

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION

Social Studies – Grade 7

Length of Course:	Term
Elective/Required:	Required
Schools:	Middle School
Eligibility:	Grade 7
Credit Value:	5 Credits
Date Approved:	August 27, 2018

TABLE OF CONTENTS

Mission Statement	3
Statement of Purpose	4
2014 NJCCCS- Technology Standards, 21st Century Life and Career Standards	5
Grade 7 Pacing Guide	11
Unit 1.1: Themes of History: Six Themes of History	12
Unit 2.1: Rome: From Republic to Empire: Geography	13
Unit 2.2: Rome: From Republic to Empire: Early Political Structures of the Roman Republic	14
Unit 2.3: Rome: From Republic to Empire: Growth of the Roman Empire	14
Unit 2.4: Rome: From Republic to Empire: Roman Society, Culture, and Achievements	16
Unit 2.5: Rome: From Republic to Empire: Decline of Roman Empire	20
Unit 3.1: Rise of Monotheistic Religions: Judaism	21
Unit 3.2: Rise of Monotheistic Religions: Christianity	22
Unit 3.3: Rise of Monotheistic Religions: Islam	24
Unit 4.1: Arabian and African Kingdoms: Geography of Arabian and African Empires	25
Unit 4.2: Arabian and African Kingdoms: Growth and Legacy of Arabian Empires	27
Unit 4.3: Arabian and African Kingdoms: Growth and Legacy of West African Kingdoms	29
Unit 5.1: Asian Empires: Geography of China and Japan	31
Unit 5.2: Asian Empires: Chinese Dynasties	32
Unit 5.3: Asian Empires: Japanese Political, Social and Cultural Structures	35
Unit 6.1: Early Americas: Geography of Early Americas	37
Unit 6.2: Early Americas: Mayan Civilization	39
Unit 6.3: Early Americas: Aztec Empire	41
Unit 6.4: Early Americas: Inca Empire	43
Unit 7.1: Medieval Europe and The Renaissance: Geography of Medieval Europe	45
Unit 7.2: Medieval Europe and The Renaissance: Politics, Religion and Culture of Medieval Europe	47
Unit 7.3: Medieval Europe and The Renaissance: Crusades	49
Unit 7.4: Medieval Europe and The Renaissance: Black Death	51
Unit 7.5: Medieval Europe and The Renaissance: The Renaissance	52
Appendix	53

MISSION STATEMENT

The Public Schools of Edison Township ensure that all students achieve at the highest level of academic success through the New Jersey Student Learning Standards and in partnership with the community, through a safe, supportive learning environment. This promotes self-worth and encourages productive contributions to a diverse, technological and constantly evolving global society. The district will maintain a staff of professional educators who support the New Jersey Student Learning Standards and the New Jersey Standards for Professional Development.

STATEMENT OF PURPOSE

The seventh grade World History course is entitled “Medieval World” and essentially picks up where the sixth grade “Ancient World” course ends. The course features eight distinct units, covering Rome, Rise of Monotheistic Religions, Arabian and early African civilizations, China, Japan, the early Americas, the Middle Ages, and the Renaissance. Six recurring themes will steer the coverage of this curriculum content. Students will focus on the pivotal role of geography, and how government, culture, economics, belief systems, and science and technology alter patterns of daily life. Several distinct themes and essential questions will help steer students through the course of material, all of them supporting the overarching themes of history. The course will also hone the essential skills that reside at the heart of the social studies discipline. Referenced throughout the guide are the skills prescribed by the New Jersey Student Learning Standards. At regular intervals, for example, students will be asked to compare present and past events, using history as a guide for evaluating the consequences of past decisions and to apply lessons learned. Similarly, students will write cohesive and coherent passages, read complex primary sources, and conduct research using modern technologies. The curriculum is aligned with the newest New Jersey Student Learning Standards, adopted in late 2014. There are references throughout the document to the relevant Cumulative Progress Indicators, 6.2 - World History/ Global Studies, 6.3 - Active Citizenship in the 21st Century.

The curriculum guide was written by:

Wendy Hurwitz - WWMS

Carolyn Mako - WWMS

Coordinated by:

Jennifer Blevins - Supervisor Middle School Social Studies

2014 New Jersey Core Curriculum Content Standards

Content Area	Technology
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand	A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

Grades	Content Statement Students will:	Indicator	Indicator
6-8	Select and use applications effectively and productively.	8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
		8.1.8.A.3	8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory

Content Area	Technology
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand	B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology

Grades	Content Students Will	Indicator	Indicator
6-8	Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression	8.1.P.B.1	Create a story about a picture taken by the student on a digital camera or mobile device.

Content Area	Technology
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand	D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior

Grades	Content Students Will	Indicator	Indicator
6-8	D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior	8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
		8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
		8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
		8.1.8.D.4	Assess the credibility and accuracy of digital content
		8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse

Content Area	Technology
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand	E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Grades	Content Students Will	Indicator	Indicator
6-8	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.	8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Content Area	Technology
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand	F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources

Grades	Content Students Will	Indicator	Indicator
6-8	Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative	8.1.2.F.1	Use geographic mapping tools to plan and solve problems

	solutions.		
	Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions	8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding
	Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions	8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Content Area	Technology
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment
Strand	D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

Grades	Content Students Will	Indicator	Indicator
6-8	Use and maintain technological products and systems.	8.2.8.D.5	Explain the impact of resource selection and the production process

			in the development of a common or technological product or system.
--	--	--	--

21st Century Life and Careers

- 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
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Content Area	Career Ready Practice
Standard	9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION
Strand	Career Exploration

Grades	Number	Standard Statement
6-8	9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
	9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Content Area	Career Ready Practice
Standard	9.3 CAREER AND TECHNICAL EDUCATION
Strand	GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER®

Grades	Number	Standard Statement
--------	--------	--------------------

6-8	9.3.GV.1-	Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative Policymaking
	9.3.GV.2-	Analyze the systemic relationships of government and public administration agencies
	9.3.GV-MGT.1	Describe the organization of a government or public administration department or agency
	9.3.GV-MGT.2	Design strategies to maximize the potential of a government or public administration department or agency to meet its vision, mission and goals

Grade 7 Pacing Guide**Quarter 1****Unit 1 - Themes of History**

Section 1: Six Themes of History Review

Unit 2 - The Roman Republic

Section 1: Geography

Section 2: Early Political Structures of the Roman Republic

Section 3: Growth of the Roman Empire

Section 4: Roman Society and Culture

Section 5: Roman Achievements

Section 6: Decline of Roman Empire

Benchmark Assessment 1

Quarter 2**Unit 3 - Rise of Monotheistic Religions**

Section 1: Judaism

Section 2: Christianity

Section 3: Islam

Unit 4 - Arabian Empires and African Kingdoms

Section 1: Geography of Arabian Empires and African Kingdoms

Section 2: Arabian Empires and North African Kingdoms

Section 3: West African Kingdoms

Section 4: Arabian and African Achievements/ Legacy

Benchmark Assessment 2

Quarter 3**Unit 5 - Asian Empires**

Section 1: Geography of China and Japan

Section 2: Chinese Dynasties

Section 3: Japanese Political Structures

Section 4: Society and Culture of China and Japan

Unit 6 - Early Americas

Section 1: Geography of Early Americas

Section 2: Mayan Civilization

Section 3: Aztec Empire

Section 4: Inca Empire

Benchmark Assessment 3

Quarter 4**Unit 7 - Medieval Europe and the Renaissance**

Section 1: Geography and Political Structures in Medieval Europe

Section 2: Religion and Culture of Medieval Europe

Section 3: Crusades

Section 4: Black Death

Section 5: The Renaissance

Unit 1.1: Themes of History: Six Themes of History

Essential Questions: What are the six themes of history?

