Barrington Haddon Heights Lawnside Merchantville

School District School District School District School District

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**Course Name: Social Studies**

**Grade: 7**

Board Approved: AUGUST 2018

\*All curriculum is aligned with the NJSLS in accordance with the Department’s curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**New Jersey Student Learning Standards**

**for**

**Social Studies**

**INTRODUCTION**

**Social Studies**

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

**Mission:** Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

**Vision:**  An education in social studies fosters a population that:

• Is civic minded, globally aware, and socially responsible.

• Exemplifies fundamental values of American citizenship through active participation in local and global communities.

• Makes informed decisions about local, state, national, and global events based on inquiry and analysis.

• Considers multiple perspectives, values diversity, and promotes cultural understanding.

• Recognizes the implications of an interconnected global economy.

• Appreciates the global dynamics between people, places, and resources.

• Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

**Intent and Spirit of the Social Studies Standards**

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.2

Social studies instruction occurs throughout the P-12 spectrum:

· At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.

· In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

· In grades **5-8,** students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today’s global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

· In grades **9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

**Revised Standards**

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

**The Role of Essential Questions**

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

**A. Civics, Government, and Human Rights**

* + How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  + How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

**B. Geography, People, and the Environment**

* + How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

**C. Economics, Innovation, and Technology**

* + 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?

**D. History, Culture, and Perspectives**

* + 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, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

**Organization of the Standards**

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

* + Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
  + Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
  + Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

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| **Standard** | **Grade Level** | **Organization** |
| 6.1 U.S. History: America in the World | P-4 | By strand only |
| 5-8 | By era and strand |
| 9-12 | By era and strand |
| 6.2 World History/Global Studies | 5-8 | By era and strand |
| 8-12 | By era and strand |
| 6.3 Active Citizenship in the 21st Century | P-4 | By strand only |
| 5-8 | By strand only |
| 9-12 | By strand only |

The organizational scheme of the social studies standards highlights the interrelationship among government/civics, economics, and geography during each time period throughout history. (For a full listing of the eras studied, see the Social Studies Timeframe Table.)

In addition, the integration of social studies content and skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content. (See the Social Studies Skills Table).

