

TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 7 Social Studies

August 18, 2020

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

This course of study investigates human history from its earliest stages to the Age of Revolutions, including Political, Industrial and Scientific Revolutions. The geography, history, and culture of areas of the world, beginning with the early river civilizations, are studied. The achievements and contributions of the classical cultures of Greece, Rome, China, India, and Africa will be analyzed as will the development of the societies of Europe, Africa, and the Middle East. The diversity of cultures and the contributions of various cultures and ethnicity will be analyzed in context and in relationship to current events.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1 : The Beginnings of Human Society: Paleolithic and Neolithic Ages	Approximately 10-15
Unit 2: Early Civilizations: Ancient Mesopotamia/Fertile Crescent	Approximately 15-20
Unit 3: Early Civilizations: Ancient Egypt	Approximately 20-25
Unit 4: Early Civilizations: Ancient India and China	Approximately 20-25
Unit 5: Ancient Greece	Approximately 20-25
Unit 6: Ancient Rome	Approximately 20-25
Unit 7: African Kingdoms	Approximately 20-25
Unit 8: Middle Ages and Feudalism	Approximately 15-20
Unit 9: Renaissance, Reformation, Exploration	Approximately 10-15

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 The Beginnings of Human Society: Paleolithic and Neolithic Ages</p>	<p>6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.C.1.a 6.2.8.C.1.b 6.2.8.D.1.b 6.2.8.D.1.c</p>	<ul style="list-style-type: none"> Study the concepts of prehistory and agriculture in order to track the origins of human progress, Agricultural Revolution, and the beginning of early settlements. Analyze the foundations of human behavior, the essential role of polytheistic and monotheistic religion, and human-environmental interaction. Understand the difference between primary and secondary sources. Understand how stereotypes about families are reinforced 	<ul style="list-style-type: none"> Annotated Timelines Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Student-centered learning stations Formative and summative assessments
<p>Suggested Resources Provide links to specific resources/activities</p>	<ul style="list-style-type: none"> Discovering Our Past A History of The World (Glencoe/McGraw Hill) DBQ Project - World History (requires subscription) Amistad Curriculum Resources: Unit 3 - Ancient Africa Stanford History Education Group: Lessons on World History Holt, Rinehart, and Winston: World History Online Resources Nomadic Life Inquiry Lesson C3 Teachers National Geographic Classroom Resource Library https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_How_Are_Assumptions_About_Families_Reinforced.pdf 	<ul style="list-style-type: none"> Study the history of the Fertile Crescent and the early settlements of Mesopotamia. Analyze early examples of empire building, systems of slavery, monotheistic and polytheistic religions, and the complex human-environmental relationships of the Middle-East. Utilize primary and secondary sources. 	<ul style="list-style-type: none"> Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Student-centered learning stations Formative and summative assessments
<p>Unit 2 Early Civilizations: Ancient Mesopotamia /Fertile Crescent</p>	<p>6.2.8.A.2.a 6.2.8.A.2.b 6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d 6.2.8.D.3.d</p>	<ul style="list-style-type: none"> Study the history of the Fertile Crescent and the early settlements of Mesopotamia. Analyze early examples of empire building, systems of slavery, monotheistic and polytheistic religions, and the complex human-environmental relationships of the Middle-East. Utilize primary and secondary sources. 	<ul style="list-style-type: none"> Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Student-centered learning stations Formative and summative assessments
<p>Suggested Resources Provide links to specific resources/activities</p>	<ul style="list-style-type: none"> Discovering Our Past A History of The World (Glencoe/McGraw Hill) Stanford History Education Group: Lessons on World History DBQ Project - World History (requires subscription) Agriculture Inquiry Lesson by C3 Teacher Ancient Hebrews Inquiry by C3 Teachers https://mapmaker.nationalgeographic.org/Interactive_Map_Maker 		<ul style="list-style-type: none"> Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Student-centered learning stations Formative and summative assessments

	<ul style="list-style-type: none"> National Geographic Classroom Resource Library Cuneiform in Mesopotamia lesson by EdSITEment Life in Old Babylonia and the Importance of Trade lesson by EdSITEment The Avalon Project Ancient Docs (Great resource for original primary sources) 	
Unit 3 Early Civilizations: Ancient Egypt	6.2.8.A.2.a 6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d	<ul style="list-style-type: none"> Analyze the development of the Egyptian civilization growing concurrently with those of Mesopotamia and the Israelites. Interpret the role of religion and architecture throughout the timespan of this civilization. Read and analyze primary and secondary source documents.
Suggested Resources Provide links to specific resources/activities	<ul style="list-style-type: none"> Discovering Our Past A History of The World (Glencoe/McGraw Hill) Amistad Curriculum Resources: Unit 3 - Ancient Africa Stanford History Education Group: Lessons on World History DBQ Project - World History (requires subscription) Ancient Invisible Secrets Cairo BBC Network https://mapmaker.nationalgeographic.org/ Interactive Map Maker National Geographic Classroom Resource Library 	
Unit 4 Early Civilizations: Ancient India and China	6.2.8.A.2.a 6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d	<ul style="list-style-type: none"> Study the development of civilizations in the far east. Determine the role of religion, philosophy, and architecture throughout the timespan of these civilizations. Read and analyze primary and secondary source documents.
Suggested Resources Provide links to specific resources/activities	<ul style="list-style-type: none"> Discovering Our Past A History of The World (Glencoe/McGraw Hill) DBQ Project - World History (requires subscription) Stanford History Education Group: Lessons on World History China Inquiry by C3 Teachers https://mapmaker.nationalgeographic.org/ Interactive Map Maker National Geographic Classroom Resource Library 	
Unit 5 Classical Civilizations: Ancient Greece	6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.A.3.e 6.2.8.B.3.b 6.2.8.D.3.a 6.2.8.D.3.c 6.2.8.D.3.d	<ul style="list-style-type: none"> Analyze early classical civilizations in Greece. Understand complex issues pertaining to early forms of government, including direct democracy and the use of Explain how society was structured to limit the rights of citizenship to certain people. Read and analyze primary and secondary source documents.