NJ Student Learning Standards: Social Studies Skills Table: Critical Thinking (Grades 5-8)

Social Studies Skills Table: Critical Thinking (Grades 5-8)

Compare and contrast differing interpretations of current and historical events.

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.

Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).

Unit Enduring Understandings: People study history through the lens of the six themes, which include geography, government, culture, economics, belief systems, and science and technology. These themes will apply to all civilizations.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLS Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLS ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> ● Define history. ● Identify the six themes of history: geography, government, culture, economics belief systems, and science and technology ● Recognize the six themes as they apply to civilizations studied in 6th Grade 	<ul style="list-style-type: none"> ● Use a graphic organizer in a Carousel Activity to review the definition of the themes and provide examples ● Students will work in groups to create a google slide presentation or posters depicting examples of how the six themes apply to civilization they studied in 6th grade ● Have students share their slides or posters 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> ● Use a rubric to assess the collage ● Shared Google Slide Presentation or Poster ● Quiz on 1.1
Resources Six Themes Descriptions		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's	

Unit 2.1: Rome: From Republic to Empire: Geography

Essential Questions: How did geography and trade routes impact the growth of Rome?

NJ Student Learning Standards:

6.2.8.B.3.a: Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Unit Enduring Understandings: After changing from a republic to an empire, Rome grew politically and economically, and developed a culture that influenced later civilizations.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the main geographic features in early Rome (Tiber River, Mediterranean Sea, Alps, and the Apennines) Analyze the various features that helped Rome develop (farming, roads, bridges, monetary system and trade) Explain the role of geography on the development of political, economic and cultural centers within Rome (consider location, natural resources, physical barriers etc.) Analyze the proximity of Mediterranean regions close to Rome and predict why Rome would want to expand to nearby land. 	<ul style="list-style-type: none"> Use a blank map (using google drawing) and have students create and label their own map while using provided resources. Students will complete the series of activities provided by National Geographic and analyze the significance of natural resources and location. 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Roman map quiz (label main geographic features) Constructed Response: i.e.- Describe how Rome's development and adaptations to its own geographic features led to expansion and eventual control of the Mediterranean.
Resources Project and Activity Resources Readings and Activities Curriculum Companion National Geographic activities		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's	

Unit 2.2: Rome: From Republic to Empire: Early Political Structures of the Roman Republic

Essential Questions: Was the Roman Republic Democratic?

NJ Student Learning Standards:

6.2.8.A.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.c: Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.A.3.d: Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8.A.3.b: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.D.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.A.3.e: Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.

6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Unit Enduring Understandings: After changing from a republic to an empire, Rome grew politically and economically, and developed a culture that influenced later civilizations.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the civilization's method of ruling, ranging from the rule of kings, to republic, to empire. Describe the structure of the Roman Republic (senate, assembly, magistrates, and tribunes). Identify the key political principles of the Republic (representative government, Law of the Twelve Tables) Analyze how the Roman Republic influenced the U.S. legal system. Analyze aspects of the Roman Republic that influenced the development of the U.S. Constitution. 	<ul style="list-style-type: none"> Students will design their own flow chart to define and organize the positions and structure of the Roman Republic. Using a document based analysis in Discovery Techbook students will work in groups to develop a newspaper advertising the development of Rome's democratic principles. Venn diagram comparing the Roman Republic to the U.S constitution. Students will complete a venn diagram comparing and contrasting the different social classes, highlighting their various roles and 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Rubric to assess newspapers and understanding of Rome's democratic principles. Teacher observation and communication throughout the roleplay to identify accurate portrayals and impact of social classes on daily life.. Quiz on the roles and responsibilities of the various social classes. Rubric to assess completion and understanding of the Punic Wars via learning stations.. Constructed response: Was the Roman Republic truly a democratic government? Why or why not.

<ul style="list-style-type: none"> ● Identify the social hierarchy that existed in Ancient Rome (patricians, plebeians and slaves) ● Compare the status and rights of the various social, political, and economic groups in Rome. ● Identify the conflicts of Rome (the Punic Wars) and the impact they had on the growth and development of Rome. 	<p>responsibilities.</p> <ul style="list-style-type: none"> ● Students will participate in a role play revolving around the social classes in Rome. They will be divided into groups each assigned with a social status and will perform the tasks of a person in that social class. ● Students will participate in various stations in which they will analyze the three Punic Wars (EdPuzzle, timeline activity, compare and contrast strengths and weaknesses of military leaders) 		
<p>Resources Sample lesson plans and classroom activities BrainPop -Roman Republic Journals Through History Mrs. Gilbert 6th grade social studies Role play-Roman social structures Discovery Techbook - Newspaper project Venn diagram - Comparing Republic to US Role play - Set-up and structure</p>		<p>Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's</p>	

Unit 2.3: Rome: From Republic to Empire: Growth of the Roman Empire

Essential Questions: How did Rome's transition from Republic to Empire impact its citizens?

NJ Student Learning Standards:

6.2.8.A.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.d: Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Unit Enduring Understandings: After changing from a republic to an empire, Rome grew politically and economically, and developed a culture that influenced later civilizations.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the social, political, and economic challenges during the growth of the Empire as a result of the Punic Wars- (divide of social classes, and the expansion of territory with local governors, the rise and fall of Julius Caesar). Explain the role of geography on the growth of the Empire and the need to develop a new form of government within Rome (i.e. expansion of territory and inability to control). Explain how geography impacted the relationship of Rome with other parts of the world (i.e. trade, politics and culture).. 	<ul style="list-style-type: none"> Students will work in groups to research and develop arguments to debate and solve the challenges facing Rome as it develops into an Empire. Topics can include- divide in social classed, rise and fall of Julius Caesar, how to expand territory etc.) Map activities which identifies the progression of expansion from Republic to Empire as well as identifies surrounding territory. Students will act as travel writers and develop a brochure on the expansion of the empire and the benefits that expansion has brought highlighting specific items/philosophies (i.e. trade, money, wealth, food etc.) 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Rubric to assess research completion, participation in the debate and understanding of the various challenges Rome faced and the overall impact. Online tool to share and respond to predictions and opinions about which challenge impacted the Republic the most (i.e. padlet, dot storming etc.) Student feedback and evaluation of travel brochure. Rubric to assess the understanding of the various benefits of the expansion of the Empire and the impact it had on Roman society. Constructed response: What were some of the most significant factors that led to the fall of the Republic and the growth of an Empire? What factors led to this transition becoming necessary?

<p>Resources</p> <p>Journals Through History BrainPop- Rise of the Empire Debate - Set-up and structure Map progression- Expansion of Rome over time Expansion worksheets and activities Brochure template CSI Rome: The Assassination of Julius Caesar</p>		<p>Instructional Adjustments</p> <p>Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.</p>	
--	--	---	--

Unit 2.4: Rome: From Republic to Empire: Roman Society, Culture, and Achievements

Essential Questions: How did the spread of Roman culture influence life throughout Europe?

NJ Student Learning Standards:

6.2.8.B.3.a: Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.C.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.C.3.b: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.c: Evaluate the importance and enduring legacy of the major achievements of Rome over time.

