

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

Department:

7th Grade World History

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Curriculum Writing Committee:

Katie Manning

Supervisor(s):

Dr. Stephen Wisniewski

BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

Every individual develops intellectually by examining the world around them. The purpose of Social Studies is to provide students with the civic competencies they will need to become active and engaged participants in a global society. Middle School World History instills positive democratic values while educating students to be culturally aware of other societies in an increasingly globalized community.

Course Description

Seventh Grade World History will closely examine medieval societies throughout the world, Europe's entry into the modern age post Renaissance and Reformation, and the intersectionality of cultures and civilizations that came through exploration and colonization. The foundation of this course is based on utilizing key historical thinking skills and literacy development as the vehicle of learning key components of these societies. The goal is for all students to develop an understanding of the historical roots of current world concerns. Students will be introduced to key historical thinking skills, including sequencing, causation, contextualization, interpretation, argumentation, continuity, periodization, synthesis and ethical evaluation. They will utilize processes such as collaboration, note-taking, essay writing, information collection and organization, discussion and consensus building, public speaking, critical thinking and map/graph/table reading and interpretation as vehicles for their learning.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● <i>History Alive</i> textbook (In class only)● Primary Source Materials● Teacher created materials● <i>Newsela</i>	<ul style="list-style-type: none">● Atlas Activities● <i>Stanford Historical Thinking Skills Resources</i>● <i>Gilder Lehrman Institute Lessons</i>● <i>Stanford Civic Online Reasoning</i>● <i>Teacher's Guide to the Middle Ages</i>● <i>Edsitement</i>● <i>Library of Congress Primary Source Sets</i>● <i>World History Encyclopedia</i>● <i>National Geographic</i>

Practices/Skills

Embedded throughout activities in each unit.

Skill Group	Historical Thinking Skill	Description
Chronological Reasoning	Causation	Describe causes or effects of a specific historical development or process. Explain the relationship between causes and effects of a historical development or process. Explain the difference between primary and secondary causes, as well as short- and long-term effects. Explain the relative historical significance of different causes and effects.
	Continuity and Change Over Time	Describe and explain patterns of continuity and change over time. Explain the relative historical significance of historical developments in relation to a larger pattern of continuity and change.
	Periodization	Explain how and why historians organize history into periods. Explaining how historical events are grouped into periods, identifying turning points in history, analyzing models of periodization
Comparison & Contextualization	Contextualization	Describe an accurate historical context for a specific historical development or process. Explain how a relevant context influenced a specific historical development or process. Use context to explain the relative historical significance of a historical development or process. In grades 6-8, this is done specifically in terms of document evaluation. In grades 9-11, this is accomplished both in document analysis and the analysis of larger global events.
	Comparison	Describe similarities and differences between historical developments or processes. Explain relevant similarities and differences between historical developments and processes. Explain the relative historical significance of similarities and differences between historical developments or processes.
Close Reading	Analyzing Evidence: Content, Sourcing and Corroboration	Examine a primary source and in order to determine the author's position in a historical event and their purpose, point of view, audience and historical context.
	Interpretation	Analyzing secondary sources--those in which a historian is interpreting the past. Examine a secondary source and describe the author's argument, the quality of support provided by the author and their supporting evidence and the relationship to other historical interpretations.
Historical Research	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.
Crafting Historical Arguments from Historical Evidence	Developing Claims and Using Evidence (Historical Argumentation)	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.
Synthesizing Information	Synthesis	Bringing multiple elements together by making connections between different time periods, events, people, cultures, locations and perspectives. Connections between different historical issues across time and location as well as different historical themes.
	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.
	Ethical Dimensions	Consideration of the ethical implications of historical events, consider the ethical responsibility to study particular events. Understand the differences between our ethical universe and those of previous societies. Demonstrating an awareness of utilizing modern ethical standards to evaluate historical events.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

7th Grade Social Studies

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
Unit 1: Medieval Europe	Life in Medieval Europe: including the legacy of the Roman Empire, the growth and spread of Christianity, the impact of feudalism and the development of the Byzantine Empire.	15 blocks	Formative: RaP sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Simulations, Timeline, Reflective Summaries, Open-Note Assessments, Chapter Level Assessments, Project Benchmark discussions, RPS Formative Assessment Resources
			Summative: Blank map(post), Post assessment, DBQ response projects/presentations
			Common Benchmark Assessments (mid/end of course): Student Growth Assessments
			Alternative Assessments: Assignments are adapted based on individual student need
Unit 2: Mediaval Africa/Middle East	The influence and legacy of medieval Africa and the Middle East, include the spread of Islam, technological innovations, centers of trade and intersection with Asia and Europe.	15 blocks	Formative: RaP sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Simulations, Timeline, Reflective Summaries, Open-Note Assessments, Chapter Level Assessments, Project Benchmark discussions, RPS Formative Assessment Resources
			Summative: Blank map(post), Post-assessment, DBQ response projects/presentations
			Common Benchmark Assessments (mid/end of course): Student Growth Assessments
			Alternative Assessments: Assignments are adapted based on individual student need
Unit 3: Medieval Asia	Medieval Asia, specifically the political developments, economic growth and technological innovations of Japan and China are explored in this unit. Close attention is paid to examining their influence in the region and across the globe as trade impacts the intersectionality of cultures, religions, economics	15 blocks	Formative: RaP sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Simulations, Timeline, Reflective Summaries, Open-Note Assessments, Chapter Level Assessments, Project Benchmark discussions, RPS Formative Assessment Resources

	and politics.		Summative: Blank map(post), Post-assessment, DBQ response projects/presentations
			Common Benchmark Assessments (mid/end of course): Student Growth Assessments
			Alternative Assessments: Assignments are adapted based on individual student need
Unit 4: Europe's Renaissance & Reformation	In this unit, students learn about the Renaissance and Reformation in Europe. Careful attention is paid to how the way people lived changed and how the vast shifts of thought and religion are reflected in the arts.	15 blocks	Formative: RaP sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Simulations, Timeline, Reflective Summaries, Open-Note Assessments, Chapter Level Assessments, Project Benchmark discussions, RPS Formative Assessment Resources
			Summative: Blank map(post), Post-assessment, DBQ response projects/presentations
			Common Benchmark Assessments (mid/end of course): Student Growth Assessments
			Alternative Assessments: Assignments are adapted based on individual student need
Unit 5: Intersecting Worlds	This unit presents the exploration, particularly by European nations, of other continents and the process of creating settlements and colonization in these locations. Students will compare the settlement of various areas of the world to that of the North American Continent and consider the impact of this intersectionality on indigenous populations.	30 blocks	Formative: RaP sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Simulations, Timeline, Reflective Summaries, Open-Note Assessments, Chapter Level Assessments, Project Benchmark discussions, RPS Formative Assessment Resources
			Summative: Blank map(post), Post-assessment, DBQ response projects/presentations
			Common Benchmark Assessments (mid/end of course): Student Growth Assessments
			Alternative Assessments: Assignments are adapted based on individual student need

