

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



7th Grade Social Studies:
Recurring Themes in World History

Length of Course:	Term
Elective/Required:	Required
Schools:	Middle School
Eligibility:	Grade 7
Credit Value:	5 Credits
Date Approved:	August 17, 2021

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Our Vision

The Edison Township Middle School Social Studies Department is passionate about supporting students as they develop into engaged, empathetic, and creative thinkers who are prepared to take an active role in our global society by facilitating the development of thematic and conceptual understandings through thoughtful analysis of significant geographic, political, cultural, and economic developments of the past, as well as recognizing how the impacts of each continue to affect us today.

Our Mission

- To assist our diverse student population in seeing the world from multiple perspectives, while cultivating their own personal views and understanding of their impact on/place in their local and larger communities
- To foster knowledge of the New Jersey Student Learning Standards for Social Studies (2020), which connect to the geographic, political, cultural, and economic developments across our world throughout history
- To nurture the development of the literacy skills necessary to become thoughtful, engaged, and civic-minded members of society through the incorporation of the companion [NJ-SLS ELA standards for reading, writing](#), and [speaking/listening](#) in history, as well as the 2020 NJ-SLS for [Career Readiness, Life Literacies, and Key Skills](#) - including Financial Literacy and Digital Citizenship
- To employ the different tools and techniques necessary for critical thought, analysis, and self-expression

In working towards the above, the curriculum includes the recently adopted New Jersey Student Learning Standards for Social Studies with a focus on learning through inquiry and the New Jersey Department of Education mandates such as [Holocaust/Genocide](#), [Amistad](#), and [LGBTQ/Disabilities](#).

Our 7th grade students will experience a thematic approach to the exploration of the Recurring Themes in World History. The themes that will guide students as they build their understandings include: Geography and Its Impact, Government and Its Impact on Society, Advancements and Global Interactions, and The Human Experience. Throughout their studies, students will build connections and hone their own perspective by learning about world history through the experiences of those involved. Course material will be accessed through utilizing the essential skills which are the root of social studies: historical thinking, critical analysis of a variety of multimedia sources -both primary and secondary, research, identifying valid resources, generating claims, supporting claims with sound evidence and reasoning, written expression, collaboration, and the appropriate utilization of available technology resources. This course will give students the opportunity to apply what they learn about the past and the skills they acquire to contemporary issues and events.

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Pacing Guide

<p style="text-align: center;"><u>Quarter 1 (Geography and its Impact)</u></p> <p><u>Unit 1: Physical Geography</u></p> <ul style="list-style-type: none"> ● Natural Barriers & Resources ○ How do they protect a community? ○ How can they harm a community? ○ How do they shape culture and society? (isolation) <p><u>Unit 2: Human Geography</u></p> <ul style="list-style-type: none"> ● Section 1- Migration Patterns & Human Settlement <ul style="list-style-type: none"> ○ “Cradle of Civilization”, Theories + Hunter Gatherer Life ● Section 2- Agricultural & River Valley Communities <ul style="list-style-type: none"> ○ Rivers- Life Sustaining & Destructive ○ Farming Techniques & Tools (levees, canals, dams, shaduf) ● Section 3- Adapting to Difficult Physical Environments <ul style="list-style-type: none"> ○ Terrace Farming & Adapting Crops- China & South America ○ Oases & Desert Living- Arabian Peninsula 	<p style="text-align: center;"><u>Quarter 3 (Advancements and Global Interactions)</u></p> <p><u>Unit 5: Technology and Advancements</u></p> <ul style="list-style-type: none"> ● Technology and Advances in Civilization <ul style="list-style-type: none"> ○ How does technology improve life for humans? ○ What impact does technology have on civilization? ○ What are the enduring legacies of these advancements? ○ Ex. Mesopotamia, India, China, Greece, Rome, etc. <p><u>Unit 6: Economy and Trade</u></p> <ul style="list-style-type: none"> ● What are the reasons for and benefit of trade? ● How does the development of trade impact civilization? <ul style="list-style-type: none"> ○ Ex. River Valley civilizations, Rome, Silk Road, Ghana, African caravans, Islamic world/Medieval Europe ● When Cultures Collide <ul style="list-style-type: none"> ○ How does the movement of people result in diffusion of ideas? ○ How do civilizations influence each other? ○ Ex. Silk Road, Mali, Byzantine, Crusades
<p style="text-align: center;"><u>Quarter 2 (Government and its Impact on Society)</u></p> <p><u>Unit 3: Forms of Government</u></p> <ul style="list-style-type: none"> ● <i>Purpose & Function</i> of Gov’t in Ancient/Classical/Medieval World ● Monarchy, Oligarchy, Tyranny, Democracy <ul style="list-style-type: none"> ○ Benefits & Potential Issues w/ Forms of Gov’t ○ Compare and Contrast Greek & US Democracy ● When a government fails, what are the effects societally? <p><u>Unit 4: Leadership in Government</u></p> <ul style="list-style-type: none"> ● What are the qualities of a good leader? ● How are leaders viewed in different societies? <ul style="list-style-type: none"> ○ “Mandate of Heaven”, Elected, Dynastic Inheritance, etc. ● What makes a leader effective or ineffective? <ul style="list-style-type: none"> ○ Ex. Emperor Qin, Hammurabi, Alexander the Great, Genghis Khan, Asoka, Mansa Musa, Caesar, ● What power does a leader have- and how can they potential/do they abuse that power? <ul style="list-style-type: none"> ○ Human Rights Abuses/Slavery in the Ancient World 	<p style="text-align: center;"><u>Quarter 4 (The Human Experience)</u></p> <p><u>Unit 7: Social Structure</u></p> <ul style="list-style-type: none"> ● Ex. case studies-Mesopotamian Society, Egyptian Society, Caste System, Roman Social Pyramid, ● Feudalism, Meso-American Society, etc. <p><u>Unit 8: Culture and Equality</u></p> <ul style="list-style-type: none"> ● Ex. case studies- Symbols, clothing and dress, religion language, festivals, traditions, rites of passage, ceremonies, norms, values, language, social norms and interaction, etc. of various civilizations. ● Religions: Polytheism, Monotheism, Hinduism, Buddhism, Judaism, Islam, Christianity ● Art ● How are varying groups of society treated differently based on: <ul style="list-style-type: none"> ○ Social class ○ Race ○ Religion ○ Gender ○ Beliefs