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| **STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.** | | | |
| **Unit 1: Medieval Europe** | | | |
| **ESTABLISHED GOALS** | **TRANSFER** | | |
| Medieval Europe   * 6.2.8.D.3.c: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. * 6.2.8.A.4.b: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. * 6.2.8.D.4.d: Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world. * 6.2.8.D.4.c: 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.A.4.c: Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions. | *Students will be able to independently use their knowledge to…*   * Analyze different types of government structures. * Explain the role of the Catholic Church in Medieval society and connect to the role religious institutions today. * Analyze the effects of isolation compared to open markets. * Explain the origins of democratic philosophies in America. | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will understand that…*   * The fall of the Roman Empire begins the Middle Ages in Europe. * Feudalism is a political/economic/social system created to maintain control during times of turmoil. * The Bubonic plague was a deadly epidemic that altered ideas and culture of European cities. * The Catholic Church rose to dominate Europe culturally, economically, and politically. * Divisions within the Catholic Church led to the Great Schism and Reformation. * Ideas about self government began during the late Middle Ages. | ESSENTIAL QUESTIONS To what extent have the contributions of ancient Rome influenced modern society?How well did feudalism establish order in Europe in the Middle Ages?How influential was the Roman Catholic Church in medieval Europe?What was life like in medieval European towns?How did events in Europe contribute to the decline of feudalism and the rise of democratic thought?How did the Byzantine Empire develop and form its own distinctive church? | |
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| **Unit 1: Grade 7 - Lessons** | | | |
| 1. Rome split in two East Side vs West Side Comparison 2. Invaders of Rome competition (Who’s the worst!); research various groups who invaded Rome and analyze their effect on the empire. 3. Former Roman territories, where are they now? Use maps to chart Roman territories and modern countries. 4. Chart locations of Viking influence. 5. Simulate a feudal kingdom (assign a king, king chooses vessels, etc.) 6. Create a medieval manor- label parts and explain how groups interact. 7. Coat of arms / Heraldry: design your own family seal with symbolism. 8. Medieval engineering castle, trebuchet, or cathedral. 9. Black Plague comparison to other pandemics. 10. Medieval entertainment, jousting, music, poetry/writing (Chaucer, Beowulf). 11. Notable kings/queens and leaders biography. 12. Beginnings of democracy: explain Magna Carta and English Bill of Rights. | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| Discussions with Peers in Small Groups/Pairs, Turn and talk  Practice/Homework  Strategic, H.O.T. (Higher Order Thinking) Questioning  Graphic Organizers  Journal Entry/Double Journal Entry  Sentence/Paragraph Summaries  Anecdotal Notes  Self Evaluation Rubrics  Comprehension Quizzes, Assessments  Vocabulary Assessments/Quizzes  Teacher/Student Conferencing  Open Ended Questions  Oral Assessments  Exit tickets | | Teacher created tests  Individual/Group Presentations  Unit projects  End of the Unit Writing Project with a rubric  End of Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric**  Marzano Proficiency Scale  4 - **Innovating**: Students will be able to predict  outcomes of historic events and apply to  current issues in history.  3 - **Applying**: Students will be able to explain  the impact of events on later events.  2 - **Developing-** students will be able to explain  chronological order of events.  1 - **Beginning-** students will be able to identify  historic events and explain their importance. | **Suggested Performance Task:**  Students with needs alternative assessment   * Students will read and research the classes of medieval feudal society, 1. Kings and Queens, 2. Nobles, 3. Knights, 4. Peasants. Students will create a job want add for each classification describing the qualities of the ideal candidate, job descriptions and expectations.   Gifted and advanced students alternative assessment   * Students will research rule of Charlemagne and identify the characteristics that made him the model of the ideal king throughout the middle ages. Students will make a list of the characteristics and then identify another King that they argue lived up to Charlemagne’s example. Students will write a paper defending their position. Students will then write a reflection essay to identify a leader in the modern era that shares the characteristics of Charlemagne. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| **Haddon Heights:** Discovering Our Past: A History of the World (McGraw Hill Education - 2016); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  **Barrington:** The World (Scott Foresman - 2005); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  **Lawnside:** Ancient CIvilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  **Merchantville:** Ancient Civilizations: Through the Renaissance (Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/> | | NewsELA  BrainPop  Scholastic News  History Channel  YouTube  Quizlet  Kahoot  Quizizz  Khan Academy  Readworks  Smithsonian Tween Tribune  [https://www.tweentribune.com/](https://www.tweentribune.com/dashboard/setup/students/)  Softschools.com  <http://www.softschools.com/language_arts/reading_comprehension/social_studies/>  Common Lit  <https://www.commonlit.org>  History for Kids General  <http://www.historyforkids.org/>  Discovery Education  <http://www.discoveryeducation.com/>  Flocabulary  <https://www.flocabulary.com/subjects/social-studies/>  US History  <http://www.ushistory.org/us/>  Crash Course  <https://www.youtube.com/user/crashcourse>  Mr. Betts Class  <https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA>  Laughing Historically  <https://www.youtube.com/channel/UC-0HhAL6vBLtQLknQhIr8qA>  Disney The American Presidents  <https://www.youtube.com/watch?v=Zm5uPqucnHk&list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  RH.6-8.1  RH.6-8.2  RH.6-8.7  RH.6-8.9  RH.6-8.10  WHST.6-8.2  WHST.6-8.2.a.  WHST.6-8.2.b  WHST.6-8.2.c  WHST.6-8.4  WHST.6-8.6  WHST.6-8.7  WHST.6-8.8  WHST.6-8.9  L.6-8.1  L.6-8.6  SL.6-8.1  SL.6-8.4  SL.6-6.5  SL.6-8.6 | **Math**  3.MD.D.8  4.MD.A.2  4.MD.B.3  5.NF.A.2  5.NF.B.6  5.NF.B.7.c  5.MD.B.2  6.RP.3  6.NS.C.5  6.NS.C.7.b  6.NS.C.8  6.EE.C.9  6.SP.A  6.SP.B  7.RP.A  7.NS.A.3  7.EE.B  7.SP.A  7.SP.B | | **Science**  K-2-ETS1-1  K-2-ETS1-2  K-2-ETS1-3  1-PS4-3  1-PS4-4  2-PS1-2  2-ESS2-2  3-ESS2-2  3-ESS3-1  3-5-ETS1-1  3-5-ETS1-2  3-5-ETS1-3  4-ESS2-2  4-ESS3-2  MS-ESS3-1  MS-ESS3-3  MS-ESS3-4  MS-ETS1-1  MS-ETS1-2  MS-ETS1-3  MS-ETS1-4  MS-LS2-4  MS-LS2-5 |
| **21st Century Skills/Career Education**  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.  9.3.12.AR-VIS.1  9.3.12.AR-VIS.3  9.3.12.ED.1  9.3.12.ED.2  9.3.GV.1  9.3.GV-FIR.1  9.3.GV-GOV.1  9.3.IT.4  9.3.IT-WD.10  9.3.ST.2  9.3.ST-ET.1  9.3.ST-SM.4 | **Technology**  8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.   * Understand and use technology systems. * Select and use applications effectively and productively.   8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.   * Advocate and practice safe, legal, and responsible use of information and technology. * Demonstrate personal responsibility for lifelong learning. * Exhibit leadership for digital citizenship.   8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.   * Plan strategies to guide inquiry. * Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. * Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. * Process strategies to guide inquiry. | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system | **English Language Learners**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system  TPR Total Physical Response | | **Students at Risk of School Failure**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system |
| **Gifted and Talented**  extension project  leveled text  leadership roles  intentional grouping  targeted learning from assessment  DOK higher order questions  Blooms - analyze, evaluate, create | **Students with 504 Plans**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system | |  |
| **Unit Duration: Instructional Days** | | | |
| 40 days | | | |

