Hainesport Township School District
Seventh Grade Social Studies
Curriculum

Revised to meet the June 2020 Science NJSLS-SOCIAL STUDIES
Board Approval: Jan. 4, 2024

District Administration

Joseph R. Corn, Superintendent
Ramon W. Santiago, Principal 5-8 & Curriculum and Instruction
Julia B.Wolfrom, Principal PreK-4 & Special Services
Alexander F. Fisher, Assistant Principal
Christopher C. DeSanto, Assistant Principal

Members of the Hainesport Township Board of Education

Larry Brandolph
Jason Cardonick
Melissa Carlton
Bianca Cuniglio
Jeffrey Duda
Kristin Jakubowski
Erin Minero
Jillian Ormsby
Jennifer Weres

[2020 New Jersey Student Learning Standards for Social Studies](#) **(3-5)**

[2020 New Jersey Student Learning Standards for Social Studies](#) **(6-8)**

Social Studies
The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

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

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

Intent and Spirit of the Social Studies Standards
All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders,

BOARD APPROVAL: August 17, 2022

apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLS-SS is intended to:
• promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
• foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
• establish meaningful connections among the major areas of study within social studies;
• prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
• reflect the habits of mind central to social studies that lead to post-secondary success.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

BOARD APPROVAL: August 17, 2022

Practice	Description
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and 5	Page Practice Description the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital

	part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Standards in Action:

Climate Change At the core of social studies education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues.

As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLS-SS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining it effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

Structure of the NJSLS-SS

The organization and content of the 2020 NJSLS-SS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content

BOARD APPROVAL: August 17, 2022

in all courses (N.J.A.C 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

• 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

• 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

• 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

{SOURCE: NJDOE NJSLS-S January 2022}

BOARD APPROVAL: August 17, 2022

New Jersey Technology Standards
2020 New Jersey Student Learning Standards: Computer Science and Design Thinking

New Jersey Career Readiness, Life Literacies, and Key Skills Standards
2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills

New Jersey Climate Change Standards
2020 New Jersey Student Learning Standards: Climate Change

Legislation Enhancing AAPI Cultural and Educational Programs in New Jersey Broadcast

Climate Change		
Unit	Focus Skills	Activities
2	Students will identify how the change in climate led to an increase in population throughout Europe.	Daily Life Webquest Middle Ages

Amistad Law		
Unit	Focus Skills	Activities
2	Students will determine the key factors that led to the African Kingdoms.	Trading in Africa Activity
3	Students will analyze the factors that led to the Middle Passage and the impact they had on African culture.	R.A.C.E. Middle Passage

BOARD APPROVAL: August 17, 2022

Holocaust Law		
Unit	Focus Skills	Activities
2	Students will be able to explain how Jewish society was persecuted during the Middle Ages.	Crusades Escape room and google slideshow activity with ted ed video Black Death R.A.C.E.

AAPI Law		
Unit	Focus Skills	Activities
2	Students will explore underreported stories of Migration	https://pulitzercenter.org/builder/lesson/underreported-stories-migration-missing-pieces-holistic-story

LGBT and Disabilities Law		
Unit	Focus Skills	Activities
2	Students will analyze the different gender roles that begin to take place during the Middle Ages and its impact on generations to come	Social pyramid activity

Unit 1 Fall of Rome **Curriculum Area: Social Studies** **Unit Length: 5 weeks**	**Grade Level: 7**
Unit Overview	
Students will acquire the knowledge and skills to understand the impact of the Roman Empire and how its decline defined the empire and impacted the world. Students will build upon knowledge they learned in 6th grade to assess the short term and long term impact of the achievements of the	

BOARD APPROVAL: August 17, 2022

Roman Empire. The students will evaluate how these achievements of Ancient Rome led other civilizations to style their civilizations after them. The students will use primary and secondary sources to determine how the decline of the Roman Empire was due to several varying factors such as a corrupt government, outside invasion, and the rise of Eastern Empires. Students will analyze their decline and compare them to other civilizations they have previously learned about. This unit will be the building block for a civilizations achievements and shortcomings as students travel through world history.

Enduring Understandings	Essential Questions
- There are several achievements of Ancient Rome and their overall legacy led other civilizations to style their civilizations after them. - Roman government transformed from a republic to an empire after the dramatic death of Julius Caesar. - The rise and fall of the empires result from many factors, including religion and economics. - American government is based on and structured the same as the Roman Republic.	1. What advancements in economics and technology set the Romans apart from other early civilizations? 2. How did government in Rome evolve into a Democracy, then an Empire? 3. What is the enduring legacy of the ancient Romans? 4. How did the Roman Empire influence the American government?
District/School Required Texts and Media Formats	**District/School Supplementary Resources**
Everything You Need to Know to Ace World History in One Big Fat Notebook: The Complete Middle School Study Guide	http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cccs/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.smithsoniansource.org/

	http://www.digitalhistory.uh.edu/
	https://www.history.com/
	http://www.quizlet.com/
	http://www.kahoot.it/
	http://www.youtube.com/
	http://www.peardeck.com/

District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
- Teacher Observation - Presentations - Quizzes/Test - Individual Projects - Group Projects/Discussions - Constructed Response - Speeches/Debates	- Performance Tasks - Summative Assessment

Instructional Best Practices	
- Identifying Similarities and Differences - Summarizing and Note Taking - Reinforcing Effort and Providing Recognition - Homework and Practice - Modeling - Cooperative Learning - Setting Objectives and Providing Feedback - Cues, Questions, and Advance Organizers - Gradual Release of Responsibility	- Managing response rates - Checks for Understanding - Diagrams, Charts and Graphs - Coaching - Reading Partners - Visuals - Collaborative Problem Solving - Active Engagement Strategies - Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

BOARD APPROVAL: August 17, 2022

Social Studies Practices	
- Developing Questions and Planning Inquiry - Gathering and Evaluating Sources - Seeking Diverse Perspectives - Developing Claims and Using Evidence - Presenting Arguments and Explanations - Engaging in Civil Discourse and Critiquing Conclusions	
Routine Speaking and Listening	**Suggested Speaking and Listening**
- Whole group - Pair-Share - Small group Discussion - Teacher directed Discussion - Student-led Discussion - Questioning - Active Listening Strategies - Oral Presentation	- Class Debate - Oral Reports
Routine Writing	**Writing Task**
- Exit Ticket - Do Now - Reflections - Short Constructed Response - Note Taking	- Explanatory Writing - Persuasive Writing
Career Readiness, Life Literacies, and Key Skills **9.1 Personal Financial Literacy – Income And Careers**	
Civic Financial Responsibility 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.	

- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

Credit and Debt Management

- 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
- 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs
- 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

Credit Profile

- 9.1.8.CP.1: Compare prices for the same goods or services.
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save.
- 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
- 9.1.8.CP.4: Summarize borrower's credit report rights.
- 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.

Economic and Government Influences

- 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income.
- 9.1.8.EG.2: Explain why various sources of income are taxed differently.
- 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
- 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.
- 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
- 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
- 9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

Financial Institutions

- 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.

- 9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
- 9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.
- 9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.
- 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

Planning and Budgeting

- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.1.8.PB.3: Explain how to create a budget that aligns with financial goals.
- 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.
- 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

Risk Management and Insurance

- 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.
- 9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.
- 9.1.8.RM.3: Evaluate the need for different types of warranties.
- 9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.

Interdisciplinary Connections

English/Literacy:
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

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

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

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

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS Computer Science and Design Thinking: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will:
Interaction of Technology and Humans
INDICATORS:
8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2: Compare how technologies have influenced society over time.
8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

NJSLS Learning Plan	
NJ Student Learning Standards **(What the students will know)** **I can…**	**Exemplar Lessons and Activities**
6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. ● Review what the students learned about Ancient Rome in 6th grade by participating in a Kahoot. ● Engage in a Peardeck on Roman legacies. ● Create a timeline of Rome that demonstrates when all of its achievements/legacies were. ● Assess and create a poster including information on what it actually is/means, why it is important, and why it is still studied in schools today.	**Kahoot review from years past with KWL chart** **Legacy Interactive Notebook** **Rome Daily Life**
6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution. ● Investigate how Julius Caesar turned Rome into a republic. ● Recall information on the defining factors of the Roman Republic through a webquest. ● Evaluate how the Roman Republic and American Republic are similar through a graphic organizer.	**Emperors and Impact Activity** **12 Tables of Rome**
6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. ● Identify the causes of the fall of Rome: Fall of the Roman Empire Crash Course (video)	**Simulation Game**

● Simulate the downfall of Rome by playing a card game about the causes of the Roman downfall to see if the students would have been able to solve their problems. ● Compare and contrast by creating a venn diagram about the varying factors (both positive and negative) of Rome towards the end of the empire. ● Create a short response to evaluate what was the most important cause of the fall of the empire as well as a prediction on what happens next in the world.	**Crash Course**

Key Vocabulary

Constantine, Julius Caesar, Forum, Civil War, Polytheism, Monotheism, Barbarians, Turmoil, Public Welfare, Aqueducts, Empire, Senate, Triumvirate, Christianity, Architecture

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
● Scaffolding comprehension questions for content-area reading ● Development of target vocabulary ● Highlighting key aspects of a topic, eliminating non essential information ● Using visual aids, such as video, illustrations, pictures, and drawings to explain or clarify ● Allowing students to correct errors ● Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) ● Modifying tests to reflect selected objectives ● Reducing the number of answer choices on multiple choice tests ● Allowing the use of note cards or open-book during testing	● Positive Reinforcement ● Adjust time for completion of assignments ● Preferential seating ● Individual or small group instruction ● Emphasize critical information/key concepts ● Pre-teach vocabulary ● Provide visual aids ● Adjust level of assignment ● Provide directions in multiple ways (Read to student, show examples, provide reference sheet) ● Frequent checks for understanding

• Utilizing graphic organizers • Providing visual aids • Strategic grouping	
Accommodations for English Language Learners	**Accommodations for Gifted Students**
• WIDA Can-Do Descriptors https://www.wida.us/standards/CAN_DOs/ • Development of target vocabulary • Scaffolding content-area reading • Using visual aids, such as videos (with subtitles), illustrations, pictures, and drawings to explain or clarify • Eliminating non essential information • Decreasing the amount of work presented or required • Modifying tests to reflect selected objectives • Allowing students to correct errors • Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) • Allowing the use of note cards or open-book during testing • Collaborating with ESL specialist to modify vocabulary, omit or modify items to reflect objectives for students.	• Modify activities/assignments/projects/ assessments • Small group and individual enrichment • Multiple intelligence options • Multiple or higher level texts on any given subject • Provide options for alternative activities/ assignments/projects/ assessments • Bloom's Taxonomy -Stress higher ordering thinking skills • Flexible grouping • Independent projects
Required Activities	**Suggested Activities**
• Do Now/Warm-Up • Closure • Whole Group • Small Groups • Guided Practice • Independent Practice • PBIS Implementation • Identify and review objectives for lesson • Stations	• Projects Academic • Academic Games • Brain Breaks

● Intervention/Remediation	

Unit 2: Expanding, Exchanges and Encounters **Curriculum Area: Social Studies** **Unit Length: 12 weeks**	**Grade Level: 7**

Unit Overview	
The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. Students will use the social studies practices listed to discover how the expanding, exchanging and encounters during these time periods impact the global world.	