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Unit 1: Medieval Europe

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Political and civil institutions impact all aspects of people's lives. • The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. • Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. • The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. • The physical and human characteristics of places and regions are connected to human identities and cultures. • The environmental characteristics of places and production of goods influences the spatial patterns of world trade. • Economic interdependence is impacted by increased specialization and trade. • The production and consumption of goods and services influence economic growth, well-being and quality of life. • 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. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? • What are the possible consequences of these decisions for individuals, groups, and societies? • How have scientific and technological developments over the course of history changed the way people live and economies and governments function? • How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? • How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?
<p align="center">Interdisciplinary Connections</p> <p>Media Arts 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).</p> <p>The central project for this unit challenges students to utilize proper research methods and work collaboratively to create a mini documentary on a key aspect of the Medieval Times in Europe.</p>	

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.2.8.Civics PI.4.a:	<p>Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>	<p>Examine the geography of Europe and how it influences the development of this region during medieval times.</p> <p>Investigate the basic tenants of Christianity and compare Christianity to the religions</p>	<p>Unit Project(s): Medieval Research Project:</p> <ul style="list-style-type: none"> • Media Center Lesson: using databases, print & online research <p><i>History Alive</i> text Stanford Civic Online Reasoning <i>Nemsel</i> Resources:</p>	<p>Written tests and quizzes</p> <p>Geographical assessments</p> <p>Primary Source analysis</p>

6.2.8.Civics DP.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).	<p>learned in 6th Grade: Buddhism, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism</p> <p>The environment and technological innovations affected the growth and contraction of the Roman Empire, the Byzantine Empire, and the Medieval Christendom.</p>	<ul style="list-style-type: none"> ● Comparative Religion Graphic Organizer ● Partners will create a mini-documentary on one of the following aspects of Medieval Times to be shared electronically with their peers (padlet). Students will view a number of the topics from different categories and prepare an analysis of whether these times were dark or something different : <ul style="list-style-type: none"> ○ Armor ○ Agricultural Progress ○ Art ○ Banking ○ Black Death (The Plague) ○ Byzantine Empire ○ Castles ○ Cathedrals ○ Charlemagne ○ Clothing ○ Crime & Punishment ○ The Crusades (Christian Perspective) ○ Crusades (Muslim Perspective) ○ Eastern Orthodox Church ○ Eleanor of Aquitaine ○ Education ○ Falconry & Hunting ○ Food & Feasts ○ Games ○ Gender Roles ○ Guilds & Medieval Jobs ○ The Hundred Years War ○ Inventions 	<p>Unit 1: Medieval Europe</p> <p><i>Edsitement:</i></p> <ul style="list-style-type: none"> ● The Black Death ● Exploring Arthurian Legend <p><i>Stanford History Education Group:</i></p> <ul style="list-style-type: none"> ● Attila & Pope Leo (only as quick review of fall of Rome) ● The Dark Ages ● The Crusades (can be used in Unit 1 or Unit 2) ● Understanding the Black Death ● The Black Death in Florence <p>PBS Learning Media</p> <p>Group Discussion Assessment</p> <p>HIPPO/HAPPY</p> <p>Secondary document analysis</p> <p>Primary Source analysis</p> <p><i>EBSCOHost</i> resources</p>	<p>Summarizations/Reflections</p> <p>Discussion question responses</p> <p>Projects</p> <p>FRQ/DBQ</p> <p>Dark Age Paper Slide</p> <p>Show PBL rubric-based presentations</p> <p>RPS Formative Assessment Resources</p>
6.2.8.Geo HE.4.a:	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.	<p>Human expansion and the effect on the environment</p> <p>The Roman Empire has a lasting legacy of ideas, innovations, and technology.</p>			
6.2.8.Geo HP.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.	<p>The end of the Roman Empire in the West, issues of political instability, economic problems, social problems and weakening defense</p>			
6.2.8.Geo HP.4.b:	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).	<p>The religion of Christianity grew and spread through medieval Europe and into other cultures, greatly influencing their culture and law.</p> <p>The development of feudalism in Western Europe. Feudalism's role in establishing order.</p>			
6.2.8.Geo HP.4.c:	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.	<p>Feudalism declined due to a decentralization of power from the monarch to the people.</p> <p>Responsibilities of citizenship include the concept of consent of the governed</p> <p>The role and legacy of the Roman Catholic Church has left an impact on governance.</p> <p>Christian Church, sacraments & salvation, pilgrimage & crusades, art & architecture, education, holidays, religious figures</p>			