Unit 1: Physical Geography

Essential Question: How does geography determine where people settle?

NJ Student Learning Standards:

6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunter/gatherers and those who lived in early agrarian societies.

6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e. Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

Enduring Understandings:

Students will be able to identify geographical push and pull factors leading to early human migration and discuss the impact of water as a natural resource, the access of resources and how they affected settlement of early humans, and the most sustainable geographical location for survival.

Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

Instructional Adjustments:

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

NJSLs Performance Expectations	Instructional Actions		
<p>Objectives <i>What students will know</i></p>	<p>Resources and Suggested Activities/ Strategies, Technology Implementation, Interdisciplinary Connections</p>	<p>NJSLs ELA Companion Standards (including speaking/listening)</p>	<p>Suggested Formative and Summative Assessment (Checkpoints)</p>
<p>Identify major geographic features of the world.</p> <p>Analyze how natural barriers and resources shape and protect societies.</p>	<p><u>Historical Thinking Skills</u> <u>CRASH COURSE- MEDIA LITERACY playlist</u> <u>SHEG- Reading Like a Historian- Intro Skills (Lunchroom Fight, etc.)</u> <u>Too Cool for Middle School- Media Lit</u></p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, 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,</p>	<p><u>Formative Assessments:</u> Diagnostic pre/post- assessments Whole/Small Group Discussions Polls Teacher observations/anecdotal records Teacher/student conferencing &</p>