<p>Suggested Resources Provide links to specific resources/activities</p>	<ul style="list-style-type: none"> • Discovering Our Past A History of The World (Glencoe/McGraw Hill) • DBQ Project - World History (requires subscription) • Stanford History Education Group: Lessons on World History • Olympic Inquiry by C3 Teachers • Ancient Invisible Cities Athens BBC Network • https://mapmaker.nationalgeographic.org/ Interactive Map Maker • National Geographic Classroom Resource Library • What Makes a Poem an Epic? lesson by EdSITEment (connects to current events too) 	
<p>Unit 6 Classical Civilizations: Ancient Rome</p>	<p>6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.A.3.d 6.2.8.A.3.e 6.2.8.B.3.a 6.2.8.C.3.b 6.3.8.D.3.d 6.3.8.D.3.e</p>	<ul style="list-style-type: none"> • Analyze the factors that led to the rise and fall of the classical civilization of Rome. • Understand complex issues in government, including economic policies, the use of enslaved labor, class struggles, the importance of civic duty, and the establishment of foreign policy/military involvement. • Evaluate the legacies of ancient Rome and trace their influence on society today. • Read and analyze primary and secondary source documents.
<p>Suggested Resources Provide links to specific resources/activities</p>	<ul style="list-style-type: none"> • Discovering Our Past A History of The World (Glencoe/McGraw Hill) • DBQ Project - World History (requires subscription) • Stanford History Education Group: Lessons on World History • China and Rome Inquiry by C3 Teachers • Fall of the Roman Empire Inquiry by C3 Teachers • https://mapmaker.nationalgeographic.org/ Interactive Map Maker • National Geographic Classroom Resource Library • Spartacus Educational The Roman World • The Avalon Project Ancient Docs (Great resource for original primary sources) 	
<p>Unit 7 African Kingdoms</p>	<p>6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.B.4.c 6.2.8.B.4.d 6.2.8.B.4.e</p>	<ul style="list-style-type: none"> • Study the creation and change of West African Empires. • Analyze the pros and cons of a centralized government as well as the importance of strong leadership. • Establish the importance of the salt and gold trade and how it contributed to the wealth and power of Mali, Ghana and Songhai. • Discuss the impact of the slave trade. • Track the introduction and spread of Islam throughout Africa. • Read and analyze primary and secondary sources.
<p>Suggested Resources Provide links to specific resources/activities</p>	<ul style="list-style-type: none"> • Discovering Our Past A History of The World (Glencoe/McGraw Hill) • DBQ Project - World History (requires subscription) • Amistad Curriculum Resources: Unit 3 - Ancient Africa • Stanford History Education Group: Lessons on World History • https://mapmaker.nationalgeographic.org/ Interactive Map Maker • National Geographic Classroom Resource Library • Trade in Ancient West Africa lesson by EdSITEment 	

<p>Unit 8 Middle Ages and Feudalism</p>	<p>6.2.8.B.4.a 6.2.8.D.4.c 6.2.8.B.4.b 6.2.8.B.4.c 6.2.8.B.4.d 6.2.8.B.4.e 6.2.8.C.4.a 6.2.8.C.4.b 6.2.8.D.4.a 6.2.8.D.4.b 6.2.8.D.4.d 6.2.8.D.4.f</p>	<ul style="list-style-type: none"> Understand the turmoil in Europe after the fall of Rome. Analyze pros and cons of different types of leadership. Explain the system of feudalism and the creation of a new "merchant" or middle class. Identify the causes and effects of The Crusades. Understand how conflicts hundreds of years ago still impact our world today. Read and analyze a variety of primary and secondary sources. 	
<p>Suggested Resources Provide links to specific resources/activities</p>	<ul style="list-style-type: none"> Discovering Our Past A History of The World (Glencoe/McGraw Hill) DBQ Project - World History (requires subscription) Stanford History Education Group: Lessons on World History History.com Crusades Black Death Inquiry by C3 Teachers Islamic Spain Inquiry by C3 Teachers Silk Road Inquiry by C3 Teachers Anti Semitism in Middle Ages United States Holocaust Memorial Museum https://mapmaker.nationalgeographic.org/ Interactive Map Maker National Geographic Classroom Resource Library Path of the Black Death Lesson by EdStitement The Avalon Project Medieval Docs (Great resource for primary sources) 	<ul style="list-style-type: none"> Identify factors that set the stage for key movements: Renaissance, Reformation, and the Age of Exploration. Understand the importance of education and literacy in the world. Evaluate the impact of these movements on present day technology, society, economies, and international relationships. Read and analyze a variety of primary and secondary sources. Understand some of the contributions of disabled and LGBTQ persons in history 	
<p>Unit 9 Renaissance, Reformation, and Exploration</p>	<p>6.2.8.B.4.a 6.2.8.D.4.b 6.2.8.C.4.b 6.2.8.D.4.g 6.2.12.C.2.a 6.2.12.D.2.a 6.2.12.D.2.b 6.2.12.D.2.c 6.2.12.D.2.d 6.2.12.D.2.e C.18A.35-4.35</p>	<ul style="list-style-type: none"> Identify factors that set the stage for key movements: Renaissance, Reformation, and the Age of Exploration. Understand the importance of education and literacy in the world. Evaluate the impact of these movements on present day technology, society, economies, and international relationships. Read and analyze a variety of primary and secondary sources. Understand some of the contributions of disabled and LGBTQ persons in history 	
<p>Suggested Resources Provide links to specific resources/activities</p>	<ul style="list-style-type: none"> Discovering Our Past A History of The World (Glencoe/McGraw Hill) Amistad Curriculum Resources: Unit 2 - Indigenous Civilizations of the Americas and Unit 4 - The Emerging Atlantic World DBQ Project - World History (requires subscription) Stanford History Education Group: Lessons on World History Printing Press Inquiry by C3 Teachers National Geographic Classroom Resource Library https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq- 	<ul style="list-style-type: none"> Identify factors that set the stage for key movements: Renaissance, Reformation, and the Age of Exploration. Understand the importance of education and literacy in the world. Evaluate the impact of these movements on present day technology, society, economies, and international relationships. Read and analyze a variety of primary and secondary sources. Understand some of the contributions of disabled and LGBTQ persons in history 	