6.2.8.Geo HE.4.b:	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.	Life in Medieval Towns includes: <ul style="list-style-type: none"> ● geographic factors that affected development ● the relationship between trade and growth ● daily life ● disease & medicine ● crime & punishment ● leisure & entertainment 	<ul style="list-style-type: none"> ○ Joan of Arc ○ King Arthur ○ King John ○ Kings/Royalty/Nobility ○ Knights & Chivalry ○ Law & Human Rights ○ Life in a Medieval Village ○ Life of a Serfs ○ The Magna Carta ○ Manorialism ○ Medicine & Remedies ○ Merchant or Craft Guilds ○ Monks & Monasteries ○ Music & Entertainment ○ Pope Gregory VII ○ Religion ○ Saint Benedict ○ Serfs vs. Peasants ○ Tournaments & Jousting ○ Transportation ○ Warfare & Weapons ○ William the Conqueror ○ William Wallace 	<i>Salem Press resources</i> <i>Facts on File</i> <i>Jersey Clicks resources</i> <i>ABC-CLIO eBooks</i> <i>Mackin eBooks</i> <i>Infobase eBooks</i> <i>Project Gutenberg</i> Khan Academy <i>Voices from the Past</i> audio files	
6.2.8.Geo HE.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.	Eventually there is a decline of feudalism and the rise of democratic thought.			
6.2.8.GeoS V.4.a:	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.	Political developments in Europe contribute to the end of Feudalism including: <ul style="list-style-type: none"> ● Bubonic Plague ● Hundred Years War 			
6.2.8.Econ NE.4.a:	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.	There are influences of the Byzantine Empire on Europe.			
6.2.8.History CC.4.a:	Determine which events led to the rise and eventual decline of European feudalism.	Evaluate this era in Europe: <ul style="list-style-type: none"> ● Major Achievements: What are the major contributions of the people in this region during this time period? ● People of Interest: who are some of the key figures/contributors from these regions during this time? ● Economic/Trade Products: How did these people live? What did they make? How did they earn/survive with the resources available to them? ● Religion: Describe the belief system of the people and how it impacted their daily lives. ● Architecture/Arts: Describe the architecture and arts created by the people. Include how we know about these structures/artifacts today. ● Political Structure: How were the people governed? What was the role of the people in their government structure? 	Discussion protocols (20+ strategies) Close Reading/ Discussion/ Note-Taking Historical Thinking Skill Application SPEC analysis: Social, political, economical, cultural relevance		
6.2.8.History CC.4.b:	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).				

6.2.8.HistoryCC.4.c:	Assess the demographic, economic, and religious impact of the plague on Europe.	<ul style="list-style-type: none"> ● Writing: Describe the written communication of each civilization. ● Historical Achievements: Why do we study this part of the world during this period? What historical achievements were made here during this era? 	Evidence based response to guiding questions		
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.				
6.2.8.HistoryCC.4.e:	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.				
6.2.8.HistoryCC.4.f:	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.				
6.2.8.HistoryCC.4.g:	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.				

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Unit 2: Medieval Africa/Middle East

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Political and civil institutions impact all aspects of people's lives. • The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. • Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. • The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. • The physical and human characteristics of places and regions are connected to human identities and cultures. • The environmental characteristics of places and production of goods influences the spatial patterns of world trade. • Economic interdependence is impacted by increased specialization and trade. • The production and consumption of goods and services influence economic growth, well-being and quality of life. • Historical events may have single, multiple, direct and indirect causes and effects. • Historical events and developments are shaped by social, political, cultural, technological, and economical factors. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? • What are the possible consequences of these decisions for individuals, groups, and societies? • How have scientific and technological developments over the course of history changed the way people live and economies and governments function? • How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? • How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p> <p>1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion</p> <p>1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</p> <p>Students will create a representation of an achievement from the Islamic Golden Age to display in a classroom museum. In this endeavor, students will design and create an artifact and determine the best way to display and explain the artifact to their peers.</p>	

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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6.2.8.Civics PI.4.a:	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.	The origins and spread of Islam: <ul style="list-style-type: none"> ● Role of religion and other means rulers use to unify and centrally govern expanding territories with diverse populations ● Influence of geography on political, economic and cultural centers ● modification of the environment & its impact ● influence of environment on settlement and isolation ● relationship and impact of interactions with medieval Europe 	Unit Project(s): Students investigate African Kingdoms using African Kingdom Kits Utilize the artifacts from <i>Caravans of Gold</i> to complete lessons: <ul style="list-style-type: none"> ● Mapping the Medieval World w/ Africa at the Center ● Driving Desires of Medieval Trans-Saharan Trade ● Fragments in Time: How Archaeology Helps Us Imagine the Past ● Connecting the Dots to See the Impact of Trans-Saharan Trade 	Opening Activity: Ted Talk: The Danger of a Single Story <i>Newsela</i> Resources: <ul style="list-style-type: none"> ● Unit 2: Medieval Africa/Middle East Smithsonian National Museum of Art: Caravans of Gold <i>NJSBF: Powerful African Kingdoms Kits</i> <i>Edsitement: Teaching the Middle East Module</i> <i>Pardee School of Global Studies: Kingdoms of Ancient & Medieval West Africa: Gold Road</i> <i>Newsela</i> Resources: <ul style="list-style-type: none"> ● The Origins of Islam ● Tenets of Islam ● Achievements of the Islamic World ● The Crusades ● West Africa's Early Societies ● Ghana ● The Influence of Islam on West Africa ● Cultural Legacy <i>Stanford History Education Group:</i> <ul style="list-style-type: none"> ● The Crusades (can be used in Unit 1 or Unit 	Written tests and quizzes Geographical assessments Primary Source analysis Summarizations/Reflections Discussion question responses Projects FRQ/DBQ Show PBL rubric-based presentations RPS Formative Assessment Resources
6.2.8.Civics DP.4.a:	Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).				
6.2.8.Geo HE.4.a:	Explain how geography influenced the development of the political, economical, and cultural centers of each empire as well as the empires' relationships with other parts of the world.	Muslim Innovations and Adaptations From the Crusades to New Muslim Empires <ul style="list-style-type: none"> ● Causes and outcomes of crusades on all parties 			
6.2.8.Geo HP.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.	Influence of the Byzantine Empire Early Societies in West Africa			
6.2.8.Geo HP.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).	Geographic influences on the development of political, economical and cultural centers Physical geography and natural resources present challenges and opportunities for trade, development and the spread of religion.	Primary Source Stations: Examine rulership & justice in Islamic Medieval Times using a series of primary sources. Research Assignment: Research key achievements during the Golden Age of Islam. Create a representation of your achievement to put on display in a classroom museum. Topics could include: <ul style="list-style-type: none"> ● Mathematics ● Science & Technology ● Medicine ● Art & Architecture 		
6.2.8.Geo HP.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	Spread of religion and cultural influence as a result of increased trade and interaction between empires and regions Origins of slavery on the African Continent Impact of trade routes on urbanization, transportation, communication, and the development of international trade centers Evaluate this era in both Africa & the Middle East:			