Enduring Understandings	**Essential Questions**
- As the classical world came to an end, civilizations began to shift towards cultural exchanges through trading, new technologies, urbanization, and centralized political systems. - New belief systems created unity for societies, but also created tension across civilizations. - New wealth was created due to agricultural and trade growth,	1. How did the geography of the Byzantine Empire play a crucial role in their development? 2. How did Christianity impact the development of the Byzantine Empire and create conflict with other empires? 3. What Byzantine achievements led to a long-lasting empire and how do they relate to other civilizations? 4. What factors lead to the fall of the Byzantine Empire?

but much of average daily life lives remained the same. ● Government began to shift to throughout the Middle Ages and eventually gave way to the Enlightenment.	5. What role did geography and the environment play in affecting the development of Medieval Europe? 6. How were governments during the Middle Ages able to sustain control and what resources did they use? 7. How did the Catholic Church effect and control large parts of the Middle Ages and clash with the Islamic World? 8. What was the lasting impact of the Middle Ages on Europe and the rest of the world? 9. How did a shift in ideals from the Middle Ages to the after the Renaissance, Enlightenment and Scientific Revolution push the world forward?
District/School Required Texts and Media Formats	**District/School Supplementary Resources**
Everything You Need to Know to Ace World History in One Big Fat Notebook: The Complete Middle School Study Guide	http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cccs/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.smithsoniansource.org/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/

District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
- Teacher Observation - Presentations - Quizzes/Test - Portfolios - Group Projects/Discussions - Constructed Response - Speeches/Debates	- Performance Tasks - Summative Assessment
Instructional Best Practices	
- Identifying Similarities and Differences - Summarizing and Note Taking - Reinforcing Effort and Providing Recognition - Homework and Practice - Modeling - Cooperative Learning - Setting Objectives and Providing Feedback - Cues, Questions, and Advance Organizers - Gradual Release of Responsibility	- Managing response rates - Checks for Understanding - Diagrams, Charts and Graphs - Coaching - Reading Partners - Visuals - Collaborative Problem Solving - Active Engagement Strategies - Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)
Social Studies Practices	
- Developing Questions and Planning Inquiry - Gathering and Evaluating Sources - Seeking Diverse Perspectives - Developing Claims and Using Evidence - Presenting Arguments and Explanations - Engaging in Civil Discourse and Critiquing Conclusions	

Routine Speaking and Listening	Suggested Speaking and Listening
- Whole group - Pair-Share - Small group Discussion - Teacher directed Discussion - Student-led Discussion - Questioning - Active Listening Strategies - Oral Presentation	- Class Debate - Oral Reports
Routine Writing	**Writing Task**
- Exit Ticket - Do Now - Reflections - Short Constructed Response - Note Taking	- Explanatory Writing - Persuasive Writing

Career Readiness, Life Literacies, and Key Skills
9.1 Personal Financial Literacy – Income And Careers

Civic Financial Responsibility

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

Credit and Debt Management

- 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
- 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs
- 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

Credit Profile

- 9.1.8.CP.1: Compare prices for the same goods or services.
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save.
- 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
- 9.1.8.CP.4: Summarize borrower's credit report rights.
- 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.

Economic and Government Influences

- 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income.
- 9.1.8.EG.2: Explain why various sources of income are taxed differently.
- 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
- 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.
- 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
- 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
- 9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

Financial Institutions

- 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.
- 9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
- 9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.
- 9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.
- 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.

- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

Planning and Budgeting

- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.1.8.PB.3: Explain how to create budget that aligns with financial goals.
- 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.
- 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

Risk Management and Insurance

- 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.
- 9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.
- 9.1.8.RM.3: Evaluate the need for different types of warranties.
- 9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.

Interdisciplinary Connections

English/Literacy:
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.9 Analyze the relationship between a primary and secondary sources on the same topic.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

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

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS Computer Science and Design Thinking: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will:

Interaction of Technology and Humans

INDICATORS:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

NJSLS Learning Plan	
NJ Student Learning Standards **(What the students will know)** **I can…**	**Exemplar Lessons and Activities**

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. ● **Simulate** by putting yourself in Constantines shoes and try and relocate Rome. ● **Identify** how the geography was positive and negative, taking a look at how the empire was able to interact with other civilizations. ● **Create** maps of each empire and compare and contrast their strengths and weaknesses.	**Constantines Dilemma: peardeck and map creation** **Byzantine Notes**
6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road). ● **List** ways that people trade and what technology is needed. ● **Draw** a world map that has historical trade routes such as the Silk Road. ● **Determine** the impact of the trade routes by looking at the ways cities are built around the trade routes.	**Silk Peardeck and Travel Activity**
6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). ● **Recall** why civilizations are built around water sources to help remember the necessities of life. ● **List** the new technology of the time. ● **Determine** how better agriculture could lead people to move to cities.	**Geography Peardeck with maps** **Guided notes and venn diagram on varying kingdoms**

● **Write** a cause and effect timeline to see how each thing led to more powerful kingdoms rising.	
6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people. ● **Recall** by creating a list of the social structure of past civilizations. ● **Create** a social pyramid for the current time period and analyze how religion had a clear impact. ● **Explain** in a short response how religion shapes civilizations and societies.	**Webquest on Crusades and Religion** **Venn diagram comparing different religions structures**
6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. ● **Classify** the multiple religions of the world during this time. ● **Examine** how religion can be used as a tool to sway people and help rulers gain control. ● **Describe** how Pope Urban II used his religious power. ● **Examine** how the Catholic Church held such power over both the Byzantine Empire Roman Empire.	**Peardeck and guided notes: Great Schism and Crusades** **Holocuast standard:** **guided notes on people blamed for the Crusades** **Pope Urban II Speech**

6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. ● **List** and describe the influences and legacy of the Byzantine Empire on the world. ● **Discuss** the significance of Hagia Sophia and its multiple owners throughout history. ● **Examine** the importance of Justinian Code as well as Constantinople. ● **Compare and Contrast** the legacy of Rome and the legacy of the Byzantine Empire.	**Gallery Walk: Byzantine Art** **Webquest (ducksters)** **Ted Ed Byzantine** **Travel Brochure Project**
6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. ● **Define** the four major crusades including individuals involved, motivations and outcomes. ● **Analyze** Pope Urban II speech again to see how different groups of people would describe it and be affected by it. ● **Assess** the different motivations and reasons for the crusades by looking at each group of people.	**Webquest on Crusades and Religion** **Peardeck and guided notes: Great Schism and Crusades** **Holocuast standard:** **guided notes on people blamed for the Crusades** **Fortune Teller: First Crusade**
6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary). ● **Define** new terms introduced through documents such as the Magna Carta like shared power and individual rights.	**Magna Carta** **Primary Source Activity**

