1.pdf)</p>
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Alternate and Formative Assessments: To work toward assessment goal Document Based Questioning, Creating battle maps, Civil War Day (free choice project), Civil War Letters, Presentations (PowerPoint, iMovie's, poetry etc...), Music projects, ABC books, Political cartoons, Newspaper articles, Journals/scrap books, Timelines

Rationale Content Statement	CPI's Students will be able to...	Essential Questions	Enduring Understanding
<p>Civil War and Reconstruction The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>	<p>6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.</p>	<p>In what ways did the Civil War transform the nation?</p>	<p>The Civil War transformed the nation.</p>
<p>Civil War and Reconstruction The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>	<p>6.1.8.B.5.a Assess the role of various factors (i.e. geography, natural resources, demographics, transportation, leadership and technology that affected the course and outcome of the Civil War.</p> <p>6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p> <p>6.1.8.C.5.a</p>	<p>What were the events that affected the progress and outcome of the Civil War?</p> <p>What shift led to the eventual victory for the Union?</p>	<p>The events that affected the progress and outcome of the Civil War.</p> <p>The appointment of Grant to the Army of the Potomac led to the Union winning the Civil War.</p>

	Assess the human and material costs of the Civil War in the North and South.		
<p>Reconstruction</p> <p>Civil War and Reconstruction</p> <p>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>	<p>6.1.8.A.5.b</p> <p>Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South</p> <p>6.1.8.C.5.a</p> <p>Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.C.5.b</p> <p>Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>6.1.8.D.5.d</p> <p>Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p>	<p>What were the challenges that faced the nation after the Civil War?</p> <p>Was Reconstruction successful?</p>	<p>The challenges that faced the nation after the Civil War, and the attempts to meet those challenges.</p> <p>Reconstruction was a complex and difficult task that had mixed results.</p>
<p>Resources:</p> <p>Scholastic News</p> <p>Ken Burns Civil War series</p> <p>Civil War Journal series</p> <p>History Channel.com</p> <p>PBS.org</p> <p>Discovery Education</p> <p>Youtube.com</p> <p>Brainpop.com</p> <p>Primary sources (Gettysburg Address, Emancipation Proclamation etc...)</p> <p>Google maps</p>			

NJSLS Companion Standards for History, Social Studies, Science and Technical Subjects Grades 6-8

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 6-8 **Progress Indicators Reading History**

Reading History and Social Studies

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standards for Writing

Text Types and Purposes

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.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

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.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 6-8

Progress Indicators for Writing History, Science and Technical Subjects

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

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

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3

(See note; not applicable as a separate requirement)

Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

WHST.6-8.7. 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.

WHST.6-8.8. 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.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.6-8.10. *Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

Note

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) reach the same results.

Modifications and Accommodations

Note** Modifications and accommodations listed in curriculum guides are suggested for all types of learners. Specific student accommodations and modifications listed in an IEP will take priority for each individual student instruction.

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1. Modifications and Accommodations for IEP & 504 & At Risk Students
2. Modifications and Accommodations for LEP Students
3. Modifications and Accommodations for G & T Students

Modifications and Accommodations for IEP & 504 & At Risk Students

Textbooks and Curriculum

Books: Accommodations

- Provide audio books or text to speech alternatives
- Provide summaries of chapters
- Use peer readers
- Use marker to highlight important textbook sections
- Provide the student with a list of discussion questions before reading the material

Books: Modifications

- Provide alternative books with similar concepts but at an independent reading level
- Give page numbers to help the student find answers

Curriculum: Accommodations

- Provide a vocabulary list
- Provide alternatives to reading aloud in front of the class

Curriculum: Modifications

- Shorten assignments to focus on mastery of key concepts
- Shorten spelling tests to focus on mastering the most functional words

Instructions and Assignments

Directions: Accommodations

- Use both oral and printed directions
- Highlight keywords in directions
- Give directions in small steps using as few words as possible
- Number and sequence steps in a task
- Provide visual aides
- Show a model of the end product

Time/Transitions: Accommodations

- Alert student several minutes before a transition from one activity to another
- Provide additional time to complete a task
- Increase wait time for responses
- Provide a visual timer

Handwriting: Accommodations

- Use fill-in questions with space for a brief response rather than a short essay
- Provide a "designated note taker" or photocopy of another student's or teacher's notes
- Provide outlines for video
- Provide a print copy of any assignments or directions written on the blackboard or smartboard/Smart Board
- Provide photocopy materials rather than requiring students to copy from the board or textbook
- Provide access to a word processor, alpha smart, or similar device
- Allow use of voice-activated software for long written assignments
- Allow students to dictate a writing assignment for a teacher or teacher's aide to scribe

Grading: Accommodations

- Mark the correct answers rather than incorrect ones

Grading: Modifications

- Provide partial grade based on individual progress or effort
- Permit a student to rework assignments for a grade to reflect mastery