	the arts.			
6.2.8.Geo HE.4.b:	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.	<ul style="list-style-type: none"> ● Major Achievements: What are the major contributions of the people in this region during this time period? ● People of Interest: Who are some of the key figures/contributors from these regions during this time? ● Economic/Trade Products: How did these people live? What did they make? How did they earn/survive with the resources available to them? ● Religion: Describe the belief system of these people and how it impacted their daily life. ● Architecture/Arts: Describe the architecture and arts created by these people. Include how we know about these structures/artifacts today. ● Political Structure: How were these people governed? What was the role of the people in their government structure? ● Writing: Describe the written communication of each civilisation. ● Historical Achievements: Why do we study this part of the world during this period? What historical achievements were made here during this era? 	<ul style="list-style-type: none"> ● Literature & Philosophy ● Inventions 	2)
6.2.8.Geo HE.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.		Discussion protocols (20+ strategies)	<ul style="list-style-type: none"> ● Expansion of the Early Islamic Empire ● Mansa Musa (Mali) ● Ibn Bututata
6.2.8.Geo GI.4.a:	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.		Close Reading/ Discussion/ Note-Taking	<i>PBS Learning Media:</i> <ul style="list-style-type: none"> ● The Five Pillars of Islam ● Timbuktu
6.2.8.GeoS V.4.a:	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.		Historical Thinking Skill Application	Group Discussion Assessment
6.2.8.Econ NE.4.a:	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.		SPEC analysis: Social, political, economical, cultural relevance	HIPPO/HAPPY
6.2.8.Histo ryCC.4.a:	Determine which events led to the rise and eventual decline of European feudalism.		Evidence-based response to guiding questions	Secondary document analysis
				Primary Source analysis
				<i>EBSCOHost</i> resources
				<i>Salem Press</i> resources
				<i>Facts on File</i>
				<i>Jersey Clicks</i> esources
				<i>ABC-CLIO</i> eBooks
				<i>Mackin</i> eBooks
				<i>Infobase</i> eBooks
				<i>Project Gutenberg</i>

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).			Khan Academy	
6.2.8.HistoryCC.4.c:	Assess the demographic, economic, and religious impact of the plague on Europe.			<i>Voices from the Past</i> audio files	
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.				
6.2.8.HistoryCC.4.e:	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.				
6.2.8.HistoryCC.4.f:	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.				
6.2.8.HistoryCC.4.g:	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.				

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Unit 3: Medieval Asia

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Political and civil institutions impact all aspects of people's lives. ● The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. ● Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. ● The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. ● The physical and human characteristics of places and regions are connected to human identities and cultures. ● The environmental characteristics of places and production of goods influences the spatial patterns of world trade. ● Economic interdependence is impacted by increased specialization and trade. ● The production and consumption of goods and services influence economic growth, well-being and quality of life. ● Historical events may have single, multiple, direct and indirect causes and effects. ● Historical events and developments are shaped by social, political, cultural, technological, and economical factors. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ● How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? ● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? ● What are the possible consequences of these decisions for individuals, groups, and societies? ● How have scientific and technological developments over the course of history changed the way people live and economies and governments function? ● How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? ● How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?
<p align="center">Interdisciplinary Connections</p> <p>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</p> <p>This unit includes a culminating activity where students create a graphic organizer comparing/contrasting key aspects of each of the Medieval Civilizations studied in this course.</p>	

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.2.8.Civic sPI.4.a:	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.	<p>Geographic influences on the development of political, economical and cultural centers</p> <p>Physical geography and natural resources present challenges and opportunities for trade, development and the spread of religion.</p>	<p>Unit Project(s): Timeline of the Great Wall of China/Narrative Writing</p> <p>Assignments:</p> <ul style="list-style-type: none">● Students will create a timeline detailing the	<p>Newsela Resources: Unit 3: Medieval Asia</p> <p>Edsitement: ● Angkor What? Angkor Wat!</p>	<p>Written tests and quizzes</p> <p>Geographical assessments</p> <p>Primary Source analysis</p>

6.2.8.Civic sDP.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).	The spread of religion and cultural influence as a result of increased trade and interaction between empires and regions Impact of trade routes on urbanization, transportation, communication, and the development of international trade centers	creation of the Great Wall. ● Once finished, they will complete a narrative writing assignment as if they were one of the workers or leaders responsible for this development.	● Following the Great Wall of China <i>PBS Learning Media: Marco Polo, Ibn Battuta, & Zhen Early Connectors</i>	Summarizations/Reflections Discussion question responses Projects
6.2.8.Geo HE.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.	Rise of the warrior class in Japan Compare and contrast the governing processes of rulers in China and Japan over the course of the Medieval Era.	Create a graphic organizer tracing the following for each of the Medieval Civilizations:	Group Discussion Assessment HIPPO/HAPPY	FRQ/DBQ Rubric-based presentations
6.2.8.Geo HP.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.	Advancements in agriculture, trade and commerce Foreign contacts under the dynasties of China Mongol Empire	● Time Period ● Map of Empire ● Major Achievements (immediate impact) ● People of Interest ● Economic/Trade Products ● Religion ● Architecture/Arts ● Political Structure ● Writing ● Historical Achievements (Lasting Impact)	Secondary document analysis Primary Source analysis <i>EBSCOHost</i> resources <i>Salem Press</i> resources <i>Facts on File</i> <i>Jersey Clicks</i> resources	RPS Formative Assessment Resources
6.2.8.Geo HP.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).	Increased trade and competition: ● causes ● immediate effects ● long term effects	Discussion Protocols (20+ strategies)	<i>ABC-CLIO</i> eBooks <i>Mackin</i> eBooks <i>Infobase</i> eBooks <i>Project Gutenberg</i>	
6.2.8.Geo HP.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.		Close Reading/ Discussion/ Note-Taking	<i>Khan Academy</i>	
6.2.8.Geo HE.4.b:	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.		Historical Thinking Skill Application SPEC analysis: Social, political, economical, cultural relevance	<i>Voices from the Past</i> audio files	

6.2.8.Geo HE.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.		Evidence-based response to guiding questions		
6.2.8.Geo GI.4.a:	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.				
6.2.8.GeoS V.4.a:	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.				
6.2.8.Econ NE.4.a:	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.				
6.2.8.Histo ryCC.4.a:	Determine which events led to the rise and eventual decline of European feudalism.				
6.2.8.Histo ryCC.4.b:	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).				