- [students/appendix-b-lgbtq-historical-figures](https://www.history.com/news/pink-triangle-nazi-concentration-camps)
<https://www.history.com/news/pink-triangle-nazi-concentration-camps>

Curricular Units

Unit 1: The Beginnings of Human Society: Paleolithic and Neolithic Ages

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>Students will be able to...</i>
<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>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>6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that 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>	<ul style="list-style-type: none"> • How do historians learn about past civilizations from the prehistoric period? • What are the major differences between primary and secondary sources and give examples. • How do historians use maps to learn about past and present civilizations? • What are the major differences between the Paleolithic and Neolithic Ages? • How did the Agricultural Revolution impact people living in the world 10,000 years ago? • How does geography impact human migration? 	<ul style="list-style-type: none"> • Annotated timelines • Maps • Whole class discussions • Analysis of graphic organizers and notes • Primary source analysis • Written responses to queries • Summer reading assessment • Define key terms 	<p>Family stereotypes activity</p> <p>Participate in a 'Prehistory' discussion and notes</p> <p>Use art history to understand primary and secondary Sources</p> <p>Analyze timelines and understand BCE/BC and CE/AD concepts (cross-curricular Math)</p> <p>Track human migratory patterns using maps</p>
<p>6.2.8.C.1.a Describe the influence of the</p>	<ul style="list-style-type: none"> • How did geography impact early settlements and create civilizations? 	<ul style="list-style-type: none"> • Annotations and close reading activities 	<p>Read and locate bias in secondary source readings about Neolithic Age</p>

<p>agricultural revolution (e.g., the impact of food surplus from farming) on 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>6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p>	<ul style="list-style-type: none"> • What is culture? • What are the five primary characteristics of a civilization? • How did specialization contribute to the growth of technology? • How did early humans communicate with each other? • Why is language important to share ideas and history? 	<ul style="list-style-type: none"> • Unit test • Summary and Analysis of Videos 	<p>and Agricultural Revolution</p> <p>Create a civilization in a cooperative group</p>
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Unit 1 Assessment Plan	
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Vocabulary quizzes, SGO Tests, DBQs, Class activities, discussions</p>	<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc</i></p> <p>Vocabulary quizzes, Unit 1 test, Civilization project</p>

Unit 1 Suggested Modifications/Accommodations/Extension Activities			
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ol style="list-style-type: none"> Read written instructions/Google translate/dictionaries Students may be provided with note organizers/study guides to reinforce key topics Model and provide examples Extended time on assessments when needed Use visuals 	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ol style="list-style-type: none"> Students may be provided with note organizers / study guides to reinforce key topics Extended time on assessments when needed Model and provide examples Preferred seating to be determined by student and/or teacher Establish a non-verbal cue to redirect student when not on task Provide modified assessments when necessary Modify language in primary sources Use visuals 	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ol style="list-style-type: none"> Use of higher level questioning techniques Extension/Challenge questions assessments at a higher level of thinking Enrichment activities 	

Unit 1 Connections

Unit 1 Connections	
<p align="center">NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Technology Standards</u></p>	<p align="center">Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Career Readiness Practices</u></p>
<p>8.1.2.A.6 Identify the structure and components of a database. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system. 8.2.8.B.1 Evaluate the history and impact of sustainability on the development of a system over time and present results to peers.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>
<p align="center">21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>21st Century Life and Skills</u></p>	<p align="center">Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Student Learning Standards</u></p>
<p>9.1.8.A.4 Relate earning power to quality of life across cultures. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. 9.1.8.D.5 Explain the economic principle of supply and demand.</p>	<p>Reading RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Writing NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions.
NJSLSA.W8. Gather relevant information from multiple print and digital sources.
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis.

Speaking and Listening

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit 2: Early Civilizations: Ancient Mesopotamia/Fertile Crescent

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<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 early river valley civilizations.</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 early river valley civilizations.</p> <p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.</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>	<ul style="list-style-type: none"> • What geographic features did Mesopotamia have that made it a good location for the growth of civilization? • Why did people start to trade? • What technological innovations were created by early civilizations? • How did these innovations help early civilizations sustain themselves? • How did economic and social classes develop? • How did the development of a written language (cuneiform) transform how people lived and interacted with each other? • Why were people enslaved in early river valley civilizations? 	<ul style="list-style-type: none"> • Annotated Timelines • Maps • Teacher and student led PowerPoint Presentations • Definitions of key terms and concepts • Annotations and close reading activities • Classroom Discussions • Analysis of graphic organizers and notes • Written responses to queries • Analysis of Videos • Student-centered learning stations 	<p>Analyze maps for geographic features (rivers, fertile soil, natural resources, proximity to oceans and easy to travel terrain) that are vital to civilizations' consumption and trade of goods.</p> <p>Discuss the importance of a written language in spreading knowledge and religion, tracking history and keeping records (political, social, and economic).</p> <p>Explain how political boundaries were created using geographic features and man-made ones.</p> <p>Identify how farming, weaponry, and technological advancements led to the rise of empires, wealth, and social classes in Mesopotamia.</p> <p>Discuss how different civilizations were established and what rights were granted to citizens within those boundaries (upper, middle, lower, enslaved).</p> <p>Explain how "enslaved" was a status determined primarily by war, crime, religion, birth, or debt.</p>
<p>6.2.8.D.2.a Analyze the impact of religion on daily</p>	<ul style="list-style-type: none"> • What role did religion play for early river valley civilizations? 	<ul style="list-style-type: none"> • Annotated Timelines • Definitions of key terms 	<p>Determine how religion influenced early societies and government by</p>