6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Unit Enduring Understandings: After changing from a republic to an empire, Rome grew politically and economically, and developed a culture that influenced later civilizations.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLS Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLS ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the key economic and cultural factors of Rome and their impact on society- Pax Romana, census, taxes, and forms of entertainment) Determine why a common currency developed as Rome became an empire. Explain the role of geography on the development of economic and cultural centers within Rome Identify the architectural and engineering achievements of Rome that lasted for centuries (ex: domes, vaults, aqueducts, Roman baths) Identify the artistic achievements that have endured (mosaics, realistic sculpture) Identify Roman philosophy and explain the legacy of Roman philosophy and politics on 	<ul style="list-style-type: none"> Students will complete an organizer to highlight the major social and cultural achievements of the Roman Empire. Students will use the resources provided to complete a series of stations in which they analyze the significance of a common currency in Rome. Stations can include (edpuzzle, Document analysis with questions, analysis of trade routes through map investigation). Shark Tank: Develop an advertisement for an innovation in art, architecture, or technology during the Roman Empire. Using activities from National Geographic students will analyze the overall significance of the development of technology in the Roman Empire and its lasting impact. 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Teacher observation and communication of the completion of the organizer for accuracy and understanding of Roman society and their impact. Rubric to assess station work which demonstrates an understanding of the significance of having a common currency and how it allowed Rome to become an empire. Rubric to assess development and presentation during the Shark Tank for accurate representation and description of Roman achievement. Constructed response: Which was the most important/significant Roman achievement and why? What major impact did it have on society? Quiz on the cultural icons during the Roman Empire and their

<p>American ideals.</p> <ul style="list-style-type: none"> • Describe how technological advancements changed the lives of early people. • Determine the impact that access to this various technology had on the development and success of these civilizations (economy, military, division of labor) • Evaluate the importance and enduring legacy of the major achievements of Rome over time 			<p>significance.</p>
<p>Resources PBS resources and activities BBC resources and activities Roman social and cultural organizer National Geographic resources Brain Pop- Pax Romana Roman Economy Rome Unit Plans with links</p>		<p>Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504'</p>	

Unit 2.5: Rome: From Republic to Empire: Decline of Roman Empire

Essential Questions: Why did Rome decline and fall?

NJ Student Learning Standards:

6.2.8.D.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire.

6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Unit Enduring Understandings: After changing from a republic to an empire, Rome grew politically and economically, and developed a culture that influenced later civilizations.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify aspects of political weaknesses and corruption that led to the decline of Rome. Identify economic problems that contributed to the fall of Rome. Explain the military challenges that contributed to the fall of Rome. Explain the role and power of the Byzantine Empire (technology, agriculture, religion etc.) Analyze the effectiveness of a ruler's decision to use religion and other means to unify territories of people (the role of Constantine). 	<ul style="list-style-type: none"> Students will construct a speech in which they address the Roman Senate on how actions within the army and political corruption are causing a decline in the Empire. Students will complete a document-based investigation to understand the differences between the Roman and Byzantine Empire. 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Rubric to assess historical accuracy of the challenges facing the fall of the empire and completion and presentation of the speech. Quiz: on the events leading up to the divide and eventual collapse of the Roman Empire. Rubric to assess completion of document based investigation and understanding of the Byzantine Empire and the role of Christianity. Constructed response: What was the most significant event or factor that contributed to the collapse of the empire. Unit 2 test
Resources Comparison of Empires BrainPop-Fall of the Empire Bright Hub resources and activities		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's	

Unit 3.1: Rise of Monotheistic Religions: Judaism

Essential Questions: In what ways did the ancient Hebrews influence religions and societies in ancient and modern times?

How did ancient Judaism adapt and change over time and how did it influence other religions and peoples?

NJ Student Learning Standards:

6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.D.3.d: Compare and contrast the tenets of monotheistic world religions that developed in or around this time period (i.e., Christianity, Islam, Judaism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

Unit Enduring Understandings: Judaism, the first monotheistic religion, influences religions and societies in ancient and modern times.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLS Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLS ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> ● Identify the main beliefs, teachings and important figures of Judaism that developed in ancient times. ● Determine the role of Judaism in shaping values and decisions of the ancient and medieval world. ● Determine the ways in which religions spread around the world. 	<ul style="list-style-type: none"> ● Locate where Judaism began on a map of the Middle east ● Identify the main beliefs and teachings of Judaism on a graphic organizer or Cornell Notes template 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	Document-Based Investigation on the influence of Jewish laws/philosophy on other religions..
Resources Origins of Judaism The Ten Commandments The importance of the Torah Traditions and Celebrations of Judaism		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 3.2: Rise of Monotheistic Religions: Christianity

Essential Questions: How did Christianity develop?

How did Christianity emerge and spread throughout Europe?

How did Christianity become the world's largest religion?

NJ Student Learning Standards:

6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.D.3.d: Compare and contrast the tenets of monotheistic world religions that developed in or around this time period (i.e., Christianity, Islam, Judaism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

Unit Enduring Understandings: Christianity emerges and spreads throughout Europe and became the world's largest religion.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> ● Identify the main beliefs, teachings and important figures of Christianity that developed in ancient times. ● Compare and contrast the beliefs of the monotheistic world religions. ● Describe the appeal of Christianity to people of differing social status ● Identify Roman conflicts that impacted the growth and development of Christianity. ● Explain the role that Christianity played in a ruler's attempt to unify territories. ● Analyze the effectiveness of a ruler's decision to use Christianity and other means to unify territories of people. ● Determine the ways in which Christianity spread around the world. ● Determine the role of Christianity in shaping values and decisions of the ancient and medieval world. 	<ul style="list-style-type: none"> ● Map showing the origins and spread of Christianity ● Identify main beliefs of Christianity on a graphic organizer or Cornell Notes template ● Read parables of Jesus. Discuss meanings and how they are still relevant today. ● Close Read of Paul's Letter to the Romans 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> ● Create a Venn Diagram to compare and contrast Judaism and Christianity. ● Writing activity to explore the role of Constantine and missionaries in the spread of Christianity

Resources Guide to the three monotheistic religions Origins of Christianity Teachings of Jesus Spread of Christianity (text) Spread of Christianity (map) Crash Course Video: From Judaism to Constantine		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	
--	--	--	--

Unit 3.3: Rise of Monotheistic Religions: Islam

Essential Questions: How did Islam develop?

How did Islam grow so rapidly in its scope and power?

NJ Student Learning Standards:

6.2.8.D.3.d: Compare and contrast the tenets of monotheistic world religions that developed in or around this time period (i.e., Christianity, Islam, Judaism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

Unit Enduring Understandings: Islam emerges and grew rapidly through Africa, Asia, and Eastern Europe affecting trade, religion, and innovations in the regions.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLS Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLS ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the main beliefs, teachings and key figures of Islam. Compare and contrast the beliefs of the three monotheistic world religions. Explain how the division of Islam (Sunni, Shiite) impacted Muslims' demographic distribution, and shape of territory. Explain the role that Islam played in a ruler's attempt to unify territories. Analyze the effectiveness of a ruler's decision to use Islamic teachings and other means to unify territories of people. Determine the ways in which religions spread around the world. Determine the role of Islam in shaping values and decisions of the ancient and medieval world. 	<ul style="list-style-type: none"> Locate where Islam began (map of Arabian Peninsula) and spread Identify main beliefs and teachings of Islam on a graphic organizer or Cornell Notes template 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Create a comic strip showing the Origins of Islam Compare the Five Pillars of Islam to other religions studied via analogies (ex: Quran is to Islam and Bible is to Christianity) Triple Venn Diagram comparing the three monotheistic religions
<p>Resources Guide to the three monotheistic religions Crash Course Video on Islam The Role of Muhammad The Five Pillars Brainpop Video on Ramadan</p>		<p>Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.</p>	

Unit 4.1: Arabian and African Kingdoms: Geography of Arabian and African Empires

Essential Questions: How did the geography of the Arabian peninsula and Africa affect its settlement patterns and commerce?