6.2.8.HistoryCC.4.c:	Assess the demographic, economic, and religious impact of the plague on Europe.				
6.2.8.HistoryCC.4.d:	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.				
6.2.8.HistoryCC.4.e:	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.				
6.2.8.HistoryCC.4.f:	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.				
6.2.8.HistoryCC.4.g:	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.				

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Unit 4: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

Enduring Understandings: <ul style="list-style-type: none"> • Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. • Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. • Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture. • Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. • Chronological sequencing serves as a tool for analyzing past and present events. • Complex interacting factors influence people's perspective. 	Essential Questions: <ul style="list-style-type: none"> • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? • What are the possible consequences of these decisions for individuals, groups, and societies? • How have scientific and technological developments over the course of history changed the way people live and economies and governments function? • How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? • How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?
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Interdisciplinary Connections

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

In this unit, students will make comparisons to the changes that occur during the Scientific Revolution and the changes we are experiencing in the way we live and work because of technological advancements.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.2.12. CivicsP R.2.a:	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender,	Guiding Questions: How did the Renaissance transform European society? What was the impact of the Renaissance on the role of the Catholic Church? Students trace the changes in Europe that led to	Unit Project(s): Students create an interactive timeline of this time period. Timelines include major figures, political shifts, economical and cultural changes, conflicts, and so forth.	<i>Newsela</i> Resources • Unit 4: Renaissance, Reformation, Scientific	Written tests and quizzes Geographical assessments

	education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.	the birth of the Renaissance and then create a live Renaissance tableau.		Revolution & Enlightenment	Primary Source analysis
6.2.12. CivicsP R.2.b:	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).	<p>What was the Renaissance?:</p> <ul style="list-style-type: none"> • The Growth of Trade & Competition • The Influence of Italian City-States • The Growth of Humanism & its presence in Art & Literature <p>Highlight the lives and achievements of significant figures of the Renaissance. Some examples include:</p> <ul style="list-style-type: none"> • Michelangelo, Italian Sculptor & Painter • Titian, Italian Painter • Albrecht Durer, German Artist • Nicolaus Copernicus, Polish Scientist • Andreas Vesalius, Belgian Scientist • Isabella I, Queen of Spain • Elizabeth I, Queen of England • William Shakespeare, English Poet & Playwright • Miguel Cervantes, Spanish Writer • Leonardo da Vinci, Renaissance Person • From Gutenberg to the Internet • Don Quixote 	<p>Examine key innovations of the Scientific Revolution and compare them to the revolutionary nature of technology today.</p> <p>Create graphic representations of key events:</p> <ul style="list-style-type: none"> • Evolution of religion during this era • Achievements of significant Renaissance figures • Characteristics of the Renaissance, Scientific Revolution, Reformation & Enlightenment <p>Discussion Protocols (20+ strategies)</p> <p>Close Reading/ Discussion/ Note-Taking</p> <p>Historical Thinking Skill Application</p> <p>SPEC analysis: Social, political, economical, cultural relevance</p> <p>Evidence-based response to guiding questions</p>	<p><i>Stanford History Education Group:</i></p> <ul style="list-style-type: none"> • Martin Luther • Galileo <p><i>PBS Learning Media:</i></p> <ul style="list-style-type: none"> • Medici: Godfathers of the Renaissance <p><i>Edsitement:</i></p> <ul style="list-style-type: none"> • Leonardo da Vinci: Creative Genius <p>Group Discussion Assessment</p> <p>HIPPO/HAPPY</p> <p>Secondary document analysis</p> <p>Primary Source analysis</p> <p><i>EBSCOHost</i> resources</p> <p><i>Salem Press</i> resources</p> <p><i>Facts on File</i></p> <p><i>Jersey Clicks</i> esources</p> <p><i>ABC-CLIO</i> eBooks</p> <p><i>Mackin</i> eBooks</p> <p><i>Infobase</i> eBooks</p> <p><i>Project Gutenberg</i></p>	<p>Summarizations/Reflections</p> <p>Discussion question responses</p> <p>Projects</p> <p>FRQ/DBQ</p> <p>Rubric-based presentations</p> <p>RPS Formative Assessment Resources</p>
6.2.12. GeoPP. 2.a:	Relate the development of more modern banking and financial systems to European economic influence in the world.				
6.2.12. HistoryCC.2.a:	Determine the factors that led to the Reformation and the impact on European politics.				
6.2.12. HistoryCC.2.b:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.	<p>Ideas developed during the Renaissance (Scientific Revolution, Reformation, and Enlightenment) led to political, economical, and cultural changes that have had a lasting impact.</p> <p>During the Renaissance, many astute thinkers began to question long-held beliefs. This questioning led to the Scientific Revolution, which in turn led to the establishment of many scientific fields in use today.</p>			

<p>6.2.12. HistoryUP.2.a :</p>	<p>Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>	<p>Identify some of the early critics of the Church and ideas for reform.</p> <p>The Reformation challenged long-standing doctrine within the Christian Church. Students explore the weakening of the Catholic Church and then examine the leaders whose ideas led to the Reformation.</p> <p>As part of the Counter-Reformation, Catholic kingdoms began sending missionaries overseas to convert people to Christianity.</p> <p>Explore the beliefs and practices of three denominations of Protestantism and examine the cause and effect of how the Reformation affected Europe & the world.</p> <p>Examine how the seeds of modern Democracy come from this era.</p>		<p><u>Khan Academy</u></p> <p><i>Voices from the Past</i> audio files</p>	
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Unit 5: Intersecting Worlds