<p>Compare and contrast past and present maps of major geographical regions.</p>	<p><u>Trash Can Archaeology</u> Resources/Ideas <u>CRASH COURSE- Geography Playlist</u> <u>C3 Inquiry- Nomadic Life</u> <u>Crash Course Geography Playlist</u> <u>Flocabulary Map Skills</u> <u>Google My Maps</u> <u>Cradles of Civilization Lab</u> <u>PBS Geography Resources</u> <u>Interactive Maps</u> <u>World Geography Games</u> <u>Geo Guessr</u> <u>Why Communities Move</u> <u>Digital Vocab Slides- use Geography and World Regions Vocab Lists</u> <u>5 Themes of Geography</u> graphic organizer, jigsaw Newsela Text Set- Geography Skills Brainpop Videos: <u>Geography Themes</u> <u>Map Skills</u> <u>Continents of the World</u> <u>Latitude and Longitude</u> <u>Time Zones</u> <u>Land Biomes</u> <u>Oceans</u> <u>Climate Types</u> <u>Humans and the Environment</u> <u>Natural Resources</u> <u>Map Projections</u> Nearpod Lessons: <u>Six Elements of Geography</u> <u>Latitude and Longitude</u> Discovery Tech Book Links (Make sure signed into Classlink): <u>Mesopotamian Geography</u> <u>Egyptian Geography</u> <u>Indus Valley Geography</u> <u>China Geography</u> Geoinquiries Bank: <u>Human Geography (20 inquiries)</u></p>	<p>WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips PBL process Homework Summative Assessments: Quizzes/Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product</p>
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	<p><u>World Geography</u> (19 inquiries) <u>Society for American Archaeology</u> <u>Resources</u> (full of pdfs) <u>Geography Inquiries- Critical Thinking</u> <u>C3- Geography</u> (level up from 3rd grade) <u>C3- Human Environment Interaction</u> <u>C3- Map Skills</u></p> <p><u>Inquiry Lessons:</u> <u>How did the agricultural Revolution</u> <u>change the structure and organization of</u> <u>human society?</u></p> <p><u>Importance of the Nile</u></p>		
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Unit 2: Human Geography

Essential Question: How does geography impact the growth of a civilization?

NJ Student Learning Standards: Social Studies Skills Table:

6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.

6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.

6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.GeoPP.3.a: Use geographic models to describe how 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.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

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

6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

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

Enduring Understandings:

Students will be able to explain the impact of geography on culture, discuss how geography can unite or divide a civilization, identify the impact of geography on the spread of ideas, and discuss the ways in which resources can lead to conflict.

Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

Instructional Adjustments:

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

NJSLS Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementation, Interdisciplinary Connections	<u>NJSLS ELA Companion Standards</u> (including <u>speaking/listening</u>)	Suggested Formative and Summative Assessment (Checkpoints)

	<p><u>Terrace Farming</u>- <i>POTENTIAL MAKERSPACE</i> <u>Distribution of Resources Idea</u> <u>Otzi the Iceman- CSI Investigation</u> Newsela Text Set-<u>Early Humans and Farming</u> <u>Discovery Tech Book Links</u> (Make sure signed into Classlink): <u>Mesopotamian Geography</u> <u>Mesopotamian Society</u> <u>Egyptian Geography</u> <u>Egyptian Society</u> <u>Indus Valley Geography</u> <u>Indus Valley Society</u> <u>China Geography</u> <u>Chinese Society</u> <u>Early Americas Society/Geography</u></p>		
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Unit 3: Forms of Government

Essential Question: What is the function and purpose of government?

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

6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures

6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

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

6.2.8.CivicsDP.3.a: 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 (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law)

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

6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution.

6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

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

Enduring Understandings:

Students will be able to explain the purpose/function of government in the Ancient, Classical and Medieval world, compare and contrast various forms of ancient governments (monarchy, oligarchy, tyranny, democracy), assess the successes and failures of various world governments, analyze the effectiveness of various world governments, identify the origins of Democracy, and compare and contrast direct and representative Democracy.

Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

Instructional Adjustments:

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

NJSLs Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementation, Interdisciplinary Connections	NJSLs ELA Companion Standards (including speaking/listening)	Suggested Formative and Summative Assessment (Checkpoints)
Identify the purpose of a government Compare different forms of government	Philosophical Chairs Socratic Seminar (ex. Emperor Qin- <i>effective or ineffective ruler?</i> Hammurabi's code- <i>was it just?</i>) Queer Leaders in History- Hatshepsut	RH.6-8.1, RH.6-8.2, RH.6-8.3, 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,	Formative Assessments: Diagnostic pre/post- assessments Whole/Small Group Discussions Polls Teacher observations/anecdotal records