<p>life, government, and culture in various early river valley civilizations.</p> <p>6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p>	<ul style="list-style-type: none"> How did early river valley civilizations develop similar forms of government and policies? What are the positive and negative effects of Hammurabi's rule during the Babylonian Empire? How did the code of Hammurabi affect Babylonian society? How is Hammurabi's Code of Law similar and different from United States' Code of Law? 	<p>and concepts</p> <ul style="list-style-type: none"> Close reading activities Classroom Discussions Analysis of graphic organizers and notes Document Based Question analysis and essays Analysis of Videos Student-centered learning stations 	<p>reading and completing primary source documents: Sumerian Polytheistic Religions DBQ and the Judaism Old Testament (Psalms and proverbs).</p> <p>Apply knowledge of Babylonian society by analyzing court cases using Hammurabi's Code of Law.</p> <p>Compare and contrast the Ten Commandments, Hammurabi's Code of Law, and current U.S. law.</p>
<p>6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p> <p>6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq), and determine the geopolitical impact of these civilizations, then and now.</p>	<ul style="list-style-type: none"> What ideas and inventions did Sumerians pass on to other civilizations? Why did certain civilizations end? Why did some succeed? What legacies can we see today as a result of these early river civilizations? 	<ul style="list-style-type: none"> Timelines Definitions of key terms and concepts Close reading activities Debates Analysis of graphic organizers and notes Analysis of Videos Student-centered learning stations 	<p>Identify innovations (language, the wheel, astronomy, math, medicine, etc.) that can be traced back to Mesopotamia.</p> <p>Evaluate the early Mesopotamian civilizations (Sumer, Akkad, Assyria, Babylon)</p> <p>Debate the pros and cons of empires.</p>

Unit 2 Assessment Plan

<p align="center">Formative Assessment</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center">Summative Assessment</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p>Vocabulary quizzes, DBQs, Class activities, discussions</p>	<p>Unit 2 test, Hammurabi essay</p>

Unit 2 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> a. Read written instructions/Google translate/dictionaries b. Students may be provided with note organizers/study guides to reinforce key topics c. Model and provide examples d. Extended time on assessments when needed e. Use visuals 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics b. Extended time on assessments when needed c. Model and provide examples d. Preferred seating to be determined by student and/or teacher e. Establish a non-verbal cue to redirect student when not on task f. Provide modified assessments when necessary g. Modify language in primary sources h. Use visuals 	<ul style="list-style-type: none"> a. Use of higher level questioning techniques b. Extension/Challenge questions c. assessments at a higher level of thinking d. Enrichment activities

Unit 2 Connections

NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Technology Standards</u>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Career Readiness Practices</u>
<p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p> <p>8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.</p> <p>8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p align="center">21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/</i></p>	<p align="center">Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/</i></p>

<p><i>assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p><i>documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p>9.1.8.A.4 Relate earning power to quality of life across cultures. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. 9.1.8.D.5 Explain the economic principle of supply and demand.</p>	<p>Reading RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.8. Trace and evaluate the argument and specific claims in a text; assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Writing NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions. NJSLSA.W8. Gather relevant information from multiple print and digital sources. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis.</p> <p>Speaking and Listening NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>

<p>Unit 3: Early Civilizations: Ancient Egypt</p>			
<p>Content Standards</p>	<p>Critical Knowledge & Skills (^U"Unpacked" Standards)</p>	<p>Content-Specific Practices (when applicable)</p>	<p>Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></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 early river valley civilizations.</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 early river valley civilizations.</p> <p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.</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>	<ul style="list-style-type: none"> • What geographic features did Ancient Egypt have that made it a good location for the growth of civilization? • What and how did Egyptians trade? • What technological innovations were created in ancient Egypt? • How did these innovations help early civilizations sustain themselves? • How did the development of a written language (hieroglyphics) transform how people lived and interacted with each other? • Why were people enslaved in Ancient Egypt? 	<ul style="list-style-type: none"> • Annotated Timelines • Maps • Teacher and student led PowerPoint Presentations • Definitions of key terms and concepts • Classroom Discussions • Analysis of graphic organizers and notes • Written responses to queries • Analysis of Videos • Student-centered learning stations 	<p>Use maps and notes to explain how the geography of Egypt made it a good location for a civilization.</p> <p>Discuss the importance of a written language in spreading knowledge and religion, tracking history and keeping records (political, social, and economic).</p> <p>Identify how farming, weaponry, and technological advancements led to the rise of wealth, and social classes in Ancient Egypt.</p> <p>Discuss the social structure of Ancient Egypt and which rights were granted to citizens within that structure (upper, middle, lower, enslaved).</p> <p>Explain how "enslaved" was a status determined primarily by war, crime, religion, birth or debt.</p>
<p>6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p>	<ul style="list-style-type: none"> • What type of government did Ancient Egypt have? • How did differences in social status in Egyptian society affect how people lived? • What religion did the ancient Egyptians practice? • How did the ancient Egyptians' religious beliefs affect their society? • How did Egypt and Nubia influence each other? 	<ul style="list-style-type: none"> • Database library research • Teacher and student led PowerPoint Presentations • Definitions of key terms and concepts • Annotations and close reading activities • Graphic organizers and notes • Written responses to queries • Analysis of Videos • Internet webquest 	<p>Understand the political and social makeup in Egypt by completing Bureaucracy in Ancient Egypt Chunking/Main Idea activity</p> <p>"Who am I?" - Religion and politics in Egypt Pharaohs and Deities of the Ancient Nile (Database library research)</p> <p>Compare Ancient Egypt and Ancient Nubia with Internet based webquest activity</p>
<p>6.2.8.D.2.c</p>	<ul style="list-style-type: none"> • What ideas and inventions did the 	<ul style="list-style-type: none"> • Primary source analysis 	<p>Evaluate Mesopotamia and</p>