NJ Student Learning Standards:

- 6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 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 presented challenges and opportunities for trade, development, and the spread of religion.
- 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.B.4.f: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

Unit Enduring Understandings: Islamic Empires expand throughout Arabia and Africa producing some of the most wealthiest empires/ kingdoms in the world at the time. Numerous innovations and achievements are rooted in these civilizations affecting the world then and now.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> ● Identify the key geographic features of Arabia (Climate, Red Sea, Arabian Sea etc. desserts, location between major civilizations) ● Identify the various natural resources of Arabia (animals, bodies of water) ● Explain the impact that geography and climate in Arabia had on the development and interaction of various societies. ● Identify the key geographic features of Africa (Indian and Atlantic Ocean, Sahara desert, Nile and Niger, Congo, Zambezi River, tropical rainforests). ● Identify the various natural resources of Africa (tree crops- 	<ul style="list-style-type: none"> ● Label a map of the Arabian Peninsula ● Create illustrated flashcards for vocabulary (nomad, arid, caravan, oasis, bedouin, etc.) ● Label the various geographic regions of Africa on an outline map as well as locations of gold and salt resources, trade routes. 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> ● Short Constructed Response: How did people learn to adapt to the harsh environment of the Arabian Peninsula? ● How did the West African Kingdoms location between the salt and gold mines play a role in their development?

<p>forests, grain crops-savanna, herding-semiarid areas, gold and salt)</p> <ul style="list-style-type: none"> ● Explain the impact that geography and climate in Africa had on the development and interaction of various societies (large deserts, rainforests, oceans and rivers etc.) ● Identify the specific overland trade routes (i.e African Caravan) and its impact on the African Kingdoms. 			
<p>Resources Geography of the Arabian Peninsula and its impact on daily life Geographic features of Africa - climate and vegetation regions The Sahara West African Trade routes Song Parody of Mansa Musa World History For Us All Interactive timeline maps</p>		<p>Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.</p>	

Unit 4.2: Arabian and African Kingdoms: Growth and Legacy of Arabian Empires

Essential Questions: What factors led to the rapid growth of Islam around Africa, Asia, and Eastern Europe? How did trade, religion, and innovation shape society in Islamic cultures?

NJ Student Learning Standards:

6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

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.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.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.C.4.b: Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges

6.2.8.D.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.

Unit Enduring Understandings: Islamic Empires expand throughout Arabia and Africa producing some of the most wealthiest empires/ kingdoms in the world at the time. Numerous innovations and achievements are rooted in these civilizations affecting the world then and now.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Explain the role of geography (crossroads of trade) on the development of political, economic and cultural centers within Arabia. Identify powerful states and kingdoms of the Muslim world (Umayyad Dynasty, Abbasid Dynasty) Analyze the effectiveness of the Muslim empire's decision to use Islam and other means to unify territories of people (Abu Bakr, Umar, Uthman, Ali) 	<ul style="list-style-type: none"> Label a map showing regions where Islam spread after Muhammad and subsequent empires that developed Identify reasons why Sunni and Shi'ite Muslims split. Explain the role of those differences today in Muslim societies. 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Explore one aspect of Muslim culture in depth: art & design, literature (Arabian Nights stories) and share what you learned in a creative way (ex: book trailer for story, carpet square using Islamic Art patterns). Create a newspaper showing the achievements of Muslims in math, science and medicine. Include interviews with Al-Kwarizimi, Avicena, Al-Razi, etc Create an astrolabe used by

<ul style="list-style-type: none"> ● Identify economic and social structures within Arabian Empires and their influence on daily life (access to goods, women's rights, non-Muslims etc) ● Explain how the Arabian Peninsula facilitated trade between Europe, Africa and Asia and encouraged the spread of Islam into these regions (overland and sea trading routes). ● Explore the various achievements of Muslim scientists, mathematicians, and doctors and determine their influence on the rest of the world (including today) (Muhammad Al-Khwarizmi-algebra, Abu al-Qasim-medicine, development of drugs using chemistry) ● Identify Muslim achievements in art, architecture and literature and determine how these achievements are still used around the world today (translation of historical texts, Al-Farabi, Arabian Nights, geometric patterns, art depicting human beings was prohibited etc.) ● Evaluate the importance and enduring legacy of the major achievements of the Muslim Empires in math, science, medicine, literature, art and architecture. 			<p>Muslim sailors to study astronomy</p> <ul style="list-style-type: none"> ● Short Constructed Response - In what ways do Muslim achievements from their Golden Age influence our world today?
<p>Resources</p> <p>Expansion of Islam Map showing spread of Islam; further spread Origin of split into Sunni and Shia branches Advances in Math and Science Medical Achievements Islamic Art</p>		<p>Instructional Adjustments</p> <p>Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.</p>	

Unit 4.3: Arabian and African Kingdoms: Growth and Legacy of West African Kingdoms

Essential Questions: How did trade influence the political and culture of African Empires?

How did contact with other religions change life in Africa?

NJ Student Learning Standards:

6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

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 presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges

6.2.8.D.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.

Unit Enduring Understandings: Islamic Empires expand throughout Arabia and Africa producing some of the most wealthiest empires/ kingdoms in the world at the time. Numerous innovations and achievements are rooted in these civilizations affecting the world then and now.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the key geographic, political, economic and cultural factors of Africa. Identify social and economic structures within African Kingdoms and their influence on daily life. Identify Africa's geography and its physical separation from international trade centers and its impact (i.e. development and the economy). Identify how the location and natural resources of the African Kingdoms led to the growth of trade routes 	<ul style="list-style-type: none"> Locate the three West African Kingdoms on a map and locate the salt and gold resources. Discuss the role of supply and demand in affecting the price of gold in relation to salt. Identify the many uses for salt. Describe key aspects of African traditional religion and how those blended with Muslim (and later Christian) traditions. Locate Mansa Musa's route across North Africa. Describe the impact of this pilgrimage on Mali as well as Cairo and the rest of the world. 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Students will participate in a silent barter simulation of the salt-gold trade. African craft activity - students can design their own masks or Adinkra-style cloths. Choose an option to creatively show about Mansa Musa's pilgrimage: Griot's tale, Google Tour, Illustrated Tour, Comic Strip or Video News Report.

<ul style="list-style-type: none"> • Determine how the salt and gold trade in West Africa helped the civilizations to expand and develop as centers of culture, economics and education (arrival of Europe and China and influence of monetary system). • Identify the factors over time that affected trade routes (i.e. technological advancements, conflict, environment, disease) • Explain the role that religion played in a ruler's attempt to expand kingdoms (polytheism transition to Christianity, influence of Islam, importance of ceremonies and ancestors) • Identify the role of Mansa Musa's pilgrimage in strengthening Islam in West Africa as well as increasing knowledge of Mali in the rest of the world. 			
<p>Resources The Salt-Gold Trade Ghana Mali Songhai Mansa Musa's Pilgrimage Primary Source Documents on Mansa Musa's Pilgrimage African traditional religion: masks, drums, folktales, Griots</p>		<p>Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.</p>	

Unit 5.1: Asian Empires: Geography of China and Japan

Essential Questions: How did geographic isolation and cultural diffusion shape society in East Asian kingdoms?
 How did physical geography influence Japan’s cultural development?
NJ Student Learning Standards:
 6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.
 6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges
 6.2.8.B.4.f: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
 6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
Unit Enduring Understandings: Developments in China and Japan shape the Medieval World.
Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLS Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLS ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the key geographic features of China and Japan and ways people have adapted to these features (China: mountain ranges, rivers, rich soil. Japan: Sea of Japan, mountain ranges, Mt. Fuji, Ring of Fire) Explain the role of geography on the development of political, economic and cultural centers within Asia. Identify ways civilizations have adapted land over time in order to better society (ex: terrace farming) and their role today. 	<ul style="list-style-type: none"> Label the main geographic features on a map of China Describe how terrace farming worked. Identify the ways the Grand Canal was rebuilt to connect people across China’s many mountains. Label the main features of Japan on an outline map. Identify the ways that Japan learned to adapt to its environment. 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Short Constructed Response: How did the people of China adapt to their environment? How did terrace farming allow them to create more farmland? How did the Grand Canal facilitate trade and communication? What natural barriers protected China? How were Japan’s natural features both beneficial and harmful?
Resources Geography of China and Japan Mr. Zoller’s Podcast - Geography of China China’s Grand Canal Mr. Zoller’s Podcast - Geography of Japan		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s.	