<p>Analyze a government's effect on society</p> <p>Analyze how past governments have influenced the American system we use today?</p> <p>Compare and contrast the American legal system to those in classical civilizations.</p> <p>Identify reasons why governments fail.</p>	<p><u>Making Queer History- Hatshepsut</u> <u>Live Science- Hatshepsut: Powerful 'Female' Pharaoh</u></p> <p>Brain Pop: <u>Democracy</u> <u>Pharaohs</u> <u>Mansa Musa</u> <u>Pax Romana</u> <u>Roman Republic</u> <u>The Roman Empire</u></p> <p><u>Newsela Text Set- Government</u></p> <p>Nearpod Lessons: <u>Historical Literacy- 61 lessons</u> <u>Global Perspectives- 15 lessons</u> <u>Ancient Greece</u> <u>Hammurabi's Code</u> <u>Confucianism</u> <u>Emperor Qin Shi Huangdi</u></p> <p>Discovery Resources (Make sure signed into Classlink) <u>Mesopotamian Government</u> <u>Egyptian Government</u> <u>Indus Valley Government</u> <u>Chinese Philosophy/Government</u> <u>Greek Government</u> <u>Early Roman Government</u> <u>Japanese Government</u> <u>African Government</u> <u>Feudalism in Europe</u></p> <p>Inquiry Lessons- <u>What characteristics did Egyptians consider important in an effective pharaoh?</u> <u>How did the teachings of Confucius reflect the values needed for a peaceful, orderly Chinese society?</u> <u>What does Hammurabi's Code of Laws reveal about daily life in Babylon?</u></p>	<p>WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>Teacher/student conferencing & feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips PBL process Homework</p> <p>Summative Assessments: Quizzes/Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product</p>
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	<u>How did Mansa Musa build a powerful kingdom in Mali during the 14th century?</u>		
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Unit 4: Leadership in Government

Essential Questions: What are the qualities of a good leader?

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

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

6.2.8.CivicsPI.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.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

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

Enduring Understandings:

Students will be able to identify the qualities of a good leader, analyze what makes a leader effective or ineffective, explain how government power can be abused, and compare and contrast different leaders across various civilizations

Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

Instructional Adjustments:

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

NJSLs Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementation, Interdisciplinary Connections	NJSLs ELA Companion Standards (including speaking/listening)	Suggested Formative and Summative Assessment (Checkpoints)
Identify the qualities of a good leader. What makes a leader effective or ineffective? Compare and contrast how leaders are viewed in different societies. What power does a leader have and how can that power be abused?	<u>Confucius vs. Han Feizi: Role of government on individual's investigation</u> <small>(must be logged into classlink)</small> <u>Caesar vs. Cicero: Investigate the best form of government for Rome</u> <small>(Must be logged into classlink)</small> Philosophical Chairs// Socratic Seminar (ex. Emperor Qin- <i>effective or ineffective ruler?</i> Hammurabi's code- <i>was it just?</i>) <u>Queer Leaders in History- Hatshepsut</u> <u>Making Queer History- Hatshepsut</u> <u>Live Science- Hatshepsut: Powerful 'Female' Pharaoh</u>	RH.6-8.1, RH.6-8.2, RH.6-8.3, 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, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6	Formative Assessments: Diagnostic pre/post- assessments Whole/Small Group Discussions Polls Teacher observations/anecdotal records Teacher/student conferencing & feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips PBL process

	<p>“Wax Museum” of Leader</p> <p>Brain Pop: Democracy Pharaohs Mansa Musa Pax Romana Roman Republic The Roman Empire Newsela Text Set- Government</p> <p>Nearpod Lessons: Historical Literacy- 61 lessons Global Perspectives- 15 lessons Ancient Greece Hammurabi’s Code Confucianism Emperor Qin Shi Huangdi</p> <p>Discovery Resources <small>(Sign into Classlink)</small> Mesopotamian Government Egyptian Government Indus Valley Government Chinese Philosophy/Government Greek Government Early Roman Government Japanese Government African Government Feudalism in Europe</p> <p>Inquiry Lessons How did Mansa Musa build a powerful kingdom in Mali during the 14th century? What characteristics did Egyptians consider important in an effective pharaoh? How did the teachings of Confucius reflect the values needed for a peaceful, orderly Chinese society? What does Hammurabi’s Code of Laws reveal about daily life in Babylon?</p>		<p>Homework</p> <p>Summative Assessments: Quizzes/Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product</p>
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Unit 5: Technology and Advancements

Essential Questions:

How do technological advancements improve life for people?
 How do technological advancements lead to the rise of powerful states and kingdoms?
 What advancements of the past still influence the world today?

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

6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river civilizations over time.

6.2.8.EconGE.3.a: 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.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

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

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa, (Islam), Europe and the Americas over time.

Enduring Understandings:

Students will be able to explain how technology improves life for humans, discuss how technology leads to advancements in a civilization, and evaluate the importance and enduring legacy of major achievements over time.

Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

Instructional Adjustments:

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

NJSLs Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementation, Interdisciplinary Connections	NJSLs ELA Companion Standards (including speaking/listening)	Suggested Formative and Summative Assessment (Checkpoints)
Identify major technological advancements of early river valley, classical, medieval, and Renaissance civilizations.	Newsela Text Set- Technology and Advancements Roman Technology National Geographic Shark Tank: Develop an advertisement for an innovation in art, architecture, or	RH.6-8.1, RH.6-8.2, RH.6-8.3, 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,	Formative Assessments: Diagnostic pre/post- assessments Whole/Small Group Discussions Polls Teacher observations/anecdotal records

<p>Analyze how technological advancements improve life for people.</p> <p>Explain how technological advancements led to greater economic specialization and improved weaponry.</p> <p>Evaluate the importance and enduring legacy of major achievements over time.</p>	<p>technology during the Roman Empire.</p> <p><u>Makerspace</u></p> <ul style="list-style-type: none"> • Ancient Construction Techniques • 7 Wonders of the Ancient World <p>Analyze Artifacts/Tools</p> <p><u>Google Arts and Culture Interactive</u></p> <p><u>Smithsonian Learning Lab: Discover, Create, Share</u></p> <p><u>Exhibitions The Metropolitan Museum of Art</u></p> <p><u>Smithsonian 3D Art Analyzer</u></p> <p><u>Inka Road 3D Digitization</u></p> <p><u>Prehistoric Artifacts 3D Digitization</u></p> <p>Ancient Invention Bracket Challenge- March Madness Style//CER</p> <p><u>Chinese Inventions- Choice Chart</u></p> <p><u>Indian Science- CRASH COURSE</u></p> <p>David Macaulay Books: City, Cathedral, Pyramid</p> <p><u>Inka- Master Slides (view only)</u></p> <p><u>DEEP DIVE: MITA SYSTEM- podcast</u></p> <p><u>DEEP DIVE: INCA- podcast</u></p> <p><u>Pompeii Virtual Tour</u></p> <p><u>Machu Picchu Virtual Tour + Inca Trail</u></p> <p><u>DK Find Out- Seven Wonders of the Ancient World</u></p> <p><u>DK FIND OUT- CASTLES</u></p> <p>Discovery Links (Sign into classlink)</p> <p><u>Neolithic Revolution</u></p> <p><u>Mesopotamian Innovations</u></p> <p><u>Egyptian Technology</u></p> <p><u>Chinese Advancements</u></p> <p><u>Greek Advancements</u></p> <p><u>Roman Achievements</u></p> <p><u>Islamic Empires Achievements</u></p> <p><u>Early Americans Advancements</u></p> <p><u>Renaissance Achievements</u></p>	<p>WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>Teacher/student conferencing & feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p>Summative Assessments:</p> <p>Quizzes/Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p>
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	<p><u>Inquiry Lessons</u> <u>What were the achievements of the Golden Age of Islam?</u></p> <ul style="list-style-type: none">-Create a <u>Culture Inquiry</u> of their own or another culture (Ex. Flip Grid)-Investigate cultural or family rituals using symbols, language, norms, values, and artifacts from their own or another culture		
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Unit 6: Economy and Trade

Essential Questions:

What are the benefits and consequences of trade?

How did humans' way of living change as they interacted and adapted?

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

6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.EconGE.3.a: 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.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

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

6.2.8.GeoHP.4.b: Assess how marine and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

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

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

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

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

Enduring Understandings:

Students will be able to identify the benefits of trade and the effect on civilizations and social classes, discuss how technology can improve trade and economics, explain how trade routes lead to the growth of international trade centers and urbanization, and explain the impact of trade and economics on the rise of powerful states and kingdoms

Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

Instructional Adjustments:

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

NJSLs Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology	NJSLs ELA Companion Standards	Suggested Formative and Summative Assessment (Checkpoints)