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| **STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.** | | | |
| **Unit 2: Islam and Africa** | | | |
| **ESTABLISHED GOALS** | **TRANSFER** | | |
| Islam   * 6.2.8.D.3.d: Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies. * 6.2.8.B.4.d: Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. * 6.2.8.C.4.b: Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas. * 6.2.8.B.4.c: Determine how Africa’s physical geography and natural resources posed challenges and opportunities for trade and development. * 6.2.8.D.4.f: Determine which events led to the rise and eventual decline of European feudalism.   Africa   * 6.2.8.B.4.b: Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. * 6.2.8.B.4.c: Determine how Africa’s physical geography and natural resources posed challenges and opportunities for trade and development. | *Students will be able to independently use their knowledge to…*   * Identify principles of Monotheism. * relate common ideas within Judaism, Christianity, and Islam. * Explain the origins of Islam. * Identify the importance of oral history and ritual dance to African cultures. * Explain events that led to the decline of African cultures through colonialism and slave trade. | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will understand that…*   * Islam is a monotheistic religion rooted in Judeo-Christian philosophy taught by the Prophet Muhammad. * Southwest Asia was the center of trade between Europe, Africa, and Asia. * Islam became the dominant religion in the Middle East, Mesopotamia, Northern Africa, and parts of Europe. * Islamic scholars preserved knowledge from the ancient civilizations and built on scientific and mathematical principles of the past. * Sub-Saharan Africa was home to flourishing cultures based on the trade of Salt and Gold. * Traditions of oral history and call and response are integral to the cultures of Western Africa. * Triangle Trade and Colonialism negatively affected African culture and stability. | ESSENTIAL QUESTIONS How did Islam originate and spread?How do the beliefs and practices of Islam shape Muslims’ lives?What important innovations and adaptations did medieval Muslims make?How did the Crusades affect the lives of Christians, Muslims, and Jews?What was the most significant factor in the development of early West Africa?To what extent did trans-Saharan trade lead to Ghana’s wealth and success?In what ways did Islam influence West African society?In what ways do the cultural achievements of West Africa influence our culture today? | |
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| **Unit 2: Grade 7 - Lessons** | | | |
| Islam   1. Create map highlighting trade across middle east. 2. Create a timeline of events in the life of Muhammad. 3. Create a booklet to explain 5 pillars and belief systems of Islam. 4. Create a chart explaining the achievements of the Almoravid, Safavid, and Ottoman empires. 5. Create a presentation highlighting achievements in math, literacy, science, and culture. 6. Analyze the Hague Sophia for Christian and Muslim influence. 7. Research historical or architecturally significant mosques.   Africa   1. Chart the Geography of Africa (Geography & Climate Zones). 2. Compare written language to spoken word: play whisper down the lane (oral tradition). 3. Literature: research African proverbs and explain the lesson each give. 4. Analyze African music- compare African beats to modern music. 5. Create a triangle trade chart: effects of slave trade. 6. Berlin Conference Activity: simulate colonization of African. 7. Timeline of African colonization <https://www.youtube.com/watch?v=EKE92ucqBfc> | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| Discussions with Peers in Small Groups/Pairs, Turn and talk  Practice/Homework  Strategic, H.O.T. (Higher Order Thinking) Questioning  Graphic Organizers  Journal Entry/Double Journal Entry  Sentence/Paragraph Summaries  Anecdotal Notes  Self Evaluation Rubrics  Comprehension Quizzes, Assessments  Vocabulary Assessments/Quizzes  Teacher/Student Conferencing  Open Ended Questions  Oral Assessments  Exit tickets | | Teacher created tests  Individual/Group Presentations  Unit projects  End of the Unit Writing Project with a rubric  End of Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** :  Marzano Proficiency Scale  4 - **Innovating**: Students will be able to predict  outcomes of historic events and apply to  current issues in history.  3 - **Applying**: Students will be able to explain  the impact of events on later events.  2 - **Developing-** students will be able to explain  chronological order of events.  