<p>Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p> <p>6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e. Ancient Egypt and Modern Egypt, and determine the geopolitical impact of these civilizations, then and now.</p>	<p>Egyptians pass on to other civilizations?</p> <ul style="list-style-type: none"> How did the practice of embalming lead to advancements in science and medicine? 	<ul style="list-style-type: none"> Document Based Question essay 	<p>Egypt by analyzing and completing the DBQ titled <i>Mesopotamia and Egypt: Are they successful civilizations?</i></p>
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Unit 3 Assessment Plan	
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Vocabulary quizzes, DBQs, Class activities, discussions, webquest, close readings</p>	<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Unit 3 test, Mesopotamia and Egypt DBQ essay</p>

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ol style="list-style-type: none"> Read written instructions/Google translate/dictionaries Students may be provided with note organizers/study guides to reinforce key topics Model and provide examples Extended time on assessments when needed Use visuals 	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ol style="list-style-type: none"> Students may be provided with note organizers / study guides to reinforce key topics Extended time on assessments when needed Model and provide examples Preferred seating to be determined by student and/or teacher Establish a non-verbal cue to redirect student when not on task Provide modified assessments when necessary Modify language in primary sources 	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ol style="list-style-type: none"> Use of higher level questioning techniques Extension/Challenge questions assessments at a higher level of thinking Enrichment activities

Unit 3 Connections	
<p style="text-align: center;">NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Technology Standards</u></p> <p>8.1.2.A.6 Identify the structure and components of a database. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system. 8.2.8.B.1 Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers. 8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.</p>	<p style="text-align: center;">Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Career Readiness Practices</u></p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;">21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>21st Century Life and Skills</u></p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. 9.1.8.D.5 Explain the economic principle of supply and demand.</p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Student Learning Standards</u></p> <p>Reading RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7.4. Determine the meaning of words and phrases as they are used in a text, including</p>

	<p>figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Writing</p> <p>NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions.</p> <p>NJLSA.W8. Gather relevant information from multiple print and digital sources.</p> <p>NJLSA.W9. Draw evidence from literary or informational texts to support analysis.</p> <p>Speaking and Listening</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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Unit 4: Early Civilizations: Ancient India and China

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<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 early river valley civilizations.</p> <p>6.2.8.C.2.a</p>	<ul style="list-style-type: none"> What geographic features did Ancient India and China have that made it a good location for the growth of civilization? What are some examples of planned communities and how do they make life easier for their people? What and how did Ancient India 	<ul style="list-style-type: none"> Annotated Timelines Maps Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Analysis of graphic organizers and notes Written responses to queries 	<p>Use maps and notes to explain how the geography of India and China and long rivers made good locations for civilizations.</p> <p>Discuss the importance of a written language in spreading knowledge and religion, tracking history and keeping records (political, social, and</p>

<p>Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p> <p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p>	<p>and Ancient China trade?</p> <ul style="list-style-type: none"> How did technological innovations help early civilizations sustain themselves? How did the development of a written language (sanskrit) transform how people lived and interacted with each other? What were the social hierarchies in Ancient India and China? 	<ul style="list-style-type: none"> Analysis of Videos Student-centered learning stations 	<p>economic).</p> <p>Track the silk road using maps.</p> <p>Compare and contrast the India Caste System to other civilizations studied using charts.</p>
<p>6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p>	<ul style="list-style-type: none"> What type of government did Ancient India and China have? What religions were practiced in Ancient Indian and China? How did religious beliefs affect their society? How did they change over time? 	<ul style="list-style-type: none"> Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Primary source analysis Classroom Discussions Analysis of graphic organizers and notes Written responses to queries Analysis of Videos Student-centered learning stations 	<p>Compare the monotheistic and polytheistic religions and philosophies of Ancient India and China (Hinduism, Buddhism, and Confucianism).</p> <p>Buddhism/Hinduism/Confucianism</p> <p>Close Reading primary source analysis and comparison chart</p> <p>Eastern Religions Class Debate</p>
<p>6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p> <p>6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of</p>	<ul style="list-style-type: none"> What led to the rise and fall of various dynasties? What ideas and inventions did Ancient India and China spread to other civilizations? 	<ul style="list-style-type: none"> Primary source analysis 	<p>Study the different dynasties of ancient China.</p> <p>Evaluate Ancient Eastern civilizations by completing Ancient China DBQ</p>

these civilizations, then and now.		
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Unit 4 Assessment Plan		
Formative Assessment	Summative Assessment	
<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	
Vocabulary quizzes, DBQs, Class activities, discussions, graphic organizers, close readings	Unit 4 test, Ancient China DBQ	

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> a. Read written instructions/Google translate/dictionaries b. Students may be provided with note organizers/study guides to reinforce key topics c. Model and provide examples d. Extended time on assessments when needed e. Use visuals 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics b. Extended time on assessments when needed c. Model and provide examples d. Preferred seating to be determined by student and/or teacher e. Establish a non-verbal cue to redirect student when not on task f. Provide modified assessments when necessary g. Modify language in primary sources h. Use visuals 	<ul style="list-style-type: none"> a. Use of higher level questioning techniques b. Extension/Challenge questions c. assessments at a higher level of thinking d. Enrichment activities

Unit 4 Connections	
NJSLS - Technology	Career Readiness Practices
<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Refer to the NJ Technology Standards	Refer to the NJ Career Readiness Practices
<p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p>

<p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.</p> <p>8.2.8.B.1 Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.</p> <p>8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;">21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p style="text-align: center;"><u>Refer to the 21st Century Life and Skills</u></p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p style="text-align: center;"><u>Refer to the NJ Student Learning Standards</u></p>
<p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p>	<p>Reading</p> <p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Writing</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis.</p> <p>Speaking and Listening</p>

	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
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Unit 5: Classical Civilizations: Ancient Greece