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Geographic data can be used to analyze variations in the spatial patterns. • Human settlement activities impact the environmental and cultural characteristics of specific places and regions. • Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. • Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. • Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. • There are multiple and complex causes and effects of historical events. • Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? • What are the possible consequences of these decisions for individuals, groups, and societies? • How have scientific and technological developments over the course of history changed the way people live and economies and governments function? • How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? • How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>Life Literacies & Key Skills: 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>In this unit, students will work together in a course dialogue to solve the conflict between explorers, settlers, and indigenous peoples. This will not be a debate, but rather a consensus building activity where the class must come to an agreement on a reasonable solution.</p>	

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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6.2.12. GeoSV .1.a:	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.	Examine the reasons for exploration and ultimate colonization of regions by European and Asian Nations. Determine the impact of trade routes and the movement of goods between Asia, Africa, Europe and the Americas. Role of mercantilism in economics, politics and culture	Unit Project(s): Map Project: Students work collaboratively to create maps showing exploration & colonization in various parts of the world. Maps include: <ul style="list-style-type: none"> • routes of exploration • trade routes • key geographic features • resources and moving borders/boundaries Completed maps are placed around the rooms and evaluated via gallery walk. Primary Source Activity: Students evaluate primary sources from indigenous people and explorers/settlers and compare perspectives. Class Discussion: Once students have investigated the various representations of these interactions in gallery walk and completed primary source analysis, they will participate in class discussions on the conflict between explorers, settlers and indigenous peoples and make recommendations regarding how conflict could have been prevented or avoided. Students must also consider the role of Columbus in US History. Persuasive Essay: Students will research and write a persuasive essay regarding colonization. Discussion Protocols (20+ strategies) Close Reading/ Discussion/ Note-Taking	European Colonial Empires Map Video 500 Years of European Colonization Map Video Early Colonization Newsela Resources: <ul style="list-style-type: none"> • Unit 5: Intersecting Worlds Stanford History Educational Group: <ul style="list-style-type: none"> • Teotihuacan • Inca Empire • Moctezuma & Cortes • Moctezuma's Zoo • Aztec Encyclopedia • La Malinche • Atahualpa & the Bible • The Middle Passage PBS Learning Media: <ul style="list-style-type: none"> • Age of Encounter: Explorers and Navigators Edsitement <ul style="list-style-type: none"> • Other Worlds: The Voyage of Columbus • Mapping the World • Group Discussion Assessment HIPPO/HAPPY Secondary document analysis	Written tests and quizzes Geographical assessments Primary Source analysis Summarizations/Reflections Discussion question responses Projects FRQ/DBQ Rubric-based presentations RPS Formative Assessment Resources
6.2.12. GeoPP 1.a:	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.	Determine the role of technology in changing the relationship between people across the globe during this era. Investigate slavery from its roots in Africa to its institutionalization in the Americas and elsewhere.			
6.2.12. GeoG E.1.a:	Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.	Trace the development of colonial America from settlement to British dominance on the eastern seaboard. Examine the colonial settlements of England, Spain and France in the Americas. Evaluate the relationship between Native Americans and European settlers from exploration to colonial settlement.			
6.2.12. GeoG E.1.b:	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade has on the New World's economy and society.	Determine the roles of religious freedom and participatory government in various North American colonies. Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.			
6.2.12. GeoG E.1.c:	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.			

6.2.12. GeoG E.1.d:	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.	Evaluate the impact of science, religion, and technology innovations on European exploration.	Historical Thinking Skill Application SPEC analysis: Social, political, economical, cultural relevance Evidence-based response to guiding questions	Primary Source analysis <i>EBSCOHost</i> resources <i>Salem Press</i> resources <i>Facts on File</i> <i>Jersey Clicks</i> esources <i>ABC-CLIO</i> eBooks <i>Mackin</i> eBooks <i>Infobase</i> eBooks <i>Project Gutenberg</i> <i>Khan Academy</i> <i>Voices from the Past</i> audio files	
6.2.12. HistoryCC.1.a:	Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.			
6.2.12. HistoryCC.1.b:	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.	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.			
6.2.12. HistoryCC.1.c:	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.			
6.2.12. HistoryCC.1.d:	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.			
		Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.			
		Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.			

		Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.			
6.2.12. HistoryCC.1.e:	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.				
6.2.12. HistoryCC.1.f:	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).				
• 6.2.12. HistoryCC.1.g:	Assess the impact of economical, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.				
6.1.12. GeographyGI.1.a:	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions,				

	other natural resources).				
6.1.12.Ec onGE.1.a :	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.				
6.1.12.His toryCC.1. a:	Assess the impact of the interactions and conflicts between native groups and North American settlers.				

History, Social Studies, Science and Technical Subjects Grades 6-8 Anchor Standards for Reading and Writing

Throughout this curriculum, there are specific activities and benchmarks in support of literacy in the Social Studies utilizing the NJ Anchor Standards for Reading and Writing

Standard Number & Description		Assignments/Activities
RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.	Close reading of primary sources, informational text, narrative text, etc. to support discussion, note-taking, writing, etc.
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.	Setting purpose for reading, using annotations to close read and specify central ideas or themes of text. Analyze development of perspectives and ideas in writing or series of passages.
RH.6-8.3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Frequent written and verbal responses to text to determine the development of ideas throughout a text. Students evaluate how a process evolves throughout a passage or document.
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.	Setting purpose for reading, using annotations to close read and identify the use of specific words or phrases to discuss word choice in a passage or writing selection. Analyze development of perspectives and ideas in writing or series of passages.
RH.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	As a part of close reading exercises, students consider why an author made the writing choices they made. How is the information presented? Why did the author make that choice? How does that choice impact the reader? Students will compare texts from various sources and evaluate how the structure of the writing impacts the experience of the reader.
RH.6-8.6.	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	As a part of close reading exercises, students will identify where the author's point of view is revealed. Students will evaluate how the author's style of text and content is shaped by their point of view or the specific purpose for their writing.
RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Students will participate in activities such as stations where they draw conclusions about events, people, theories, etc through a variety of source types.
RH.6-8.8.	Distinguish among fact, opinion, and reasoned judgment in a text.	Students set purpose for reading, with support as appropriate, and use annotations to identify facts, opinions, and judgements throughout.
RH.6-8.9.	Analyze the relationship between a primary and secondary source on the same topic.	Students are provided the opportunity to evaluate primary sources from authors with differing points of view. These sources will be examined through close reading strategies and annotation techniques. The sources will be utilized in activities where the point of view of the source is evaluated based on the evidence provided in discussions, graphic organizers, writing, and so forth. Students read primary sources and secondary sources on topics and see where there is intersectionality and where the perspectives/information deviates.
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.	This curriculum provides students with frequent opportunities to read complex text. Students will be supported in this work with various tools such as small group settings,