1 - **Beginning-** students will be able to identify  historic events and explain their importance. | **Suggested Performance Task:**  Students with needs alternative assessment   * Students will create a “new and improved” add for one of the Islamic cultural achievements. Ads should explain the limits of the item before hand and how the Islamic contribution will improve people’s lives. Ads can be graphic, print or vocal.   Gifted or advanced students alternative assessments   * Students will create a chart identifying the similarities between Judaism, Christianity and Islam. Students should identify key people, writings, holy sites, building architecture and beliefs that all three religions share. The information should be presented on a poster with quality design and layout. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| **Haddon Heights:** Discovering Our Past: A History of the World (McGraw Hill Education - 2016); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  **Barrington:** The World (Scott Foresman - 2005); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  **Lawnside:** Ancient CIvilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  **Merchantville:** Ancient Civilizations: Through the Renaissance (Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/> | | NewsELA  BrainPop  Scholastic News  History Channel  YouTube  Quizlet  Kahoot  Quizizz  Khan Academy  Readworks  Smithsonian Tween Tribune  [https://www.tweentribune.com/](https://www.tweentribune.com/dashboard/setup/students/)  Softschools.com  <http://www.softschools.com/language_arts/reading_comprehension/social_studies/>  Common Lit  <https://www.commonlit.org>  History for Kids General  <http://www.historyforkids.org/>  Discovery Education  <http://www.discoveryeducation.com/>  Flocabulary  <https://www.flocabulary.com/subjects/social-studies/>  US History  <http://www.ushistory.org/us/>  Crash Course  <https://www.youtube.com/user/crashcourse>  Mr. Betts Class  <https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA>  Laughing Historically  <https://www.youtube.com/channel/UC-0HhAL6vBLtQLknQhIr8qA> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  RH.6-8.1  RH.6-8.2  RH.6-8.7  RH.6-8.9  RH.6-8.10  WHST.6-8.2  WHST.6-8.2.a.  WHST.6-8.2.b  WHST.6-8.2.c  WHST.6-8.4  WHST.6-8.6  WHST.6-8.7  WHST.6-8.8  WHST.6-8.9  L.6-8.1  L.6-8.6  SL.6-8.1  SL.6-8.4  SL.6-6.5  SL.6-8.6 | **Math**  3.MD.D.8  4.MD.A.2  4.MD.B.3  5.NF.A.2  5.NF.B.6  5.NF.B.7.c  5.MD.B.2  6.RP.3  6.NS.C.5  6.NS.C.7.b  6.NS.C.8  6.EE.C.9  6.SP.A  6.SP.B  7.RP.A  7.NS.A.3  7.EE.B  7.SP.A  7.SP.B | | **Science**  1-LS1-2  1-ESS1-1  1-ESS1-2  2-LS2-1  2-LS4-1  2-ESS2-2  2-ESS2-3  3-LS3-2  3-LS4-1  3-LS4-4  3-ESS2-1  3-ESS2-2  3-ESS3-1  3-5-ETS1-1  3-5-ETS1-2  3-5-ETS1-3  4-ESS1-1  4-ESS2-1  4-ESS2-2  4-ESS3-2  5-PS1-4  5-LS1-1  5-ESS1-2  5-ESS2-1  5-ESS2-2  5-ESS3-1  MS-ESS1-4  MS-ESS2-2  MS-ESS2-3  MS-ESS2-5  MS-ESS2-6  MS-ESS3-1  MS-ESS3-3  MS-ESS3-4  MS-ETS1-1  MS-ETS1-2  MS-ETS1-3  MS-ETS1-4  MS-LS2-4 |
| **21st Century Skills/Career Education**  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11.Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.  9.3.12.AR-VIS.1  9.3.12.AR-VIS.3  9.3.12.ED.1  9.3.12.ED.2  9.3.GV.1  9.3.GV-FIR.1  9.3.GV-GOV.1  9.3.IT.4  9.3.IT-WD.10  9.3.ST.2  9.3.ST-ET.1  9.3.ST-SM.4 | **Technology**  8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.   * Understand and use technology systems. * Select and use applications effectively and productively.   8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.   * Advocate and practice safe, legal, and responsible use of information and technology. * Demonstrate personal responsibility for lifelong learning. * Exhibit leadership for digital citizenship.   8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.   * Plan strategies to guide inquiry. * Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. * Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. * Process strategies to guide inquiry. | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system | **English Language Learners**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system  TPR Total Physical Response | | **Students at Risk of School Failure**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system |
| **Gifted and Talented**  extension project  leveled text  leadership roles  intentional grouping  targeted learning from assessment  DOK higher order questions  Blooms - analyze, evaluate, create | **Students with 504 Plans**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system | |  |
| **Unit Duration: Instructional Days** | | | |
| 40 days | | | |