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>
<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 decline.</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>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the</p>	<ul style="list-style-type: none"> • What geographic features did Greece have that made it a good location for the growth of civilization? • What and how did Ancient Greece trade? • How did Greek City-States interact with each other? • How was the government structured in Ancient Greece? • What role did the military serve in Ancient Greek culture? • What were the social hierarchies in Ancient Greece? • What rights were granted to Ancient Greek citizens? • What religion did the Ancient Greeks practice? 	<ul style="list-style-type: none"> • Annotated Timelines • Maps • Teacher and student led PowerPoint Presentations • Definitions of key terms and concepts • Classroom Discussions • Analysis of graphic organizers and notes • Written responses to queries • Analysis of Videos • Student-centered learning stations 	<p>Use maps to identify the geographic features that made Greece a good location for a civilization (proximity to water, mountains for protection, etc.)</p> <p>Create a 3-D model or brochure to highlight the key features of an Ancient Greek city-state and explain how people in these communities lived.</p> <p>Explain the concepts of Athenian democracy and how it influenced democracy in the United States through a class debate.</p> <p>Recognize how the Delian League is an early example of a union among nations and relate to the</p>

<p>Roman Republic that later influenced the development of the United States Constitution.</p> <p>6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.</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, their patterns of expansion, and their responses to the current challenges of globalization.</p>			<p>United Nations today?</p> <p>Create a chart to compare and contrast the rights and responsibilities of free men, women, enslaved people, and foreigners in Greece.</p> <p>Complete close reading on enslaved people responding to their circumstances.</p> <p>Analyze the similarities and differences between military practices in Ancient Greece (Sparta) and the United States and how essential they are to a nation.</p> <p>Discuss how philosophers affected daily life in ancient Greece and how people today think about the meaning of life.</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>	<ul style="list-style-type: none"> • What Ancient Greek contributions influence our world today? 	<ul style="list-style-type: none"> • Graphic organizers • Close readings • Current events 	<p>Compare and contrast the ancient Greek theatre to any current form of entertainment (movies, Broadway, Disney on ice, etc.)</p> <p>Read excerpts of various Ancient Greek plays and literature (Antigone and the Iliad)</p>

Unit 5 Assessment Plan	
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p>Vocabulary quizzes, DBQs, Class activities, discussions, graphic organizers, close readings</p>	<p>City-State Project, Benchmark exam, Unit 5 Test</p>

Unit 5 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> a. Read written instructions/Google translate/dictionaries b. Students may be provided with note organizers/study guides to reinforce key topics c. Model and provide examples d. Extended time on assessments when needed e. Use visuals 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics b. Extended time on assessments when needed c. Model and provide examples d. Preferred seating to be determined by student and/or teacher e. Establish a non-verbal cue to redirect student when not on task f. Provide modified assessments when necessary g. Modify language in primary sources h. Use visuals 	<ul style="list-style-type: none"> a. Use of higher level questioning techniques b. Extension/Challenge questions c. assessments at a higher level of thinking d. Enrichment activities

Unit 5 Connections		
NUSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Technology Standards</u>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Career Readiness Practices</u>	
<ul style="list-style-type: none"> 8.1.2.A.6 Identify the structure and components of a database. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system. 8.2.8.B.1 Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers. 	<ul style="list-style-type: none"> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. 	

<p>8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.</p>	
<p style="text-align: center;">21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p style="text-align: center;"><u>Refer to the 21st Century Life and Skills</u></p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p style="text-align: center;"><u>Refer to the NJ Student Learning Standards</u></p>
<p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p>	<p>Reading</p> <p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Writing</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis.</p> <p>Speaking and Listening</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>

Unit 6: Classical Civilizations: Ancient Rome

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Ancient Rome and to their decline.</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>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome to control and unify their expanding empires.</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>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.A.3.c Determine the foundational concepts and principles</p>	<ul style="list-style-type: none"> • What geographic features did Rome have that made it a good location for the growth of civilization? • What and how did Romans cultivate and trade? • How was the government structured in Ancient Rome? • How did the government of Ancient Rome influence the development of the U.S. Constitution? • What role did the military serve in Ancient Rome? • What were the social hierarchies in Ancient Rome? • What rights were granted to Roman citizens? • How did the concept of civic duty and patriotism impact Roman society? 	<ul style="list-style-type: none"> • Annotated Timelines • Maps • Teacher and student led PowerPoint Presentations • Definitions of key terms and concepts • Annotations and close reading activities • Classroom Discussions • Analysis of graphic organizers and notes • Written responses to queries • Analysis of Videos • Student-centered learning stations 	<p>Use maps and notes to explain how the geography the Roman empire allowed for expansion and wealth from natural resources and trade.</p> <p>Track the expansion of Rome by using maps to identify the modern day countries that were once part of the empire.</p> <p>Identify the cultural contributions of ancient Rome with a document based essay.</p> <p>Research different aspects of Roman society and innovations to create an Ancient Roman newspaper.</p> <p>Compare the evolution of government of the Roman Republic (dictator, triumvirate, republic, senate, etc.) and the U.S. to highlight similarities and differences.</p> <p>Create a chart to compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners</p>

<p>of Athenian democracy and the Roman Republic that later influenced the development of the United States 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>6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.</p>			<p>in Rome.</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, their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.3.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Ancient Rome and to their decline.</p>	<ul style="list-style-type: none"> • What religion did the Romans practice? • How did Christianity spread throughout the Roman Empire? • What factors led to the fall of Rome? Does the U.S. face the same issues today? 	<ul style="list-style-type: none"> • Annotated Timelines • Maps • Primary source analysis 	<p>Analyze the reasons for the fall of Rome (Armies, foreign threats (Carthage/Germanic tribes/Persia/etc.), economic issues, disasters, and disease) using primary sources from DBQ project.</p>