		graphic organizers, etc as needed until they are proficiently reading and utilizing information from the text independently.
WHST.6-8.1	<p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented. 	Students write arguments throughout this curriculum in shorter passages, typically in response to prompts, including an argument based research paper. The writing process will be broken down using supports such as research process guide, MLA citation & formatting lessons, and graphic organizers.
WHST.6-8.2.	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aid comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	Students will write informative/explanatory texts in response to prompts, reading passages, and class discussions. The writing process will be broken down using supports such as research process guide, MLA citation & formatting lesson, and graphic organizers.
WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.	Expectations for quality writing require students to create organized, well-developed writing responses in a style appropriate to the task and purpose in an academic setting.
WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.	Extended writing assignments in Units 1 & 5 provide the opportunity to plan, revise, edit, rewrite and reevaluate. These opportunities come through peer reviews, conferences, etc.
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.	Students produce writing using various media, including the Google Suite of applications, Padlet, Canva, and the like.

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.	Students conduct research in response to prompts, generate question trees and build on the quality and depth of their questioning.
WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Civic Online Reasoning provides students with activities designed to guide students in the evaluation of quality digital sources. Media center lessons provide access to a wide range of print sources. Scaffolded lessons on proper citation using MLA format will provide students with the ability to properly quote and paraphrase in extended writing assignments in Units 1 & 5.
WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.	Students will utilize close reading skills established throughout the curriculum to draw evidence from informational texts to support their writing.
WHST.6-8.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Students are provided opportunities throughout the curriculum to write independently in response to prompts, texts, in reflection, and over extended time periods.

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum. Additional resources are available in the [RPS SEL Resource Folder](#).

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Classes frequently open with check-ins. These activities provide students with the opportunity to discuss how they are feeling, what concerns them, etc. or simply check in with themselves and identify where they are and what they need to move forward. Students are taught and encouraged to employ strategies such as the stop-light check in where they identify what color they feel they are on and strategize ways to change the color if they feel it is necessary to be productive.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

In order to encourage self-management in a class, students work together to establish classroom norms that they feel they should all follow. To encourage ownership of these norms, students create their own personal agreements or contracts describing how they will ensure they adhere to the agreed upon norms. Students are encouraged to set goals and measure their progress toward achieving goals either through personalized rubrics or reflective practices and journaling.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Students frequently work with partners, groups, or participate in whole group activities/discussions. In this environment, they are encouraged to demonstrate respect for one another. Some of the ways this is shown is through understanding other points of view, perspectives, or ways of accomplishing a task. They are encouraged to recognize and respect social cues to determine how their classmates are feeling and manage and express their own emotions and responses to others.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Students frequently work collaboratively. In this environment, they create social contracts that they must adhere to in order for the group to be successful. Contained in these documents are task lists, schedules, definition of specific roles, etc. Students reflect at the end of collaborative sessions on who they were as a member of their group that day and who they would like to be going forward.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Teachers regularly model decision making. By being provided a clear example of the decision making process and participating in discussions regarding the thought that goes into each step, students become more aware of their own decision making. The reflective practices exercised throughout this course provide students with the opportunity to not only consider the new content or skills they learned, but also the decisions that they made throughout the learning process that helped contribute to their place in said process.

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	Students have several opportunities throughout this curriculum to create artifacts, presentations, and learning modules in innovative ways to share with their peers. Some examples include gallery walks of presentations and a classroom museum project.
Critical Thinking and Problem Solving	Critical thinking and problem solving are embedded in each unit through the examination of challenges that faced the people in each of these geographic locations and eras. Students examine primary sources with differing points of view and provide alternative solutions.
Digital Citizenship	In research assignments located throughout the curriculum and specifically in Units 1, 2, & 5, students will learn to properly source material and credit information appropriately in their work.
Global and Cultural Awareness	This entire curriculum is designed to provide students with the opportunity to explore different cultures both past and present across the globe. Students will study the impact that these civilizations have had on what those regions have become and the influences those regions have on the United States.
Information and Media Literacy	In Unit 1, 2 & 5, students will be asked to be responsible digital citizens utilizing databases, websites and print media to acquire information and create both informative and persuasive products to share with peers.
Technology Literacy	Throughout this curriculum, students have opportunities to utilize the Google Suite of applications to share information and work collaboratively. Examples include shared presentation creation, Google Form creation and data calculations.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film *Shift Happens*, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life*, *The Truth*, and *Being Free*, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards

<p><u>Act as a responsible and contributing community member and employee:</u> Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>	<p>Students reflect on their obligations to the classroom community and time is dedicated to examining how our conduct and contributions to the learning process impact those around us and the productivity of the class/group/school community as a whole.</p>
<p><u>Attend to financial well-being:</u> Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>	<p>Time is dedicated to exploring how and why we work. What about working makes us feel good? What are we uncomfortable with? How can work in this particular content area contribute to the financial security of those working in this industry?</p>
<p><u>Consider the environmental, social and economic impacts of decisions:</u> Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>	<p>Students understand that each action has a consequence that can be positive or negative. This impact exists within the classroom & the workplace, but also reverberates in our communities, our state, our nation and our world. As a result, workplaces and classrooms have procedures and regulations for the wellbeing of all.</p>
<p><u>Demonstrate creativity and innovation:</u> Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>	<p>Students are provided with the opportunity to think creatively to solve problems. There is consistent opportunity for innovation in both individual and in a group setting. Peer feedback is encouraged to allow for revisions of proposals and to troubleshoot potential solutions to problems as they arise.</p>
<p><u>Utilize critical thinking to make sense of problems and persevere in solving them:</u> Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow</p>	<p>The integration of problem based learning throughout this curriculum provides students with the opportunity to recognize specific problems and take action through thoughtful investigation and problem solving strategies to make meaningful, sustainable change.</p>