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| **STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.** | | | |
| **Unit 3: China, Japan, MesoAmerica, and South America** | | | |
| **ESTABLISHED GOALS** | **TRANSFER** | | |
| China and Japan   * 6.2.8.B.4.b: Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. * 6.2.8.D.4.e: Determine which events led to the rise and eventual decline of European feudalism.   MesoAmerica and South America   * 6.1.8.B.2.b: Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. * 6.1.8.D.1.c: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. | *Students will be able to independently use their knowledge to…*   * Identify China, Japan, and the America’s on a map. * Explain the importance of trade routes as an economic tool and also a means for cultural exchange. * Inventions created in China spread to the rest of the world through trade and warfare. * Powerful cultural groups existed in North and South America before the Columbus expeditions. | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will understand that…*   * China was a dominant political and economical power throughout the Middle Ages. * Japan is a nation made up of hundreds of islands with a common culture. * The silk road was a major trade route that connected eastern and western cultures. * Chinese inventions such as the printing press and gunpowder altered the course of human history. * Japan created a feudal society similar to Europe during the age of the Samurai. * MesoAmerican cultures developed using stone age technology in isolation from Europe, Africa, and Asia. * The Maya, Aztec, and Inca built elaborate cities based on God-like kings and belief in polytheism. * Disease brought by European explorers destroyed much of the population of native Americans. * Conquistadors used violence and treachery to capture, create colonies, and destroy native cultures. * the spread of ideas, trade items, and types of food is called Columbian Exchange. | ESSENTIAL QUESTIONS Which method of selecting officials led to the best leaders for China?How did the Chinese improve their economy during the Tang and Song dynasties?How have medieval Chinese discoveries and inventions influenced the modern world?How did the foreign-contact policies of three medieval Chinese dynasties affect China?In what ways did neighboring cultures influence Japan?What was life like for aristocrats during the Heian period?What was the role of the samurai in the military society of medieval Japan?What led to the rise, flourishing, and fall of the Mayan civilization?How did the Aztecs rise to power?What was daily life like for Aztecs in Tenochtitlán?What were the significant achievements of the Mayas, Aztecs, and Incas? | |
|
| **Unit 3: Grade 7 - Lessons** | | | |
| China and Japan   1. Compare various dynasties in China and their contributions. 2. Genghis Khan-was he a good leader? conduct a cost benefit analysis of his actions and their effect. 3. Analyze effects of foreign influence in China - is foreign influence good or bad? 4. Silk Road math activity- conduct mock trade scenarios. 5. Discuss benefits of standardized testing for government positions, compare to standardized testing in schools. 6. Profile Achievements from Chinese dynasties: (include the following)    1. Engineering    2. Math    3. Science    4. Military technology    5. Economy 7. Describe the geographic regions of Asia and land use. 8. Analyze ring of fire maps in relation to Japan’s location. 9. Compare and contrast Japanese feudalism to European feudalism- which would win in a fight? 10. Discuss culture norms: Japanese dinner etiquette <https://www.youtube.com/watch?v=bdeFdFEbuqk>   Meso-America and South America   1. Chart migration of early humans into the Americas along Bering land bridge. 2. Comparisons of Meso-American civilizations (Olmecs, Mayan, Aztec, and Inca) 3. Create mythology gallery of MesoAmerican Gods 4. Study and report on a Mayan Ruins <https://mayaruins.com/> 5. Identify the conquistadors and the lands they conquered. 6. Analyze de Las Casas writings and impressions of the new world and the Spanish treatment of the Natives. 7. Analyze Columbian Exchange items- where did it come from? 8. Create a comparison chart of the Native American cultural regions. 9. Research and report on native cultures in America. 10. Research and compare Native American cultural sites in the United States. | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| Discussions with Peers in Small Groups/Pairs, Turn and talk  Practice/Homework  Strategic, H.O.T. (Higher Order Thinking) Questioning  Graphic Organizers  Journal Entry/Double Journal Entry  Sentence/Paragraph Summaries  Anecdotal Notes  Self Evaluation Rubrics  Comprehension Quizzes, Assessments  Vocabulary Assessments/Quizzes  Teacher/Student Conferencing  Open Ended Questions  Oral Assessments  Exit tickets | | Teacher created tests  Individual/Group Presentations  Unit projects  End of the Unit Writing Project with a rubric  End of Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:**  Marzano Proficiency Scale  4 - **Innovating**: Students will be able to predict  outcomes of historic events and apply to  current issues in history.  