Analyze primary source readings of the Magna Carta to determine how it worked. **Compare** new legal terms and ideals to the U.S. government and make connections. **Assess** the impact of the Magna Carta and parliament on the U.S. government system.	**RACES Magna Carta**
6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts. **List** the multiple ways that the Islamic World and Europe interact such as the Silk Road. **Distinguish** how the interactions of he Islamic World and Europe were able to spark new technologies, etc. **Examine** the extent to which the Islamic World and Europe impacted history and improved the world.	**Islam and Europe** **Hundred Years War Escape Room**
6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism. **Create** the European feudal pyramid and **define** each role. **Assess** the effectiveness of European feudalism and how it impacted the social and political structure of Europe. **Discuss** how the Hundred Years War lead to the decline of the use of feudalism in Europe.	**Social pyramid notes, comparison and RACE project** **Social pyramid project and gallery walk**
6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. **Create** the Japanese feudal pyramid and **define** each role.	**Japanese Feudal Pyramid**

● **Compare and contrast** the roles of both feudal systems to determine the varying characteristics. ● **Distinguish** which system of feudal power was more effective.	
6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe. ● **Identify** what the plague was and who it affected. ● **Investigate** how the plague was spread as well as how people of the time period addressed it. ● **Write** a response to what caused the plague, what spread it, and what was its lasting effects. ● **Explain** how the black death caused people to become scared as well as economies stop and people turning to religion.	**Black Death: Stations, Primary / secondary sources, RACES activity** **Plague Game**
6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty. ● **Define** the immediate impact of the open exchange of Europe and the Yuan Dynasty. ● **Distinguish** how the open exchange of Europe and the Yuan Dynasty were able to have a lasting impact on the world.	**China Geography** **Dynasties** **Chinese Religion**
6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. ● **State** the natural resources that were available to Africa and create a map of the geography.	**http://www.njamistadcurriculum.net/user/registration** **Medieval Africa: trading Africa, geography, trading simulation, African Kingdoms**

● **Assess** how these factors would allow trade and encourage the spread of religion. ● **Discuss** the positives and negatives of African geography and how it shaped African culture.	
6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia ● **Create** a map of the Arabian Peninsula and surrounding areas including the resources and religions traded. ● **Explain** how religions can be spread by people trading. ● **Describe** how the Abrian Penisula lead to Islam spreading throughout Africa, Europe and Asia.	**Peninsula Trading Maps** **Trading Simulation/ Religion spread**
6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. ● **State** the impact that Europe had on the environment of the Americas and Africa. ● **Discuss** how these impacts would have an everlasting effect on these civilizations. ● **Compare and contrast** how the Europeans affected the climate in the Americas and Africa and how it compares to current environmental challenges.	**Guided notes and Peardeck: Environmental Changes** **Venn Diagram**

6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. ● **List** empires of the time period and what resources they were using. ● **Define** trade routes and interactions of the varying empires. ● **Report** how the limited resources and geography of Asia, Africa, Europe and Americas led to interactions or isolation.	**Webquest (Dynasties)** **Peardeck: Trade Routes and Resources**
6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. ● **List** the varying achievements of the multiple groups throughout this time period. ● **Select** which people had the most successes and support the answer by providing evidence. ● **Predict** how these legacies have influenced the coming time periods in government, economy and social structures.	**RACES comparing the various places' legacies including comparison chart**

Key Vocabulary
Constantinople, Eastern Orthodox, Crusades/ Holy War, Ottoman Empire, Hagia Sophia, Justinian I, Strai, Justinian Code, Mosaic, Orthodox, Patriarch, Feudalism, Lord, Knight, Black Plague, Crossbow, Fief, Vassals. Serf, Magna Carta, Parliament, Great Schism , Manorialism, Enlightenment, Renaissance, Thomas Hobbes, Montesquieu, Humanism, Voltaire, Revolution, Secular, Leonardo da Vinci, Machiavelli, Geocentric

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students

- Scaffolding comprehension questions for content-area reading - Development of target vocabulary - Highlighting key aspects of a topic, eliminating non essential information - Using visual aids, such as video, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors - Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) - Modifying tests to reflect selected objectives - Reducing the number of answer choices on multiple choice tests - Allowing the use of note cards or open-book during testing - Utilizing graphic organizers - Providing visual aids - Strategic grouping	- Positive Reinforcement - Adjust time for completion of assignments - Preferential seating - Individual or small group instruction - Emphasize critical information/key concepts - Pre-teach vocabulary - Provide visual aids - Adjust level of assignment - Provide directions in multiple ways (Read to student, show examples, provide reference sheet) - Frequent checks for understanding
Accommodations for English Language Learners	**Accommodations for Gifted Students**
- WIDA Can-Do Descriptors https://www.wida.us/standards/CAN_DOs/ - Development of target vocabulary - Scaffolding content-area reading - Using visual aids, such as videos (with subtitles), illustrations, pictures, and drawings to explain or clarify - Eliminating non essential information - Decreasing the amount of work presented or required - Modifying tests to reflect selected objectives - Allowing students to correct errors - Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.)	- Modify activities/assignments/projects/ assessments - Small group and individual enrichment - Multiple intelligence options - Multiple or higher level texts on any given subject - Provide options for alternative activities/ assignments/projects/ assessments - Bloom's Taxonomy -Stress higher ordering thinking skills - Flexible grouping - Independent projects

Required Activities	Suggested Activities
● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation	● Projects Academic ● Academic Games ● Brain Breaks

Above the table (in the top cell):

- Allowing the use of note cards or open-book during testing
- Collaborating with ESL specialist to modify vocabulary, omit or modify items to reflect objectives for students.

Unit 4 Revolution and Early Republic Curriculum Area: Social Studies Unit Length: 12 Weeks	Grade Level: 7
Unit Overview	
Students will acquire knowledge and skills to think analytically about how the Revolutionary War and the Early Republic in the United States shaped the country that we live in the 21st Century. Students will learn about the different causes of the Revolutionary War, Major Battles in the War, the Declaration of Independence, the Constitution, and the early years of the United States. Students will acquire this knowledge through reading, writing, research, projects, presentations, tests/quizzes.	