Unit 5.2: Asian Empires: Chinese Dynasties

Essential Questions: How did developments in China shape the entire medieval world?

What were the greatest achievements of the Tang and Song dynasties?

How did the Mongol conquest change relations between regional societies?

How did trade shape Chinese society during the Ming dynasty?

NJ Student Learning Standards:

6.2.8.A.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

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.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges

6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.e: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

Unit Enduring Understandings: Developments in China and Japan shape the Medieval World.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify ways the Sui Dynasty was able to reunify China (review Han Dynasty strengths and fall -- led to the time of the warring states and the influence of Emperor Wendi to unify the region) Identify powerful states and dynasties in China (Tang & Song, Mongols/Yuan Dynasty and Ming Dynasty). Describe the agricultural, economic and cultural achievements of the Tang and Song Dynasty. Identify the specific maritime and overland trade routes (i.e Silk Road) and their impact on the 	<ul style="list-style-type: none"> Graphic Organizer - Reunification and Strengthening of China Identify the main inventions and innovations of the Tang and Song Dynasty Locate the Silk Road and identify good and ideas trades along it. Describe the Mongols' rise to power. Compare Genghis Khan to Kublai Khan as rulers. Who was Marco Polo? How did he play a role in the government of China? Identify reasons for the decline of the Mongols and the rise of the Ming Dynasty. What changes did 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Design an advertisement for one of the innovations of the Tang and Song Dynasties. Silk Road Simulation - students will assume the role of one of the merchants traveling along the Silk Road, create goods to sell, and barter with other "merchants". Then they will do a Quick Write summarizing their experience. Create a Mongol Survival Guide explaining how they adapted to their harsh environment. Interview Marco Polo to find out who he was and what he gained from Yuan China.

<p>relationship between Europe, Asia and Africa (i.e- introduction of new goods like food and technology)</p> <ul style="list-style-type: none">● Explain how the reopening of the Silk Road enabled the Tang and Song Dynasty to gain ideas as well as goods.● Identify each dynasty's method of ruling, and compare/contrast that with other civilizations.● Identify the factors over time that affected trade routes within the various dynasty's. (i.e. technological advancements, conflict, environment, disease) and Asia's relationship with the outside world (open door vs. closed door).● Compare and contrast the different challenges that dynasty's faced when it came to trading along the silk road (i.e- conflict, disease, weather etc.)● Analyze the immediate and long term impact of the open exchange between Europe and China as a result of the Silk Road and Ming Dynasty explorations.● Assess how the Silk Road under the Mongols united cultures across Asia, creating an exchange of goods and ideas, as well as enhancing transportation and communication.● Identify the impact of technological advancements, such as the Grand Canal and terrace farming, on the environment.● Explain how interrelationships between Ming China and the outside world led to shared technology to aid agricultural production, commercialization, and population growth.● Analyze the impact that each dynasty's achievements had within	<p>Ming rulers make to government?</p> <ul style="list-style-type: none">● Describe the Ming trade expeditions. Use the map of Zheng He's journeys.● Identify the reasons later Ming rulers closed China off to the outside world and the impact this had on the civilization.		<ul style="list-style-type: none">● Write a travel journal from the point of view of a Ming merchant. Describe where you went, what new goods you acquired and what you offered in exchange.● Hypothesize what might have happened if the Ming rulers had not stopped their trade expeditions. Would we all be speaking Chinese today?
---	---	--	---

<p>a particular society (i.e-moveable type, mechanical clock, gunpowder, and porcelain). .</p> <ul style="list-style-type: none"> ● Evaluate the relevance of these achievements from past to present. 			
<p>Resources</p> <p>The Sui Dynasty reunites China</p> <p>Tang and Song Dynasty Inventions</p> <p>China's Silk Road Video</p> <p>Map of the Silk Road</p> <p>Impact of the Silk Road</p> <p>Mr. Zoller's Podcast - the Mongols</p> <p>Map of the Mogol Empire</p> <p>Marco Polo and the Mogols</p>		<p>Instructional Adjustments</p> <p>Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.</p>	

Unit 5.3: Asian Empires: Japanese Political, Social and Cultural Structures

Essential Questions: What effects did power and social class have on Japanese feudal society?

NJ Student Learning Standards:

6.2.8.A.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

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.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

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.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges

6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

Unit Enduring Understandings: Developments in China and Japan shape the Medieval World.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> ● Explain the role of Japan's geography in turning to China for influence on government, religion and culture. ● Explain how the geography of Japan impacted the relationships between Japan and rest of the world. ● Explain the role of Japan's geography in contributing to a feudal society. ● Define feudalism and explain the Japanese system/structure of feudalism ● Identify powerful states and ruling families in feudal Japan. ● Analyze the influence religious and economic structures had on the development of social hierarchies. 	<ul style="list-style-type: none"> ● Identify ways Prince Shotoku used ideas from China to influence Japan. ● Identify Japan's Social Levels by labeling a social pyramid ● Define feudalism. Describe the role it had in shaping Japanese government. ● Using a graphic organizer, find out about the role and training of the Samurai. ● Explore various aspects of Japanese culture during the Heian Court. 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> ● Short Constructed Response - How did Japanese government work in feudal Japan? ● Samurai activity choice: create "Songs of the Samurai" or a puppet show to teach about their role and lives in Japan. ● Choose one aspect of Japanese culture to explore in more depth on your own - tea ceremony, origami, ikebana, martial arts, painting/calligraphy, rock gardens, Noh drama) and create a digital and visual display of what you learn.

<ul style="list-style-type: none"> ● Compare and contrast the civilization's method of ruling with that of other civilizations. ● Identify religious and economic structures within Japanese feudal society. ● Analyze the influence religious, military and economic structures had on the development of social hierarchies (i.e. feudal pyramid, role of samurai). ● Describe the role of the samurai and influence in daily life in Japan. ● Identify key aspects of Japanese culture and determine their impact today. ● Explain how Japan's decision to sever trade ties with the outside world ultimately led to decline of feudal Japan. ● Identify enduring aspects of Japanese culture and evaluate the relevance of them today on the rest of the world. 			
<p>Resources</p> <p>China's Influence on Japan Prince Shotoku Shapes Japan Japanese Feudalism - reading Feudal Japan - video Mr. Zoller's Podcast - the Samurai History Channel Multimedia Presentation - the Samurai Life and Culture in the Heian Court Zen Buddhism Japanese brush painting</p>		<p>Instructional Adjustments</p> <p>Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.</p>	

Unit 6.1: Early Americas: Geography of Early Americas

Essential Questions: How did Ancient societies develop in the Americas?
 How did physical geography shape the early societies of the Americas?
NJ Student Learning Standards:
 6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
 6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges
 6.2.8.B.4.f: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
 6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
Unit Enduring Understandings: Ancient societies develop in the Americas, separate from Europe and Asian influence, however become powerful innovative civilizations in their own right.
Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> ● Identify the key geographic features of Latin America, focusing in particular on the regions where the Maya, Aztec and Inca lived (Pacific Ocean, Gulf of Mexico, Andes, Amazon River, Andes Mountains etc). ● Explain the impact that geography and climate would have on the development and interaction of various societies. ● Identify ways the Latin American civilizations have adapted land over time in order to better society (ex: chinampas created to add more fertile land for Aztecs, mound building, cliff dwelling) ● Identify the impact of technological advancements on the environment. ● Analyze the impact these changes would have over time. ● Compare and contrast the environmental changes of the past to today. 	<ul style="list-style-type: none"> ● Identify and label a map of Mesoamerican civilizations and key geographic features. ● Using the following resource, students will complete a cause and effect chart in which they will identify the impact that the changes made to geography during the Mesoamerican have impacted the land today. 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> ● Map Quiz- Identify and label key geographical features and identify location of civilizations. ● Closure activity/constructed response: which geographical adaptation had the most significant impact on the land?