3 - **Applying**: Students will be able to explain  the impact of events on later events.  2 - **Developing-** students will be able to explain  chronological order of events.  1 - **Beginning-** students will be able to identify  historic events and explain their importance. | **Suggested Performance Task:**  Students with needs alternative assessment   * Students will pick a dynasty or civilization from the unit of China, Japan or MesoAmerica and create a graphic timeline of their period. Timelines should show the origins and fall, key important dates of achievements and accomplishments,resources, the height of their civilization and events that led to their fall.   Gifted and advanced student alternative assessment   * Students will research the isolation policies of China and Japan in the 1400’s and 1600’s respectively. Students will create a chart of positives and negatives of this policy and the effects of implementing a policy of no trade. Students will then write an persuasive essay on the following question. “ Should the USA follow a policy of isolation and eliminate trade with other countries” | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| **Haddon Heights:** Discovering Our Past: A History of the World (McGraw Hill Education - 2016); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  **Barrington:** The World (Scott Foresman - 2005); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  **Lawnside:** Ancient Civilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  **Merchantville:** Ancient Civilizations: Through the Renaissance (Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/> | | NewsELA  BrainPop  Scholastic News  History Channel  YouTube  Quizlet  Kahoot  Quizizz  Khan Academy  Readworks  Smithsonian Tween Tribune  [https://www.tweentribune.com/](https://www.tweentribune.com/dashboard/setup/students/)  Softschools.com  <http://www.softschools.com/language_arts/reading_comprehension/social_studies/>  Common Lit  <https://www.commonlit.org>  History for Kids General  <http://www.historyforkids.org/>  Discovery Education  <http://www.discoveryeducation.com/>  Flocabulary  <https://www.flocabulary.com/subjects/social-studies/>  US History  <http://www.ushistory.org/us/>  Crash Course  <https://www.youtube.com/user/crashcourse>  Mr. Betts Class  <https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA>  Laughing Historically  <https://www.youtube.com/channel/UC-0HhAL6vBLtQLknQhIr8qA> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  RH.6-8.1  RH.6-8.2  RH.6-8.7  RH.6-8.9  RH.6-8.10  WHST.6-8.2  WHST.6-8.2.a.  WHST.6-8.2.b  WHST.6-8.2.c  WHST.6-8.4  WHST.6-8.6  WHST.6-8.7  WHST.6-8.8  WHST.6-8.9  L.6-8.1  L.6-8.6  SL.6-8.1  SL.6-8.4  SL.6-6.5  SL.6-8.6 | **Math**  3.MD.D.8  4.MD.A.2  4.MD.B.3  5.NF.A.2  5.NF.B.6  5.NF.B.7.c  5.MD.B.2  6.RP.3  6.NS.C.5  6.NS.C.7.b  6.NS.C.8  6.EE.C.9  6.SP.A  6.SP.B  7.RP.A  7.NS.A.3  7.EE.B  7.SP.A  7.SP.B | | **Science**  K-2-ETS1-1  K-2-ETS1-2  K-2-ETS1-3  2-LS2-1  2-LS2-2  2-LS4-1  2-ESS1-1  2-ESS2-1  2-ESS2-2  2-ESS2-3  3-LS3-2  3-LS4-1  3-LS4-3  3-LS4-4  3-ESS2-1  3-ESS2-2  3-ESS3-1  3-5-ETS1-1  4-ESS1-1  4-ESS2-1  4-ESS2-2  5-PS1-4  5-LS1-1  5-ESS1-2  5-ESS2-1  5-ESS2-2  5-ESS3-1  MS-ESS2-2  MS-ESS2-5  MS-ESS2-6  MS-ESS3-2  MS-ESS3-3  MS-ESS3-4  MS-LS2-4 |
| **21st Century Skills/Career Education**  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11.Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.  9.1.8.E.8  9.1.8.F.1  9.3.12.AG-NR.3  9.3.12.AR-VIS.3  9.3.12.ED.1  9.3.12.ED.2  9.3.GV-FIR.1  9.3.IT.4  9.3.IT-WD.10  9.3.ST.2  9.3.ST-SM.4  9.3.12.TD.3  9.3.12.TD-HSE.1 | **Technology**  8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.   * Understand and use technology systems. * Select and use applications effectively and productively.   8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.   * Advocate and practice safe, legal, and responsible use of information and technology. * Demonstrate personal responsibility for lifelong learning. * Exhibit leadership for digital citizenship.   8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.   * Plan strategies to guide inquiry. * Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. * Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. * Process strategies to guide inquiry. | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system | **English Language Learners**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system  TPR Total Physical Response | | **Students at Risk of School Failure**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system |
| **Gifted and Talented**  extension project  leveled text  leadership roles  intentional grouping  targeted learning from assessment  DOK higher order questions  Blooms - analyze, evaluate, create | **Students with 504 Plans**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system | |  |
| **Unit Duration: Instructional Days** | | | |
| 40 days | | | |