Enduring Understandings	Essential Questions
13 Colonies were the original foundation for the United States of America	How was the French and Indian War an antecedent to a conflict between Great Britain and the 13 Colonies?
French and Indian War was a major turning point for both the British and the French in the New World	How were the Colonists rights limited?
Many people living in the colonies had limited rights	How did the actions of the Colonists lead to the Revolutionary War?
The colonies government was based on England's	What were the most crucial events that shaped the outcome of the Revolutionary War?
The rule by the English made the colonists want to revolt and become a separate country from England	
The Revolutionary War had many important battles, which was crucial for the separation of the colonies from England	What were the major components of the Declaration of Independence and the Constitution and how are they still important in the 21st Century?
The Declaration of Independence formally declared the colonies independent from England	What were the most crucial decisions made by George Washington that helped to pave the way for future presidents?
The Articles of Confederation established a government in the United States	
The Great Compromise established the congress that we have in the 21st Century	
The Constitution is a document that uses checks/balances, is the supreme law of the land, and can be amended	
George Washington was the first president of the United States who established important precedents for future presidents	

There were many important events that took place during George Washington's presidency, which impacted the United States in its early years

There were many different events that took place during John Adam's presidency which affected foreign affairs and life in the United States

District/School Required Texts and Media Formats	District/School Supplementary Resources
Everything You Need To Ace American History (Chapters 8-13)	http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cccs/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.smithsoniansource.org/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
● Teacher Observation ● Presentations	● Performance Tasks ● Summative Assessment

- Quizzes/Test
- Portfolios
- Group Projects/Discussions
- Constructed Response
- Speeches/Debates

Instructional Best Practices

- Identifying Similarities and Differences - Summarizing and Note Taking - Reinforcing Effort and Providing Recognition - Homework and Practice - Modeling - Cooperative Learning - Setting Objectives and Providing Feedback - Cues, Questions, and Advance Organizers - Gradual Release of Responsibility	- Managing response rates - Checks for Understanding - Diagrams, Charts and Graphs - Coaching - Reading Partners - Visuals - Collaborative Problem Solving - Active Engagement Strategies - Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric scores, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Social Studies Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion

from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Developing Claims and Using Evidence

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

Presenting Arguments and Explanations

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

Engaging in Civil Discourse and Critiquing Conclusions

Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

Taking Informed Action

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Routine Speaking and Listening	Suggested Speaking and Listening
- Whole group - Pair-Share - Small group Discussion - Teacher directed Discussion - Student-led Discussion - Questioning - Active Listening Strategies - Oral Presentation	- Class Debate - Oral Reports

Routine Writing	Writing Task
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Financial Institutions

- 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.
- 9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
- 9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.

- 9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.
- 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

Planning and Budgeting

- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.1.8.PB.3: Explain how to create a budget that aligns with financial goals.
- 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.
- 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

Risk Management and Insurance

- 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.
- 9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.
- 9.1.8.RM.3: Evaluate the need for different types of warranties.
- 9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.

Interdisciplinary Connections

English/Literacy:
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

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

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS Computer Science and Design Thinking: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will:

Interaction of Technology and Humans

INDICATORS:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

NJSLS Learning Plan	
NJ Student Learning Standards (What the students will know)	**Exemplar Lessons and Activities**

I can…	
6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. ● **Research** the various leadership and decisions made in the early years of the United States ● **Explain** how the leadership and decisions met the goals in the Constitution	**George Washington's Presidency Station Activity/Essay**
6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. ● **Define and Explain** the powers and responsibilities of citizens, political parties, interests groups, and the media	**Rise of Political Parties Graphic Organizer**
6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period. ● **Define** the Declaration of Independence ● **Explain** the major ideals in the Declaration of Independence	**Declaration of Independence- Primary Source** **Declaration Break Up Letter and Comparison**

● **Discuss** as a class if the major ideals in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans through a class debate	
6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. ● **Define** the term Slavery ● **Research** how slavery impacted the United States politically and economically in the Early Republic	**Slavery in the United States Peardeck Presentation** **Webquest: Impact of Slavery**
6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. ● **Research** slavery in the United States during the Early Republic ● **Explain** how slavery violated human rights and contradicted American ideals (Ex. Declaration of Independence, Constitution) in the form of a research paper	**Slaveryin the United States Google Slides Presentation**
6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role. ● **Research** different maps of important battles in the American Revolution (Ex. Battles of Trenton/Princeton, Battle of Saratoga, Battle of Yorktown)	**American Revolution Virtual Museum** **Revolution Simulation**

● **Explain** the role that geography played in each of the battles, using the maps	
6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. ● **Categorize** the and **Explain** the key events that lead to the American Revolution (Debt after the French and Indian War, Sugar Act/Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, Coercive Acts, First Continental Congress, Lexington and Concord)	**Causes of the American Revolution Station Activity** **Causes of the War Notebook**
6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. **Define** the term Political Parties ● **Explain** the rise of political parties in the Early Republic (Ex. Federalists and Democratic Republicans) ● **Discuss** as a class political parties in the 21st century	**Rise of Political Parties Reading/Venn Diagram**
6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. ● **Illustrate** a map of North America after the French and Indian War (Ex. Proclamation line of 1763)	**Causes of the Revolutionary War Station Activity** **Causes of the War Notebook**
6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain	**Declaration of Independence Primary Source Analysis Activity**

why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. ● **Categorize** the major parts of the Declaration of Independence ● **Analyze** each part of the Declaration of Independence to understand why it was written ● **Discuss** as a class how the Declaration of Independence principals evolved to become unifying ideas of American Democracy	
6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g.,rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. ● **Categorize** the various socioeconomic groups in the American Revolution ● **Research and Explain** the role that each of these groups played as well as how they were impacted by the Revolutionary War	**Socioeconomic Groups in the American Revolution Graphic Organizer**
6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.	**[Treaty of Paris](#)** **Treaty Comparison**

• **Define** and **Explain** the major components of the Treaty of Paris • **Research** the effect the treaty had on US relations with Native Americans and European powers • **Discuss** the research findings as a class	
6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. • **Research and Explain** the various ways George Washington lead in the American Revolution as well as in his presidency and how they helped establish democracy in the United States	**American Revolution Virtual Museum** **George Washington's Presidency Station Activity**
6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. • **Research and Explain** the role that different people and nations played in the American Revolution	**American Revolution Virtual Museum** **Revolution Battle Simulation and Map**