Resources Alternate reading options Mrs. Gilbert's Social Studies - Map and culture activities. Geographical features of Mesoamerica		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	
--	--	--	--

Unit 6.2: Early Americas: Mayan Civilization

Essential Questions: How did the Mayan society emerge and what are its lasting legacies?

NJ Student Learning Standards:

6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges

6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.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.

Unit Enduring Understandings: Ancient societies develop in the Americas, separate from Europe and Asian influence, however become powerful innovative civilizations in their own right.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLS Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLS ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the key geographical, political, economic and cultural factors of the Mayan civilization (Southern Mexico, agricultural based society, pottery, polytheistic religion, war-like society etc.) Explain the role of geography on the development of political, economic and cultural centers within the Mayan civilization (developed thriving cities, no central government due to separation of villages, conflict between villages etc.) Identify powerful states within Mayan lands (Chichen Itza) Analyze the influence religious and economic structures had on the development of social hierarchies and the impact it had on day-to-day life (i.e. job status, religion 	<ul style="list-style-type: none"> Students will analyze a map of Mayan cities and draw conclusions about the growth and development. Students will work in groups to develop their own news report about the development of the Mayan city states as well the wars between them. Using the resource provided students will complete an organizer to identify and understand the social classes in the Mayan civilization and the impact social status had on day-to-day life. Students will work in groups to pick a Mayan achievement/important cultural factor to research and analyze the impact it had on society as well as considering long term impact. Topics can include-religious beliefs (development of 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Map quiz: Identify and label key geographic features and locations of early American civilizations. Rubric to assess research and development of the news report and identification of major cities and cultural factors. Rubric to assess identification and understanding of Mayan achievements. Constructed response: How have the Mayan achievements had an impact on the technology and resources we use today?

<p>practiced, economic status of empire).</p> <ul style="list-style-type: none"> ● Identify the religious practices of the Maya and compare them with other world religions (polytheism, Priests had magical powers, human and animal sacrifices, built large pyramids etc.) ● Identify key achievements of the people living in the Mayan civilization (hieroglyphic, number system, Olmec calendar, series of languages). ● Analyze the impact that each achievement had within a particular society. ● Identify the impact of Mayan technological advancements on the environment. ● Explain how interrelationships led to shared technology to aid agricultural production, commercialization, and population growth. ● Evaluate the relevance of the achievement from past to present. ● Explain reasons for the decline of the Mayan civilization (disease, explorers) 	<p>pyramids), development of terrace farming, Mayan/Olmec calendar, development of writing etc.</p> <ul style="list-style-type: none"> ● Using a triple venn diagram, students will begin to compare the Mayan civilization to the Aztec and Inca. 		
<p>Resources Lesson plans and resources Mrs. Gilbert's Social Studies EdTech Teachers Maya interactive games Cultural Lesson plans Mayan activities - Teaching guide National Geographic - Changing Mayan Climate Canadian Museum of History BrainPop- Mayan Civilization</p>		<p>Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.</p>	

Unit 6.3: Early Americas: Aztec Empire

Essential Questions: How did the Aztec Empire become so powerful with such speed?

NJ Student Learning Standards:

- 6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges
- 6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.D.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.

Unit Enduring Understandings: Ancient societies develop in the Americas, separate from Europe and Asian influence, however become powerful innovative civilizations in their own right.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> ● Identify the key geographic, political and cultural factors of the Aztec Empire (desert of Mexico, Lake Texoco, divided cities, taxes) ● Identify religious and economic structures within the Aztec Empire ● Identify powerful states, kingdoms, and individuals and how they rose to power (Toltec Empire, Tenochtitlan, Texcoco, Tlacopan Itzcoatl) ● Identify key aspects of Aztec religion and their role in daily life (polytheistic, religious ceremonies, sacrifices etc.) ● Compare Aztec religion with that of other societies. ● Identify social hierarchies within the Aztec Empire and how they impacted daily life. ● Analyze the influence religious and economic structures had on the development of social hierarchies 	<ul style="list-style-type: none"> ● Students will use a map to develop a sense of the location of the various Aztec cities and how they would have interacted with one another. ● Using a venn diagram students will compare Mayan and Aztec religious and spiritual beliefs placing an emphasis on the importance of Aztec myths. ● Students will create their own myth about the origins of the Aztec Empire by first understanding the significance of Aztec myths (examples of Aztec myths and development). ● Students will work in groups and write a news article about the unification of the Aztec Empire-highlighting the key figures and cities involved. ● Students will participate in a role play scenario in which they will exhibit the daily life for those of 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> ● Rubric to assess development and creativity of Aztec myth. ● Rubric to assess accuracy, creativity and understanding of the unification of the Aztec Empire in the news article. ● Quiz on the roles and responsibilities of the different social classes. ● Rubric for assessing understanding of the Spanish conquests of the Aztec Empire. ● Constructed response: How did the unification of the Aztec cities to develop an empire lead to the growth, development and success of the Empire?

<p>(i.e. job status, religion practiced, economic status of empire) and the impact it had on daily life (access to education, restricted access to resources etc.)</p> <ul style="list-style-type: none"> ● Compare the contrast the differences between societies and the role that religious and economic structures played in the development of hierarchies. ● Identify key achievements of the people living in the Aztec Empire ● Explain how interrelationships led to shared technology to aid agricultural production, commercialization, and population growth. ● Analyze the impact that each achievement had within the Aztec Empire. ● Evaluate the relevance of the achievement from past to present. ● Explain reasons for the decline of the Aztec civilization (disease, explorers) 	<p>differing social classes..</p> <ul style="list-style-type: none"> ● Students will complete an organizer along with the provided resource and identify the major achievements of the Aztecs and its impact on society. ● If you were there: Students will write journal entries highlighting the sentiments felt during the Spanish conquests ● Students will continue to add to the triple venn diagram by comparing three American civilizations. 		
<p>Resources Lesson plans and resources Mrs. Gilbert's Social Studies Aztec activities and resources Aztec unit planning Tes Teach Aztec Social Structure BrainPop- Aztec Civilization</p>		<p>Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.</p>	

Unit 6.4: Early Americas: Inca Empire

Essential Questions: How did the Inca Empire maintain power across such a challenging geographic location?

NJ Student Learning Standards:

6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges

6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.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.

Unit Enduring Understandings: Ancient societies develop in the Americas, separate from Europe and Asian influence, however become powerful innovative civilizations in their own right.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLS Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLS ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the key geographic, political, economic and cultural factors of the Inca Empire (Andes Mountains, geography of empire was difficult to govern) Identify powerful states, kingdoms and individuals (City of Cuzco, Pachacuti, Topa Inca, Huayna Capac, Tahuantinsuyu). Identify social hierarchies within the Inca Empire Analyze the influence religious and economic structures had on the development of social hierarchies (i.e. job status, religion practiced, economic status of empire). Analyze the impact that one's social status would have on their day to day life. Compare the contrast the differences between societies and 	<ul style="list-style-type: none"> Students will partake in a guided map tour of the Inca Empire and surrounding area. Students will complete the 'Main Idea Web' to explain the political structure of the Incan Empire. Using the following chart, students will identify the main characteristics of the Inca Empire. Students will investigate the following resource to understand the development of social hierarchies in the Inca Empire. Using a venn diagram students will compare and contrast social hierarchies within the three mesoamerican civilizations. Students will create their own model of terrace farming explaining the need for development as well as how it functioned (can also 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Completion and discussion of the Main Idea Web to demonstrate understanding of the Inca Empire. Gallery walk of the various terrace farming models with student feedback on accuracy and creativity. Constructed response: Which geographical adaptation had the most significant impact on the development of the Incan Empire and why? Unit 6 test

<p>the role that religious and economic structures played in the development of hierarchies.</p> <ul style="list-style-type: none"> ● Identify key achievements of the people living in the Inca Empire (bridges, cliff dwellings etc.) ● Identify the impact of technological advancements on the environment (terrace farming, canal systems, mountain crossroads,.). ● Evaluate the relevance of the achievement from past to present. 	<p>incorporate a virtual construction).</p> <ul style="list-style-type: none"> ● Students will participate to compare the development of roads and highways in the Inca empire and in the United States today. ● Complete triple venn diagram comparing the three early American Empires. 		
<p>Resources Lesson plans and resources Mrs. Gilbert's Social Studies The Inca: A Lost Society Lesson Guided map tour Main Idea Web Model of terrace farming BrainPop- Inca Civilization Social hierarchy investigation Inca characteristic chart</p>		<p>Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.</p>	

Unit 7.1: Medieval Europe and The Renaissance: Geography of Medieval Europe

Essential Questions: To what extent did geography affect the political, economic, and cultural aspects of Medieval Times.