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| **Unit 4: Crusades, Renaissance, Exploration** | | | |
| **ESTABLISHED GOALS** | **TRANSFER** | | |
| Crusades   * 6.2.8.D.4.b: Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.   Renaissance and Exploration   * 6.2.8 * 6.2.8 | *Students will be able to independently use their knowledge to…*   * Explain the causes and effects of the Crusades on Europe and Islamic kingdoms. * Identify everyday items traded through Columbian Exchange. * Explain how the competition for trade led to colonization and slavery in the New World. * Identify the role of Christianity in America and how it is affected by the Protestant Reformation. * Explain how the Scientific Revolution and Enlightenment affected American ideas about liberty and self government. | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will understand that…*   * The Crusades were a series of violent conflicts that affected trade, religious philosophies, cultural exchange, and mistrust between east and west. * New maritime trade routes were explored due to the closing of land trade routes through Asia. * Classic art, philosophy, and literature became reintroduced into Europe during the Renaissance. * The rise of powerful monarchies led to the end of feudalism and decline of the power of the Catholic Church. * New philosophies led to the questioning of church authority and the Reformation. * The Scientific Revolution changed how Europeans viewed the world and led them to questions political and religious authority. | ESSENTIAL QUESTIONS In what ways have various leading figures of the Renaissance affected modern society?What factors led to the weakening of the Catholic Church and the beginning of the Reformation?What were the effects of the Reformation?How did the Age of Exploration change the way Europeans viewed the world?How did the Scientific Revolution change the way people understood the world?How have the ideas of the Enlightenment influenced modern government? | |
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| **Unit 4: Grade 7 - Lessons** | | | |
| Crusades   1. Pope Urban & Council of Clermont Statement 2. Background to Crusades (trade, religious pilgrims, loss of Holy Land) 3. Crusades 1 - 4 (military, political, economic, social effects) 4. Peter the Hermit, Richard the Lionheart, Saladin 5. Results (Loss of Church power, increased trade (Italian cities), & ideas, increased power of monarchies, weakened feudalism, weakened Byzantine Empire)   Renaissance   1. Review Greek and Roman culture/art, compare to renaissance works 2. Create an art museum; profile Renaissance artists 3. Create a class science journal about new discoveries and inventions of the Renaissance 4. Analyze quotes from Machiavelli; discuss if he is giving good or bad advice   Exploration   1. Create travel logs of famous explorers 2. Describe a “Renaissance person” you know 3. Report on great buildings of the Renaissance 4. Explain humanism and how it affected the Renaissance | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| Discussions with Peers in Small Groups/Pairs, Turn and talk  Practice/Homework  Strategic, H.O.T. (Higher Order Thinking) Questioning  Graphic Organizers  Journal Entry/Double Journal Entry  Sentence/Paragraph Summaries  Anecdotal Notes  Self Evaluation Rubrics  Comprehension Quizzes, Assessments  Vocabulary Assessments/Quizzes  Teacher/Student Conferencing  Open Ended Questions  Oral Assessments  Exit tickets | | Teacher created tests  Individual/Group Presentations  Unit projects  End of the Unit Writing Project with a rubric  End of Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:**  Marzano Proficiency Scale  4 - **Innovating**: Students will be able to predict  outcomes of historic events and apply to  current issues in history.  3 - **Applying**: Students will be able to explain  the impact of events on later events.  2 - **Developing-** students will be able to explain  chronological order of events.  1 - **Beginning-** students will be able to identify  historic events and explain their importance. | **Suggested Performance Task:**  Students with needs alternative assessment   * Students will research one of the crusades and take notes on key dates, events and leaders of the crusade. Using those notes and maps of the crusades students will write a journal of a soldier joining and traveling to the middle east to fight for his or her king. The entries must include why you joined the war, what route you traveled including cities you passed through, where you fought and what you learned or brought home with you. There should be five different journal entries.   