Key Terms
Albany Plan, George Washington, French and Indian War, Redcoats, Treaty of Paris, Pontiac's Rebellion, Proclamation of 1763, Standing Army, Sugar Act, Stamp Act, Samuel Adams, Patrick Henry, Townshend Acts, Boston Massacre, Boston Tea Party, Intolerable Acts, First Continental Congress, Sons of Liberty, Lexington and Concord, Second Continental Congress, Bunker Hill, Olive Branch Petition, Common Sense, the Declaration of Independence, Long Island, Saratoga, Valley Forge, Yorktown, Articles of Confederation, Shay's Rebellion, Constitutional Convention, Great Compromise, Constitution, Federalists, Anti-Federalists, Ratification, Cabinet, Judiciary Act of 1789, Whiskey Rebellion, Treaty of Greenville, Jay's Treaty, Pinckney's Treaty, Election of 1796, XYZ Affair, Alien and Sedition Acts, Kentucky and Virginia Resolutions, Convention of 1800

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
- Modify activities/assignments/projects - Breakdown activities/assignments/projects/assessments into manageable units - Additional time to complete activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Allow student to receive reading text in various forms (written, verbal, audio) - Pre-teach new vocabulary - Modify Content - Modify Amount of work given - Modify Assessment - Modify Homework - Re-teach skill if needed	- Breakdown activities/assignments/projects/assessments into manageable units - Additional time to complete activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Small Group Instruction - Intervention/Remediation - Individual Intervention/Remediation - Additional Support Materials - Guided Notes - Graphic Organizers - Tutoring
Accommodations for English Language Learners	**Accommodations for Gifted Students**
- Grade 8 WIDA Can Do Descriptors: - Listening - Speaking - Reading - Writing - Oral Language	- Extended Activities (Assignments, Projects, Papers) - Option for alternative assignments - Higher level Reading - Higher Level Tests (Open Ended, Essay) - Individual Enrichment - Small Group Enrichment

Required Activities	Suggested Activities
● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation	● Projects Academic ● Academic Games ● Brain Breaks

HAINESPORT TOWNSHIP PUBLIC SCHOOL DISTRICT
PACING GUIDE

Course Title: Social Studies
Grade(s): Seventh Grade

Unit	Weeks/Days	Standards/Assessment	Focus Skills
Unit 1	5 weeks	Standards: **6.2.8.HistoryCA.3.a** **6.2.8.CivicsDP.3.b** **6.2.8.HistoryCA.3.b** Assessments: Unit Test Group Project (Fall of Rome Simulation): Informational Text	**6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.** ● Review what the students learned about Ancient Rome in 6th grade by participating in a Kahoot. ● Engage in a Peardeck on Roman legacies. ● Create a timeline of Rome that demonstrates when all of its achievements/legacies were. ● Assess and create a poster including information on what it actually is/means, why it is important, and why it is still studied in schools today. **6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.** ● Investigate how Julius Caesar turned Rome into a republic. ● Recall information on the defining factors of the Roman Republic through a webquest. ● Evaluate how the Roman Republic and American Republic are similar through a graphic organizer. **6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.** ● Identify the causes of the fall of Rome: Fall of the Roman Empire Crash Course (video) ● Simulate the downfall of Rome by playing a card game about the causes of the Roman downfall to see if the students would have been able to solve their problems.

			• Compare and contrast by creating a venn diagram about the varying factors (both positive and negative) of Rome towards the end of the empire. • Create a short response to evaluate what was the most important cause of the fall of the empire as well as a prediction on what happens next in the world.
Unit 2	12 weeks	Standards: **6.2.8.GeoHE.4.a** **6.2.8.GeoHP.4.b** **6.2.8.HistoryCC.4.b** **6.2.8.HistoryCC.4.f** **6.2.8.CivicsPI.4.a** **6.2.8.HistoryCC.4.e** **6.2.8.HistoryCC.4.d** **6.2.8.CivicsDP.4.a** **6.2.8.GeoHP.4.c** **6.2.8.HistoryCC.4.a** **6.2.8.EconNE.4.a** **6.2.8.HistoryCC.4.c** **6.2.8.GeoSV.4.a** **6.2.8.GeoGI.4.a** **6.2.8.GeoHP.4.a** **6.2.8.GeoHE.4.b** **6.2.8.GeoHE.4.c** **6.2.8.HistoryCC.4.g** Assessments: Unit Test Writing Piece (CSI: Black	**6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.** • **Simulate** by putting yourself in Constantines shoes and try and relocate Rome. • **Identify** how the geography was positive and negative, taking a look at how the empire was able to interact with other civilizations. • **Create** maps of each empire and compare and contrast their strengths and weaknesses. **6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).** • **List** ways that people trade and what technology is needed. • **Draw** a world map that has historical trade routes such as the Silk Road. • **Determine** the impact of the trade routes by looking at the ways cities are built around the trade routes. **6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).** • **Recall** why civilizations are built around water sources to help remember the necessities of life. • **List** the new technology of the time.

		Plague): Arumgentive Project (Byzantine Empire Travel Brochure): Information Text Project (Daily Life in the Middle Ages): Information Text	● **Determine** how better agriculture could lead people to move to cities. ● **Write** a cause and effect timeline to see how each thing led to more powerful kingdoms rising. **6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.** ● **Recall** by creating a list of the social structure of past civilizations. ● **Create** a social pyramid for the current time period and analyze how religion had a clear impact. ● **Explain** in a short response how religion shapes civilizations and societies. **6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.** ● **Classify** the multiple religions of the world during this time. ● **Examine** how religion can be used as a tool to sway people and help rulers gain control. ● **Describe** how Pope Urban II used his religious power. ● **Examine** how the Catholic Church held such power over both the Byzantine Empire Roman Empire. **6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.** ● **List** and describe the influences and legacy of the Byzantine Empire on the world. ● **Discuss** the significance of Hagia Sophia and its multiple owners throughout history. ● **Examine** the importance of Justinian Code as well as Constantinople.

- **Compare and Contrast** the legacy of Rome and the legacy of the Byzantine Empire.