Unit 6 Assessment Plan	
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p>Vocabulary quizzes, DBQs, Class activities, discussions, graphic organizers, close readings</p>	<p>Unit 6 test, DBQ essay, Roman Newspaper project</p>

Unit 6 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> a. Read written instructions/Google translate/dictionaries b. Students may be provided with note organizers/study guides to reinforce key topics c. Model and provide examples d. Extended time on assessments when needed e. Use visuals 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics b. Extended time on assessments when needed c. Model and provide examples d. Preferred seating to be determined by student and/or teacher e. Establish a non-verbal cue to redirect student when not on task f. Provide modified assessments when necessary g. Modify language in primary sources h. Use visuals 	<ul style="list-style-type: none"> a. Use of higher level questioning techniques b. Extension/Challenge questions c. assessments at a higher level of thinking d. Enrichment activities

Unit 6 Connections

NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Technology Standards</u>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Career Readiness Practices</u>
<p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.</p> <p>8.2.8.B.1 Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.</p> <p>8.2.8.B.5 Identify new technologies resulting from the</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

<p>demands, values, and interests of individuals, businesses, industries and societies.</p>	
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p>9.1.8.A.4 Relate earning power to quality of life across cultures. 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. 9.1.8.D.5 Explain the economic principle of supply and demand.</p>	<p>Reading RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Writing NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions. NJLSA.W8. Gather relevant information from multiple print and digital sources. NJLSA.W9. Draw evidence from literary or informational texts to support analysis.</p> <p>Speaking and Listening NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>

Unit 7: African Kingdoms

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>6.2.8.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>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 of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</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>	<ul style="list-style-type: none"> How did physical geography play a role in the development of Arabian and African communities? What natural resources influenced and affected how African communities grew into kingdoms? How did African Kingdoms trade? Compare and contrast forms of governance, belief systems, and family structures among African kingdoms. What contributions did Mansa Musa make to the empire of Mali? How do African oral histories and traditions teach us about African communities, including enslaved narratives and histories? How did polytheistic and monotheistic religions play a role in Arab and African communities? How did the spread of Islam affect Africa? What lasting contributions and scientific discoveries did Muslim communities spread throughout the world? What were the causes and effects of the fall of Songhai? 	<ul style="list-style-type: none"> Annotated Timelines Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Close reading activities Classroom Discussions Analysis of graphic organizers and notes Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Analysis of Videos Student-centered learning stations 	<p>Create a map of African kingdoms and trade routes (African Caravan).</p> <p>Discuss which natural resources were plentiful in which regions (salt, gold, ivory) and how they were transported (ocean, rivers, caravans).</p> <p>Review primary sources of enslaved people and enslavers to understand the effects of the Trans-African (and later Trans-Atlantic) slave trade on African kingdoms and the world.</p> <p>Use maps and timelines to track the spread of Islam from the Middle East throughout Africa.</p> <p>Compare and Contrast Mansa Musa with other government leaders studied this year.</p> <p>Collaborate in groups using the jigsaw method to study the key components of various African Kingdoms (Ghana, Mali, Songhai, Aksum, Kush, Zimbabwe, Swahili city-states).</p> <p>Evaluate the causes and effects of the decline of various African Kingdoms.</p>

Unit 7 Assessment Plan

Formative Assessment	Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Vocabulary quizzes, DBQs, Class activities, discussions, graphic organizers, close readings	Unit 7 test, DBQ essay, Project Based Learning CD project

Unit 7 Suggested Modifications/Accommodations/Extension Activities

<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ol style="list-style-type: none"> Read written instructions/Google translate/dictionaries Students may be provided with note organizers/study guides to reinforce key topics Model and provide examples Extended time on assessments when needed Use visuals 	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ol style="list-style-type: none"> Students may be provided with note organizers / study guides to reinforce key topics Extended time on assessments when needed Model and provide examples Preferred seating to be determined by student and/or teacher Establish a non-verbal cue to redirect student when not on task Provide modified assessments when necessary Modify language in primary sources Use visuals 	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ol style="list-style-type: none"> Use of higher level questioning techniques Extension/Challenge questions assessments at a higher level of thinking Enrichment activities
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Unit 7 Connections

<p>NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Technology Standards</u></p> <p>8.1.2.A.6 Identify the structure and components of a database. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Career Readiness Practices</u></p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>
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<p>8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system. 8.2.8.B.1 Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers. 8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.</p>	
<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>21st Century Life and Skills</u></p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Student Learning Standards</u></p>
<p>9.1.8.A.4 Relate earning power to quality of life across cultures. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. 9.1.8.D.5 Explain the economic principle of supply and demand.</p>	<p>Reading RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Writing NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions. NJSLSA.W8. Gather relevant information from multiple print and digital sources. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis.</p>

	<p>Speaking and Listening</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
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Unit 8: Middle Ages and Feudalism

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</p> <p>3.2.8.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</p>	<ul style="list-style-type: none"> • How did Muslims and Christians cooperate during the Middle Ages? • How did the production of goods, trade, and business improve during the Middle Ages? • How did conflicts develop between Muslims, Christians, and Jewish people during the Middle Ages? • What caused the Crusades? • What was the legacy of the Crusades? • How did physical geography play a role in the spread of The Bubonic Plague? 	<ul style="list-style-type: none"> • Annotated Timelines • Maps • Teacher and student led PowerPoint Presentations • Definitions of key terms and concepts • Annotations and close reading activities • Classroom Discussions • Analysis of graphic organizers and notes • Written responses to queries • Analysis of Videos • Student-centered learning stations 	<p>Analyze religious and political documents to understand the conflict over Jerusalem and other holy cities during the Crusades.</p> <p>Outline the causes (political, religious, and economic), major events, and effects (political, religious, and economic) of the Crusades using maps and charts.</p> <p>Use maps to identify the spread of the Plague through trade routes across Asia, Europe, Africa, and the Middle East.</p> <p>STEM Project on building a catapult to illustrate how the Mongols used biological warfare to conquer cities by</p>