Gifted or advanced student alternative assessment   * Students will research and identify three major advances of the renaissance and three major modern advances in recent times. Students will compare the two sets of advances, identifying the significance, how it would help society and the effects it would have on the future. Students should create a display comparing the two sets of accomplishments. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| **Haddon Heights:** Discovering Our Past: A History of the World (McGraw Hill Education - 2016); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  **Barrington:** The World (Scott Foresman - 2005); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  **Lawnside:** Ancient CIvilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  **Merchantville:** Ancient Civilizations: Through the Renaissance (Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/> | | Districts or schools choose supplementary resources that are not considered “texts.”  NewsELA  BrainPop  Scholastic News  History Channel  YouTube  Quizlet  Kahoot  Quizizz  Khan Academy  Readworks  Smithsonian Tween Tribune  [https://www.tweentribune.com/](https://www.tweentribune.com/dashboard/setup/students/)  Softschools.com  <http://www.softschools.com/language_arts/reading_comprehension/social_studies/>  Common Lit  <https://www.commonlit.org>  History for Kids General  <http://www.historyforkids.org/>  Discovery Education  <http://www.discoveryeducation.com/>  Flocabulary  <https://www.flocabulary.com/subjects/social-studies/>  US History  <http://www.ushistory.org/us/>  Crash Course  <https://www.youtube.com/user/crashcourse>  Mr. Betts Class  <https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA>  Laughing Historically  <https://www.youtube.com/channel/UC-0HhAL6vBLtQLknQhIr8qA> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  RH.6-8.1  RH.6-8.2  RH.6-8.7  RH.6-8.9  RH.6-8.10  WHST.6-8.2  WHST.6-8.2.a.  WHST.6-8.2.b  WHST.6-8.2.c  WHST.6-8.4  WHST.6-8.6  WHST.6-8.7  WHST.6-8.8  WHST.6-8.9  L.6-8.1  L.6-8.6  SL.6-8.1  SL.6-8.4  SL.6-6.5  SL.6-8.6 | **Math**  3.MD.D.8  4.MD.A.2  4.MD.B.3  5.NF.A.2  5.NF.B.6  5.NF.B.7.c  5.MD.B.2  6.RP.3  6.NS.C.5  6.NS.C.7.b  6.NS.C.8  6.EE.C.9  6.SP.A  6.SP.B  7.RP.A  7.NS.A.3  7.EE.B  7.SP.A  7.SP.B | | **Science**  K-2-ETS1-1  1-ESS1-1  1-ES1-2  2-ESS1-1  2-ESS2-2  2-ESS2-3  3-LS3-2  3-ESS3-1  3-5ETS1-1  3-5ETS1-2  4-PS3-4  4-ESS2-1  5-PS1-1  5-PS1-4  5-PS2-1  5-ESS3-1  MS-ESS1-2  MS-ESS3-4  MS-ETS1-1  MS-ETS1-2  MS-ETS1-3  MS-ETS1-4  MS-PS2-1  MS-PS2-2  MS-PS2-4  MS-PS3-1  MS-LS1-3 |
| **21st Century Skills/Career Education**  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11.Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.  9.2.8.B.3  9.3.12.AR-VIS.1  9.3.12.AR-VIS.2  9.3.12.AR-VIS.3  9.3.12.ED.1  9.3.12.ED.2  9.3.GV.4  9.3.GV-FIR.1  9.3.GV-GOV.1  9.3.GV-GOV.2  9.3.IT.4  9.3.IT-WD.10  9.3.ST-ET.1  9.3.ST-SM.4  9.3.12.TD.1 | **Technology**  8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.   * Understand and use technology systems. * Select and use applications effectively and productively.   8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.   * Advocate and practice safe, legal, and responsible use of information and technology. * Demonstrate personal responsibility for lifelong learning. * Exhibit leadership for digital citizenship.   8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.   * Plan strategies to guide inquiry. * Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. * Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. * Process strategies to guide inquiry. | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system | **English Language Learners**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system  TPR Total Physical Response | | **Students at Risk of School Failure**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system |
| **Gifted and Talented**  extension project  leveled text  leadership roles  intentional grouping  targeted learning from assessment  DOK higher order questions  Blooms - analyze, evaluate, create | **Students with 504 Plans**  small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system | |  |
| **Unit Duration: Instructional Days** | | | |
| 40 days | | | |