NJ Student Learning Standards:

6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges

6.2.8.B.4.f: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

Unit Enduring Understandings: Feudalism and manorialism impacting social structures emerge during the Middle Ages. Emergence of national states and political struggles impact the regions. Conflicts and plagues affect Eurasia and the rest of the world. The Renaissance begins and a rebirth of innovation art and culture take hold in Europe affecting the rest of the world then and now.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Determine the geography and climate of each area and its distance from other societies (Black Sea, Mediterranean Sea, British Isles, Alps, temperate). Explain the role of geography on the development of political, economic and cultural centers within Medieval Europe (manorialism) Determine the geography of powerful states and kingdoms and their relation to other societies. Identify civilizations and/or empires that have adapted land over time in order to better society (creation and development of roads, farming, deforestation etc.) Analyze the impact that these changes would have over time. Identify the impact of technological advancements on the environment. 	<ul style="list-style-type: none"> Students will study the map and watch this video about European geography and form a discussion around what physical features would have helped or hindered Europe from developing. Using the interactive timeline for the years of the Middle Ages, students will determine how empires in Central Europe rose and fell. 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Map quiz on the major territories in Europe Constructed response: How would the expansion of territory during the Middle Ages have a long term impact on key geographical features and the environment?

<ul style="list-style-type: none"> • Compare and contrast the environmental changes of the past to today. 			
<p>Resources Medieval Europe lesson and activities Curriculum Companion Interactive timeline Discovery Map Geography Video</p>		<p>Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.</p>	

Unit 7.2: Medieval Europe and The Renaissance: Politics, Religion and Culture of Medieval Europe

Essential Questions: What factors shaped daily life and continent-wide trends in medieval Eurasia?

How did power and social class impact life in Medieval Europe?

NJ Student Learning Standards:

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.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.D.4.d: Determine which events led to the rise and eventual decline of European feudalism.

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

Unit Enduring Understandings: Feudalism and manorialism impacting social structures emerge during the Middle Ages. Emergence of national states and political struggles impact the regions. Conflicts and plagues affect Eurasia and the rest of the world. The Renaissance begins and a rebirth of innovation art and culture take hold in Europe affecting the rest of the world then and now.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLS Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLS ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify powerful leaders, kingdoms and/or empires (Charlemagne, power and rule of smaller kingdoms) . Define and explain the European system/structure of feudalism (who controlled the land, how the land was worked, manorialism etc.) Identify how feudalism emerged as a system to restore order during the early Middle Ages (death of Charlemagne-the empire was divided into smaller kingdoms, kings had little control etc.). Identify different social structures within Medieval Europe that developed as a result of feudalism and how it impacted people's' daily lives (kings, nobles, church officials, knights and peasants) Compare the Japanese and European systems of feudalism, as 	<ul style="list-style-type: none"> Students will create a social media page (using a template) identifying Charlemagne his achievements and his role in attempting to unify parts of Europe. Students will participate in a feudalism simulation in which they will personify a particular social class and role. Students will complete the Pyramid of Power worksheet to understand the social structure of European Feudalism. Using a venn diagram students will compare and contrast the European and Japanese systems of feudalism. Using either Tinkercad or Minecraft, students will design their own feudal manor and/or castle highlighting specific characteristics and identify factors of a feudal 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Rubric to assess understanding and impact of individual rulers through their social media page Constructed Response: Students will write a diary entry in which they personify an individual in the European feudal system, highlighting their responsibilities, restrictions, and day-to-day life. Gallery walk of the castle and feudal manor designs. Student evaluation of cultural accuracy of the Middle Ages. Quiz on the development of powerful territories in Medieval Europe. Student review of the comic strips and rubric to assess accuracy and understanding of the series of events leading to the development of the Magna Carta. Constructed response: How did the

<p>well as knights and samurai..</p> <ul style="list-style-type: none"> ● Compare and contrast the effectiveness of each (Japanese and European systems of feudalism) promoting social, economic, and political order. ● Explain how the impact of social structures led to the decline of feudalism and the development of the Magna Carta (unrest between social classes, need to limit royal power etc.). ● Compare and contrast the democratic systems of Medieval Europe to the development of the American legal system (representation for all, Bill of Rights, fair and equal treatment). 	<p>manor.</p> <ul style="list-style-type: none"> ● Students will work in groups to research a develop a timeline for the rise and development of powerful territories in Europe. Topics can include- England, France, Spain and Russia. ● Using either Pixton or Storyboard, students will highlight the events that led to the development and aftermath of the Magna Carta. ● Students will complete a venn diagram comparing and contrasting the principle of the Magna Carta and the Bill of Rights. 		<p>Magna Carta become the basis for the development of the American democracy?</p>
<p>Resources: Castle Learning Center Knights' Weapons and Armor World History For Us All Interactive timeline maps BrainPop on feudalism, Middle Ages Mr. Zoller video on Manorialism Medieval Europe lesson and activities Project and Activity Ideas Pyramid of Power Worksheet Tinkercad Feudalism simulation Comic strip activity</p>		<p>Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.</p>	

Unit 7.3: Medieval Europe and The Renaissance: Crusades

Essential Questions: What were the causes and effects of the Crusades? How do the Crusades affect society today?

NJ Student Learning Standards:

6.2.8.C.4.b: Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

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

6.2.8.D.4.f: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

Unit Enduring Understandings: Feudalism and manorialism impacting social structures emerge during the Middle Ages. Emergence of national states and political struggles impact the regions. Conflicts and plagues affect Eurasia and the rest of the world. The Renaissance begins and a rebirth of innovation art and culture take hold in Europe affecting the rest of the world then and now.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLS Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLS ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> ● Identify interactions between the Islamic World and Medieval Europe (trade, religious conflict, access to resources and technology). ● Identify the events that led to the Crusades (Conflict over Israel, conquering of Byzantine Empire, call to unite all Christians etc.). ● Identify all involved groups or individuals of the Crusades and their specific impact (Muslims, Christians, Pope Urban II, Saladin, Richard III, Philip II and Frederick I) ● Analyze the impact and sentiments felt by those affected by the Crusades. ● Identify all outcomes of the Crusades (negative sentiments between Muslims and Christians, trade increased, political instability in the Holy Land etc.). ● Compare and contrast society pre and post Crusades. ● Identify the impact of the Crusades 	<ul style="list-style-type: none"> ● Students will complete a map activity to understand the geography of Europe and the Middle East at the beginning of the Crusades and how the conflict progressed over time. ● Students will complete a cause and effect chart to highlight the specific events leading up to the Crusades, during the Crusades and the aftermath. ● Students will complete a venn diagram to compare societal norms and structures pre and post Crusades. 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> ● Quiz to identify key figures and events of the Crusades. ● Constructed response: How have the events of the Crusades still relevant to the events of today.

on the decline of Feudalism.			
Resources: Crusades lessons Medieval Europe lesson and activities Map activity		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 7.4: Medieval Europe and The Renaissance: Black Death

Essential Questions: How did the Black Death spark social, political, and economic change throughout Europe?