through to ensure the problem is solved, whether through their own actions or the actions of others.	
<u>Model integrity, ethical leadership and effective management:</u> Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.	This course provides students opportunities to work collaboratively, rotating from leadership to subordinate roles within the group. Through this structure, students learn how to work with others and gain valuable insights into human behavior and its impact on others' actions, attitudes and/or beliefs.
<u>Plan education and career paths aligned to personal goals:</u> Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.	What do we need to do physically and emotionally to prepare to accomplish our goals? Students will regularly participate in goal setting exercises. They will create action plans to accomplish said goals.
<u>Use technology to enhance productivity, increase collaboration and communicate effectively:</u> Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.	Students will be presented with access to a variety of technological opportunities throughout this course and empowered to utilize the technology to increase collaboration and communicate with their peers.
<u>Work productively in teams while using cultural/global competence:</u> Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.	Students will work productively in culturally and socioeconomically diverse groups of individuals. Through these activities, they will gain an awareness of cultural differences and find ways to increase the engagement and contribution of all team members by introspection and continued reflective practices that examine what we each contribute to a group and what we need from our teammates.

Diversity, Equity & Inclusion Mandate Guide

Robbinsville Public Schools believes that our similarities make us stronger and commits to creating an accessible, inclusive, and connected community where all individuals fully belong and are empowered to contribute and grow. This curriculum meets the New Jersey Department of Education mandates set forth in the Amistad Law, AAPI Law, Holocaust Law and LGBT and disabilities law. Samples of learning for these historically underrepresented groups are embedded throughout this curriculum with key examples highlighted below.

<u>Amistad</u> (SS only)	Students will examine the roots of slavery from Africa to the North American Colonies in Unit 5, including the trade practices that led to the crisis and subsequent legal battle over the Amistad.
<u>AAPI</u> (K-12)	In Unit 3, students will learn about Medieval Asia, particularly China and Japan and the influence this era and culture had during this time period and today. In Unit 5, students will investigate the trade routes, exploration and colonization that led to the intersection of Europe, Asia, Africa and the Americas.
<u>Diversity & Inclusion Law</u> (K-12)	Throughout this curriculum, students will look at how faith is expressed in various parts of the world. In Unit 1, students will complete a graphic organizer demonstrating their understanding of the many faiths practiced throughout Africa, Europe, Asia and the Americas. Students will work collaboratively with one another to examine the inclusivity of previous eras and compare them to the modern world.
<u>LGBTQIA+</u> (6-12 SS Only)	The social structure of medieval civilizations from region to region varies in regards to LGBTQIA+. During this time period, there is a shift in the thinking regarding homosexuality. As a part of the student learning about the culture and social structure of each area, students will examine the relationships among the people and the legal implications associated with same sex relationships as indicated by the primary sources available and a look into the arts of each time and how relationships between people are depicted.
<u>Persons with Disabilities</u> (6-12 SS Only)	Students will investigate how different civilizations treat those with disabilities and the accomplishments of those that are differently abled from region to region.

General Differentiated Instruction Strategies

- | | |
|---|---|
| <ul style="list-style-type: none">● Leveled texts● Chunking texts● Choice board● Socratic Seminar● Tiered Instruction● Small group instruction● Guided Reading● Sentence starters/frames● Writing scaffolds● Tangible items/pictures● Adjust length of assignment | <ul style="list-style-type: none">● Repeat, reword directions● Brain breaks and movement breaks● Brief and concrete directions● Checklists for tasks● Graphic organizers● Assistive technology (spell check, voice to type)● Study guides● Tiered learning stations● Tiered questioning● Data-driven student partnerships● Extra time |
|---|---|

**Possible Additional Strategies
for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)**

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school ● Provide lecture notes/outline 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources :

General Supports

- [WIDA Can Do Descriptors](#)
- WIDA [Can Do Descriptors](#) - Cheat Sheet
- [Ways to Support ELLs with Visuals](#)
- [Activate Background Knowledge](#)
- [Glossary of ELL friendly strategies and activities](#)

Supports by English Level

- [ELs Expectations and Modifications by Level](#)
- [Blooms for ELLs by Level](#)
- [Leveled Questions for ELLs with Bloom](#)

Content Specific Support

- [Considerations when teaching SS to ELLs](#)
- [Core Knowledge Curriculum Folder](#)

Supports by Domain - Listening, Speaking, Reading, Writing

- [Speaking Expectations by Level](#)
- [Sentence frames by level for Speaking](#)
- [Scaffolds - Receptive and Productive Language](#)
- [Writing Rubric Using WIDA Levels](#)

Vocabulary Specific Support

- [Vocabulary Scaffold Ideas](#)
- [Frayer Model Graphic Organizer](#)
- [ELL Dictionary - Google Sheet Self Populating](#)
- [Virtual World Wall Template](#)

Technology based supports

- [Virtual Supports and Accommodations for ELL with Technology Specific Supports](#) - Slides presentation
- [Translate Google Doc - Directions](#)
- [Read Write - Chrome Extension](#) -Text to speech and speech to text
- [Mercury Reader - Chrome Extension](#) - cleans up webpages, removes ads, adjusts font and text size, and offers printing optimization
- [Text Compactor](#) - simplifies reading level of texts by creating summary sentences based on the frequency of words appearing in the text. This tool works best with expository text.
- [Rewordify](#) - simplifies key terms. The reworded words are highlighted (see example to the right with yellow highlighting). There are a few different options for how the changes are shown. Students can click highlighting to hear and see the original words. The site also offers "learning sessions" to help students learn new words from the text they chose to paste on the site. Rewordify documents can be saved and shared.
- [Simplish.org](#) - uses an 850 word vocabulary and a scientific dictionary to simplify texts. Any scientific terms are explained in footnotes and students can create their own personal dictionary as they learn new words.
- [WordSift.org](#) - input text - it pulls out academic vocabulary and creates a word cloud

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, from early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>