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

- **Define** the four major crusades including individuals involved, motivations and outcomes.
- **Analyze** Pope Urban II speech again to see how different groups of people would describe it and be affected by it.
- **Assess** the different motivations and reasons for the crusades by looking at each group of people.

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

- **Define** new terms introduced through documents such as the Magna Carta like shared power and individual rights.
- **Analyze** primary source readings of the Magna Carta to determine how it worked.
- **Compare** new legal terms and ideals to the U.S. government and make connections.
- **Assess** the impact of the Magna Carta and parliament on the U.S. government system.

6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

- **List** the multiple ways that the Islamic World and Europe interact such as the Silk Road.

			● **Distinguish** how the interactions of he Islamic World and Europe were able to spark new technologies, etc. ● Examine the extent to which the Islamic World and Europe impacted history and improved the world. **6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.** ● **Create** the European feudal pyramid and **define** each role. ● **Assess** the effectiveness of European feudalism and how it impacted the social and political structure of Europe. ● **Discuss** how the Hundred Years War lead to the decline of the use of feudalism in Europe. **6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.** ● **Create** the Japanese feudal pyramid and **define** each role. ● **Compare and contrast** the roles of both feudal systems to determine the varying characteristics. ● **Distinguish** which system of feudal power was more effective. **6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.** ● **Identify** what the plague was and who it affected. ● **Investigate** how the plague was spread as well as how people of the time period addressed it. ● **Write** a response to what caused the plague, what spread it, and what was its lasting effects. ● **Explain** how the black death caused people to become scared as well as economies stop and people turning to religion.

| | | | **6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.**
● **Define** the immediate impact of the open exchange of Europe and the Yuan Dynasty.
● **Distinguish** how the open exchange of Europe and the Yuan Dynasty were able to have a lasting impact on the world.
6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
● **State** the natural resources that were available to Africa and create a map of the geography.
● **Assess** how these factors would allow trade and encourage the spread of religion.
● **Discuss** the positives and negatives of African geography and how it shaped African culture.
6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia
● **Create** a map of the Arabian Peninsula and surrounding areas including the resources and religions traded.
● **Explain** how religions can be spread by people trading.
● **Describe** how the Abrian Penisula lead to Islam spreading throughout Africa, Europe and Asia.
6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
● **State** the impact that Europe had on the environment of the Americas and Africa. |

			● **Discuss** how these impacts would have an everlasting effect on these civilizations. ● **Compare and contrast** how the Europeans affected the climate in the Americas and Africa and how it compares to current environmental challenges. **6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.** ● **List** empires of the time period and what resources they were using. ● **Define** trade routes and interactions of the varying empires. ● **Report** how the limited resources and geography of Asia, Africa, Europe and Americas led to interactions or isolation. **6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.** ● **List** the varying achievements of the multiple groups throughout this time period. ● **Select** which people had the most successes and support the answer by providing evidence. ● **Predict** how these legacies have influenced the coming time periods in government, economy and social structures.
Unit 4	12 Weeks	6.1.8.CivicsPI.3.a 6.1.8.CivicsPI.3.c 6.1.8.CivicsDP.3.a 6.1.8.CivicsHR.3.b 6.1.8.CivicsHR.3.c 6.1.8.GeoSV.3.a 6.1.8.HistoryCC.3.a 6.1.8.HistoryCC.3.b	6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. ● **Research** the various leadership and decisions made in the early years of the United States

		6.1.8.HistoryCC.3.c 6.1.8.HistoryUP.3.a 6.1.8.HistoryUP.3.b 6.1.8.HistoryUP.3.c 6.1.8.HistorySE.3.a 6.1.8.HistorySE.3.b	● **Explain** how the leadership and decisions met the goals in the Constitution 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. ● **Define/Explain** the powers and responsibilities of citizens, political parties, interests groups, and the media 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period. ● **Define** the Declaration of Independence 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. ● **Define** the term Slavery ● **Research** how slavery impacted the United States politically and economically in the Early Republic 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. ● **Research** slavery in the United States during the Early Republic ● **Explain** how slavery violated human rights and contradicted American ideals (Ex. Declaration of Independence, Constitution) in the form of a research paper 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an

argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.

- **Research** different maps of important battles in the American Revolution (Ex. Battles of Trenton/Princeton, Battle of Saratoga, Battle of Yorktown)
- **Explain** the role that geography played in each of the battles, using the maps

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

- **Categorize** the and **Explain** the key events that lead to the American Revolution (Debt after the French and Indian War, Sugar Act/Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, Coercive Acts, First Continental Congress, Lexington and Concord)

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

- **Define** the term Political Parties
- **Explain** the rise of political parties in the Early Republic (Ex. Federalists and Democratic Republicans)
- **Discuss** as a class political parties in the 21st century

6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

- **Illustrate** a map of North America after the French and Indian War (Ex. Proclamation line of 1763)

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

- **Categorize** the major parts of the Declaration of Independence
- **Analyze** each part of the Declaration of Independence to understand why it was written
- **Discuss** as a class how the Declaration of Independence principals evolved to become unifying ideas of American Democracy

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

- **Categorize** the various socioeconomic groups in the American Revolution
- **Research and Explain** the role that each of these groups played as well as how they were impacted by the Revolutionary War

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

- **Define** and **Explain** the major components of the Treaty of Paris
- **Research** the effect the treaty had on US relations with Native Americans and European powers

			● **Discuss** the research findings as a class
			
			6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
			
			    ● **Research and Explain** the various ways George Washington lead in the American Revolution as well as in his presidency and how they helped establish democracy in the United States
			
			6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
			
			    ● **Research and Explain** the role that different people and nations played in the American Revolution

2020 New Jersey Student Learning Standards - Social Studies Overview

Disciplinary Concepts

<u>Civics, Government, and Human Rights: Civic and Political Institutions</u>
The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Local community and government leaders have roles and responsibilities to provide services for their community members. • Rules for all to live by are a result of the actions of government, organizations, and individuals. • The actions of individuals and government affect decisions made for the common good.	• In a representative democracy, individuals play a role in how government functions. • In a representative democracy, individuals elect representatives to act on the behalf of the people. • Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	• Political and civic institutions impact all aspects of people's lives. • Governments have different structures which impact development (expansion) and civic participation.