<p>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.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 of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>6.2.8.D.4.c Assess the demographic, economic, and religious impact of the plague on Europe.</p>	<ul style="list-style-type: none"> • What was the Dark Ages? • How did Christianity and the Church play a role in the Middle Ages? • What is feudalism? • Why did people organize themselves into feudal societies? • How did business develop and improve throughout the Middle Ages? 	<ul style="list-style-type: none"> • Group STEM project 	<p>inflicting them with the plague.</p> <p>Analyze videos and primary sources ("Ring Around the Rosey") to determine the impact of the plague on people and medicine.</p> <p>Explain how commerce developed as a result of money, new roads, ports, and increased trade routes.</p> <p>Identify why and how the Christian Church gained wealth and political power during the Middle Ages.</p> <p>Explain the significance of guilds in establishing training and standards for different occupations that led to an establishment of a "merchant" middle class.</p>
<p>6.2.8.D.4.d Determine which events led to the rise and eventual decline of European feudalism.</p> <p>6.2.8.D.4.f Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p>	<ul style="list-style-type: none"> • What natural resources influenced and affected how the Vikings became successful raiders? • How did the Byzantine Empire influence the Islamic World and western Europe? 	<ul style="list-style-type: none"> • Analysis of primary sources 	<p>Use the DBQ "The Spread of Islam" to further track Islam's spread across Southern Europe and Northern Africa.</p> <p>Identify why the Christian Church split between Catholicism and Orthodox Christians.</p>

Unit 8 Assessment Plan	
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p>Vocabulary quizzes, DBQs, Class activities, discussions, graphic organizers, close readings</p>	<p>Unit 8 test, DBQ essay, STEM project</p>

Unit 8 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) <i>When possible, provide links to specific</i></p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/</i></p>	<p>Gifted and Talented <i>When possible, provide links to specific</i></p>

<i>samples/ documents/ assignments/etc.</i>	<i>assignments/etc.</i>	<i>samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> a. Read written instructions/Google translate/dictionaries b. Students may be provided with note organizers/study guides to reinforce key topics c. Model and provide examples d. Extended time on assessments when needed e. Use visuals 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics b. Extended time on assessments when needed c. Model and provide examples d. Preferred seating to be determined by student and/or teacher e. Establish a non-verbal cue to redirect student when not on task f. Provide modified assessments when necessary g. Modify language in primary sources h. Use visuals 	<ul style="list-style-type: none"> a. Use of higher level questioning techniques b. Extension/Challenge questions c. assessments at a higher level of thinking d. Enrichment activities

Unit 8 Connections

<p align="center">NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Technology Standards</u></p>	<p align="center">Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Career Readiness Practices</u></p>
<ul style="list-style-type: none"> 8.1.2.A.6 Identify the structure and components of a database. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system. 8.2.8.B.1 Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers. 8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies. 	<ul style="list-style-type: none"> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
<p align="center">21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/</i></p>	<p align="center">Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as</i></p>

<i>assignments/etc.</i> Refer to the <u>21st Century Life and Skills</u>	<i>samples/documents/assignments/etc.</i> Refer to the <u>NJ Student Learning Standards</u>
<p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p>	<p>Reading</p> <p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Writing</p> <p>NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions.</p> <p>NJLSA.W8. Gather relevant information from multiple print and digital sources.</p> <p>NJLSA.W9. Draw evidence from literary or informational texts to support analysis.</p> <p>Speaking and Listening</p> <p>NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>

Unit 9: Renaissance, Reformation, and the Age of Exploration

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>6.2.8.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>6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.</p> <p>6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics.</p> <p>6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.</p> <p>6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p>	<ul style="list-style-type: none"> How did the increase in trade and commerce spark the Renaissance? What were the causes and effects of a more modern banking system? What was the Renaissance? How did the Renaissance affect society? How did new ideas during the Renaissance contribute to The Reformation? How did the Reformation lead to political changes in Europe? How did new intellectual, philosophical, and scientific ideas affect how humans viewed themselves and how they viewed their physical and spiritual worlds? How did the printing press and other technologies have an impact on the spread of ideas? 	<ul style="list-style-type: none"> Annotated Timelines Maps Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Annotations and close reading activities Classroom Discussions Analysis of graphic organizers and notes Written responses to queries Analysis of Videos Student-centered learning stations Primary source analysis 	<p>Use maps to trace new trade routes and the increase in commerce across the three continents. Explain how this leads to colonization.</p> <p>Identify the influences from Asian and Islamic civilizations studied that led to the foundation of the Renaissance.</p> <p>Create charts to explain the causes and effects of the Renaissance and Reformation movements on various groups of people and governments.</p> <p>Research major figures of the Renaissance and Reformation (including but not limited to: Medici, Michaelangelo, DaVinci, Luther, Elizabeth I, Shakespeare, etc.) using primary and secondary sources.</p> <p>Create journal entries using textbook and primary sources.</p> <p>Analyze Renaissance art and music and complete in class activities. Identify why and where explorers to colonize and secure resources for the empires.</p>

Formative Assessment	
<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Vocabulary quizzes, DBQs, Class activities, discussions, graphic organizers, close readings	
Final exam	
Summative Assessment	
<i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	

Unit 9 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> a. Read written instructions/Google translate/dictionaries b. Students may be provided with note organizers/study guides to reinforce key topics c. Model and provide examples d. Extended time on assessments when needed e. Use visuals 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics b. Extended time on assessments when needed c. Model and provide examples d. Preferred seating to be determined by student and/or teacher e. Establish a non-verbal cue to redirect student when not on task f. Provide modified assessments when necessary g. Modify language in primary sources h. Use visuals 	<ul style="list-style-type: none"> a. Use of higher level questioning techniques b. Extension/Challenge questions c. assessments at a higher level of thinking d. Enrichment activities

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<p>problem.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p> <p>8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.</p> <p>8.2.8.B.1 Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.</p> <p>8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.</p>	
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