Tests: Accommodations

- Go over directions orally
- Permit extended time to complete tests
- Have materials read to the student and allow oral responses (for tests that don't measure reading or writing)
- Divide tests into small sections of similar questions and problems
- Allow the student to complete an independent project as an alternative test
- Provide study guides and study questions that directly relate to tests
- Provide a sample or practice test

Tests: Modifications

- Grade spelling separately from the content
- Allow take-home or open-book tests Provide a vocabulary list with definitions
- Provide possible answers for fill-in-the-blank sections

Math: Accommodations

- Allow the student to use a calculator without penalty
- Provide fewer problems on a worksheet (such as 4 to 6 problems on a page)
- Use enlarged graph paper to help the student keep numbers in columns
- Provide a table of math facts for reference (unless testing math facts)
- Tape a number line to student's desk

- Read and explain story problems or break problems into smaller steps
- Use pictures or graphics

Other Accommodations

- Check progress and provide feedback often in the first few minutes of each assignment
- Provide structured assignments with lists for the student to cross off when finished
- Break long-term assignments into small, sequential steps with daily monitoring and frequent grading
- Allow use of sensory tools for those with sensory needs
- Use color-coded materials for each class

Motivation

- Activity choice
- Hands-on, multimodal activities
- Doable tasks
- Foster independence
- Student involvement in goal setting and assessment activities
- Choice to work with others or alone

Instructional Presentation

- Relate to personal experiences
- Establish purpose or goals of lesson
- Activate prior knowledge
- Advanced organizers
- Build background knowledge of content or strategy
- Preteach vocabulary and review strategy
- Visual demonstrations, illustrations, models

Modifications and Accommodations for LEP Students

- provide many visual cues, such as pictures, videos, field trips, picture books, and demonstration lessons, to aid understanding.
- Learn the backgrounds of LEP students and plan a lesson that is both culturally and linguistically appropriate.
- Group students flexibly, in small groups based on individual or group interests as well as instructional need or ability.
- Give clear, simple directions to LEP students. Ask them to retell, in their own words, what you are asking them to do before they attempt a task.
- Provide background information and examples that support the content for each lesson..
- Paraphrase information and main ideas.
- Reorganize and reinforce information.
- Build background information through brainstorming; semantic webbing; use of maps, photos, and illustrations; and use of the KWL strategy.
- Simplify language for presentation. Teachers can use “sheltered English,” in which they make content-specific language more comprehensible for LEP students by using short, simple syntactic structures; introducing one concept per sentence; limiting structures to one tense; using the active
- Develop content area vocabulary. Vocabulary specific to the content area may be developed through various activities, including the following:

- starting a picture dictionary or word bank;
- teaching the vocabulary appropriate to a given subject before introducing the content;
- reviewing and reinforcing the vocabulary during the content activities;
- labeling objects in the classroom;
- taping vocabulary words in context so that students learn to recognize the words;
- using realia (actual objects, such as a variety of foods or textures) as tools for teaching so that vocabulary becomes real and tangible; and
- encouraging students to use a dictionary to learn or confirm word meanings.
- Close-captioned video or TV
- Computer programs
- Teacher-made adaptations, outlines, and study guides
- High interest/low-reading-level content materials
- Books with audio tapes

Modifications and Accommodations for G & T Students

Adaptive strategies for the exceptionally able student. These include:

- Interdisciplinary and problem-based assignments
- Advanced, accelerated, or compacted content
- Abstract and advanced higher level thinking
- Allowance for individual student interests
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Variety in types of resources
- Community involvement
- Internship, mentorship, and apprenticeship

3 types of program modifications:

Accelerated movement through the instructional program

- Flexible pacing may allow students to participate based on their ability to be challenged as well as their ability to handle the work assignments
- Content acceleration allows a student to participate at a higher grade level
- via compacting (also known as telescoping) which allows a student to cover the curriculum in a shorter period of time. Previously mastered content is pre evaluated and eliminated from coursework
- Multi-age classrooms allow a student to accelerate through self-pacing.

Enrichment

- Well articulated assignments that require cognitive processing, in-depth content, well-defined skills, and alternate modes of communication can be effective and stimulating.
- Can include alternate learning activities. Alternate assignments provide students with opportunities to engage in new learning and avoid the boredom of repetitive practice.
- Students can be encouraged to pursue independent study, self-directed research projects carefully monitored by the teacher. Research can be conducted using materials from a more advanced level or from college libraries, businesses, laboratories, and community agencies. Every student should be challenged to think intuitively, using higher order thinking skills such as analysis, synthesis, and evaluation.

Grouping students of like-ability together in homogeneous arrangements (e.g., special classes, clustering in the same classroom) allows for more appropriate, rapid, and advanced instruction without isolating the exceptionally able student.

- Flexible grouping in the regular classroom enables the exceptionally able student to develop advanced skills and provides the student with time for advanced work and independent study.
- Students may be grouped in self-contained classes with other exceptionally able students