<u>Civics, Government, and Human Rights: Participation and Deliberation</u>
Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.	• Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). • Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. • A major role of citizens in a representative democracy is to make responsible decisions about who should govern.	• Civic participation and deliberation are the responsibility of every member of society. • Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.

Civics, Government, and Human Rights: Democratic Principles

Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, and freedom to make choices).	• Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	• The United States' system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights. • The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

Civics, Government, and Human Rights: Processes and Rules

Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Rules and laws are established for our safety and well-being. • Processes and rules should be fair, consistent, and respectful of the human rights of all people.	• There are different processes for establishing rules and laws. • Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	• In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

Civics, Government, and Human Rights: Human and Civil Rights

Human rights are universal, inalienable and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Individuals may be different, but all have the same basic human rights.	• It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	• Human and civil rights include political, social, economic, and cultural rights. • Social and political systems have protected and denied

	• Individuals have the right to be safe and not to be bullied or discriminated against.	human rights (to varying degrees) throughout time. • Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic, and cultural rights.

Civics, Government, and Human Rights: Civic Mindedness
Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open-mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions - alone or in combination with others - can make a difference is closely related to democratic principles and participation.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Certain character traits can help individuals become productive members of their community.	• Certain dispositions help individuals contribute to the health of American democracy.	• The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity.

Geography, People and the Environment: Spatial Views of the World
Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• A map is a symbolic representation of selected characteristics of a place. • Geographic data can be used to identify cultural and environmental characteristics of places.	• Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	• Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth's surface.

Geography, People and the Environment: Human Population Patterns

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Physical and human characteristics affect where people live (settle). • People use goods from local and distant places to meet their daily needs.	• Regions form and change as a result of unique physical conditions, economies, and cultures. • Patterns of settlement differ markedly from region to region, place to place, and time to time. • The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.	• The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. • Relationships between humans and environments impact spatial patterns of settlement and movement. • Global changes in population distribution patterns affect changes in land use in particular places.

Geography, People and the Environment: Human Environment Interaction

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Environmental characteristics influence how and where people live.	• Environmental and cultural characteristics influence where and how people live. • Human activity affects the cultural and environmental characteristics of places and regions. • Cultural and environmental characteristics change over time.	• Cultural patterns and economic decisions influence environments and the daily lives of people. • The physical and human characteristics of places and regions are connected to human identities and cultures.

Geography, People and the Environment: Global Interconnections

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their

cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Global interconnections occur in both human and physical systems across different regions of the world.	• Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. • In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.	• Cultural and environmental practices impact the geography of an area. • The environmental characteristics of places and production of goods influences the spatial patterns of world trade.

Economics, Innovation and Technology: Economic Ways of Thinking
Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Individuals make decisions based on their needs, wants, and the availability of resources. • Limited resources influence choices. • Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	• Economic decision-making involves setting goals and identifying the resources available to achieve those goals. • An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	• Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

Economics, Innovation and Technology: Exchange and Markets
Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Goods and services are produced and exchanged in multiple ways.	• The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	• People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. • Buyers and sellers interact in competitive markets based

	• The exchange of goods and services can have negative and positive effects.	on prices that reflect scarcity of goods and services in the market. • Markets exist to facilitate the exchange of goods and services. • Competition among sellers and buyers exists in specific markets.

Economics, Innovation and Technology: National Economy

The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)

By the end of grade 2	By the end of grade 5	By the end of grade 8
• The availability of resources influences current and future economic conditions. • Governments play an economic role in the lives of individuals and communities.	• The government uses a variety of tools to pay for the goods and services that it provides to individuals and communities. • A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	• A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. • The production and consumption of goods and services influence economic growth, well-being and quality of life.

Economics, Innovation and Technology: Global Economy

The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• There are benefits to trading goods and services with other countries.	• Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	• The global economy is the system of trade and industry across the world that has emerged due to globalization. • Economic globalization occurs with cross-border movement of goods, services, technology, information, and human,

		physical, and financial capital. • Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries. • Economic interdependence is impacted by increased specialization and trade.

History, Culture, and Perspectives: Continuity and Change

Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Historical timelines put events in chronological order to help people understand the past. • Understanding the past helps to make sense of the present.	• Chronological sequencing helps us track events over time. • Interactions of people and events throughout history have shaped the world we experience today.	• Chronological sequencing helps us understand the interrelationship of historical events. • Political, economic, social, and cultural factors both change and stay the same over time. • Historical events may have single, multiple, direct and indirect causes and effects. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

History, Culture, and Perspectives: Understanding Perspectives

Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Two or more individuals can have a different understanding of the same event. • Respecting and	• Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	• An individual's perspective is impacted by one's background and experiences. • Perspectives change over

| understanding the views of others helps one learn about various perspectives, thoughts, and cultures. | • Events may be viewed differently based on one's perspective.
• Historical records are shaped by the society that the creator lived in. | time.
• Historical contexts and events shaped and continue to shape people's perspectives.
• The perspectives of people in the present shape interpretations of the past. |

History, Culture, and Perspectives: Historical Sourcing and Evidence

Historical sourcing and evidence are based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• The nature of history involves stories of the past preserved in a variety of sources. • Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	• There are a variety of sources that help us understand the past. • Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	• Historical sourcing and evidence are based on a review of materials and sources from the past. • Examining historical sources may answer questions but may also lead to more questions. • Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.

History, Culture, and Perspectives: Claims and Argumentation

Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Historians create arguments outlining ideas or explanations based on evidence.	• Historians use evidence from multiple sources to support their claims and arguments about the past.	• Historians analyze claims within sources for perspective and validity. • Historians develop arguments using evidence from multiple relevant historical sources.

New Jersey Administrative Code Summary and Statutes

The 2020 NJSLS-SS continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools:

Amistad Law (N.J.S.A. 18A 52:16A-88)
Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

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

Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)
Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Elementary Social Studies Requirements:
- Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)

Middle School Requirements:
- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)

Laura Wooten Law (N.J.S.A. 18A:35-41)
Each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)
A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

NJSL STANDARDS AND HTSD GRADE LEVEL RESOURCES, K-8

- **Standards by the End of Grade 2**

- **Standards by the End of Grade 5**

- **Standards by the End of Grade 8**