NJ Student Learning Standards:

6.2.8.C.4.b: Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

6.2.8.D.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

Unit Enduring Understandings: Feudalism and manorialism impacting social structures emerge during the Middle Ages. Emergence of national states and political struggles impact the regions. Conflicts and plagues affect Eurasia and the rest of the world. The Renaissance begins and a rebirth of innovation art and culture take hold in Europe affecting the rest of the world then and now.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Define the plague Identify the progression of the plague and how it made its way to Europe (trade routes) through interactions with other societies and civilizations (Mongols--Asia--Europe, person to person, rats, poor hygiene etc.). Describe the impact the plague had on day to day life for Europeans (people began to neglect responsibilities, people fled to the countryside, questioning of religion etc.). Compare and contrast European societal norms before and after the impact of the plague. (economy, politics, demographic of people, role of religion) Identify the role the effects of the Plague had on the decline of Feudalism (decline of population led to a need for workers). 	<ul style="list-style-type: none"> Students will complete one of two worksheets investigating the origins of the Black Death and how it was able to spread from one location to the next. Students will participate in a Black Death simulation Students will use the cause/event/effect chart to analyze the major events of the plague and the impact is had on society. Students will complete a venn diagram comparing society before and after the arrival of the plague. 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Teacher observation of participation and communication during the Black Death simulation to assess understanding of impact on society. Constructed response: How did the Black Death lead to the collapse of the Feudal system in Europe.
<p>Resources: Medieval Europe lesson and activities Black Death simulation Black Death worksheets</p>		<p>Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.</p>	

Unit 7.5: Medieval Europe and The Renaissance: The Renaissance

Essential Questions: How did global contact create social and cultural change during the renaissance?
 How did innovations of the Renaissance influence the development of Western Society?

NJ Student Learning Standards: 6.2.8.C.4.b - Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

6.2.8.D.4.d - Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.D.4.e - Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

6.2.8.D.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.

Unit Enduring Understandings: Feudalism and manorialism impacting social structures emerge during the Middle Ages. Emergence of national states and political struggles impact the regions. Conflicts and plagues affect Eurasia and the rest of the world. The Renaissance begins and a rebirth of innovation art and culture take hold in Europe affecting the rest of the world then and now.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Define Renaissance and discuss its impact on society Trace the origins and growth of the Renaissance from Italy throughout Europe Identify important Renaissance figures (Machiavelli, Leonardo da Vinci, Shakespeare and Gutenberg) and developments. Analyze the impact of these developments on European society. 	<ul style="list-style-type: none"> Engage activity on the term "Renaissance" Jigsaw using Renaissance Cultural Contributions Comparison Chart Shark Tank: create an advertisement for a specific product, innovation, or idea from the Renaissance Web "The Lasting Impact of the Renaissance" 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> You as a Journalist Activity - students will write a short article about the contributions and developments made by the people living during the Renaissance Constructed response: Renaissance Cultural Contributions
Resources: The Renaissance and Reformation Mr. Donn's The Renaissance for Kids CSI Florence Mr Roughton Renaissance Leonardo da Vinci: Creative Genius Brainpop Videos on Leonardo and Michelangelo		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Appendix

Digital Citizenship Lessons

Lessons adopted from www.common sense media.org

TABLE OF CONTENTS

[Digital Citizenship Vision Statement](#)

[6.1: Digital Life 101](#)

[6.2: Strategic Searching](#)

[6.3 A Creator's Responsibility](#)

[7.1 Oops! I Broadcast It on the Internet!](#)

[7.2 Identifying High Quality Sites](#)

[7.3 Which me should I be?](#)

[8.1 Private Today, Public Tomorrow](#)

[8.2 My Online Code](#)

[8.3 Copyrights and Wrongs](#)

Digital Citizenship Vision Statement

The Edison Public School District has demonstrated its commitment to being on the forefront of technology implementation. The District's mission encourages students to make productive contributions to a diverse and constantly evolving global society. While transitioning to a 1:1 environment, the district also recognizes the need to teach our students how to be responsible Digital Citizens. Our priority is for all students receive digital citizenship and information literacy lessons within their middle school social studies class. The topics of Digital Identity, Rights, Literacy, Communication and Emotional Intelligence are at the core of this curriculum. Our school district has chosen to utilize Common Sense Media resources to educate our students, staff and families within our middle school community.

7.1 [Oops! I Broadcast It on the Internet!](#)

Essential Questions: What are the consequences of oversharing online?

Digital Citizenship Topics: Digital Footprint and Reputation

Unit Enduring Understandings: Students are introduced to the benefits of sharing information online and the potential risks of sharing inappropriate information. Students view one of two student vignette videos. Students then discuss, role-play, and offer solutions to an online privacy dilemma from the corresponding video discussion guide to demonstrate their understanding of the possible consequences of inappropriate sharing (oversharing).

Implementation: October

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Assessment
<ul style="list-style-type: none"> • identify some of the benefits of sharing information online. • reflect on the risks of sharing inappropriate information (oversharing) online. • think critically about what they choose to post and share about themselves online. 		RL.1, RL.2, RL.4, RL.10, RI.1, RI.2, RI.4, RI.8, RI.10, W.2a-f, W.4, W.6, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.3, SL.4, SL.6, L.4a, L.6	Oops! I Broadcast It on the Internet! Assessment
Resources Common Sense Media Oops! I Broadcast It on the Internet! Oops! I Broadcast It on the Internet!		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's	

7.2 [Identifying High Quality Sites](#)

Essential Questions: When can you trust what you find on the Internet?

Digital Citizenship Topic: Information Literacy

Unit Enduring Understandings: Students explore the idea that anyone can publish on the Internet, so not all sites are equally trustworthy. They

need to carefully evaluate the sites they use for research, and then decide which ones they can trust. As a class, students discuss how print materials (books and newspaper or magazine articles) are published. Then they compare and contrast this process with publishing on the Internet, learning that there are no built-in checks for accuracy or quality on the Internet. Therefore, they must use their own criteria to judge the trustworthiness and usefulness of websites.

Implementation: November

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Assessment
<ul style="list-style-type: none"> ● understand how the ease of publishing on the Internet might affect how much they can trust the content of some sites. ● learn criteria that will help them evaluate websites. ● apply the criteria to a site to determine how trustworthy and useful it is. 		RI.2, RI.3, RI.8, RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6	Identifying High Quality Sites Assessment
Resources Common Sense Media Identifying High Quality Sites Identifying High Quality Sites		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's	

7.3 Which me should I be?

Essential Questions: What are the outcomes of presenting yourself in different ways online?

Digital Citizenship Topic: Self Image & Identity and Digital Footprint & Reputation

Unit Enduring Understandings: Students learn that presenting themselves in different ways online carries both benefits and risks. Students first consider what it means to adopt a different identity online. Next, they watch the video, “Henry’s Story – Creating Online Identities,” and discuss their responses to the different ways Henry presents himself to others on the Internet. Students complete the Take a Stand Student Handout, where they explore the ethics of exaggerating, deceiving, or adopting a different identity online. They complete the lesson by reflecting on the choices they make when they present themselves in different ways online, and the benefits and risks involved in doing so.

Implementation: December

NJSLs Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	NJSLs ELA Companion Standards	Suggested Assessment
<ul style="list-style-type: none"> ● reflect on the benefits and risks of presenting their identities in different ways online. ● evaluate – from an ethical point of view – the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online. ● judge whether certain ways people present themselves online are harmless or harmful. 		RI.2, RI.3, RI.8, RI.10, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6	Which me should I be? Assessment
Resources Common Sense Media Which me should I be?		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's	