	Implementation, Interdisciplinary Connections	(including speaking/listening)	
<p>Identify the benefits of trade and the effect on civilizations and their social classes</p> <p>Discuss how technology can improve trade and economics</p> <p>Explain how trade routes lead to the growth of international trade centers and urbanization</p> <p>Explain the impact of trade and economics on the rise of powerful states and kingdoms</p>	<p>Newsela Text Set- Economy and Trade Bubonic Plague Inquiry Crash Course Playlist- Economics The Silk Road: Connecting the ancient world through trade - Shannon Harris Castelo (Ted Ed) UNESCO- Silk Road Interactive Map Nat Geo- Silk Road Path Arizona Smith- Ancient Africa Silk Road- Field Museum Project example DK FIND OUT- MUGHALS DK FIND OUT- THE PLAGUE Discovery Tech Resources Ancient China Economy Ancient China Trade Interactive Ancient Greece Economy Ancient Rome Economy Ancient Rome Trade Investigation Islamic Empires Trade and Economy Motivation for Trade in Africa/Asia</p> <p><u>Inquiry Lessons-</u> How did the Silk Road link East and the West? How were salt, gold and camels important to West African kingdoms?</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, 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, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p><u>Formative Assessments:</u> Diagnostic pre/post- assessments Whole/Small Group Discussion Polls Teacher observations/anecdotal records Teacher/student conferencing & feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips PBL process Homework</p> <p><u>Summative Assessments:</u> Quizzes/Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product</p>

Unit 7: Social Structure

Essential Questions:

How are cultures similar and different?

How are conflicts among different cultures handled?

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

6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.

6.2.8.HistorySE.1.a: Explain how archeological discoveries are used to develop and enhance understanding of life prior to written records.

6.2.8.HistoryUP.3.b: Compare the status 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 (i.e., political, economic, and social).

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

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

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

6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley Civilizations.

6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

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

Enduring Understandings:

Students will be able to explain the roles of different people in different societal structures, compare/contrast the rights of various social and economic groups, and analyze how societal structures led to the development of various social and economic groups

Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

Instructional Adjustments:

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

NJSLs Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementation, Interdisciplinary Connections	NJSLs ELA Companion Standards (including speaking/listening)	Suggested Formative and Summative Assessment (Checkpoints)

<p>Compare and contrast cultural traditions, customs, and practices among various civilizations.</p> <p>Describe how the invention of written language impacts civilization.</p> <p>Identify the social, political, and economic groups that existed in various civilizations.</p> <p>Compare the status and rights of the various social, political, and economic groups.</p> <p>Describe the impact of slavery on a civilization.</p> <p>Analyze and compare how various social systems came into existence and reasons for their eventual decline.</p> <p>Evaluate ancient and modern views on liberty and equality.</p>	<p>Newsela Text Set- Economy and Trade</p> <p>Bubonic Plague Inquiry</p> <p>Pompeii House Tour Excavation</p> <p>Greek Mythology Playlist #1</p> <p>Greek Mythology Playlist #2</p> <p>Greek Mythology Playlist #3</p> <p>Medieval Lives- Terry Jones Doc series</p> <p>The Buddha</p> <p>Lao Tzu</p> <p>Japanese Feudal Society- TechBook (culture)</p> <p>Asia- Teacher Resource Links- Youtube culture, hairstyles, clothing, make up, etc.</p> <p>Life in the Middle Ages YouTube Series</p> <p>Incan Culture- MASTER SLIDES</p> <p>Japanese Resources Master List</p> <p>Using a graphic organizer, find out about the role and training of the Samurai.</p> <p>DK FIND OUT- MESOPOTAMIA</p> <p>DK FIND OUT- CHINA</p> <p>Discovery Tech Resources</p> <p>Early Humans</p> <p>Early Humans Migration Interactive</p> <p>Mesopotamian Society</p> <p>Standard of Ur Interactive Investigation</p> <p>Egyptian Society</p> <p>Kush Society</p> <p>Greek Culture</p> <p>Roman Society and Culture</p> <p>Roman Society Structure Interactive</p> <p>Japanese Culture</p> <p>Japanese Culture Investigation</p> <p>DK FIND OUT- Ancient Rome</p> <p>DK FIND OUT- Ancient Egypt</p> <p>DK FIND OUT- Aztec</p> <p>DK FIND OUT- Inca</p> <p>DK FIND OUT- Maya</p> <p>DK FIND OUT- Ancient Greece</p> <p>Social Stratification- CRASH COURSE</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, 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, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>Formative Assessments:</p> <p>Diagnostic pre/post- assessments</p> <p>Whole/Small Group Discussions</p> <p>Polls</p> <p>Teacher observations/anecdotal records</p> <p>Teacher/student conferencing & feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p>Summative Assessments:</p> <p>Quizzes/Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p>
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	<p><u>(India)</u> <u>CRASH COURSE- Sociology Playlist</u> #10 values and norms #11 cultures... #21 social stratification #25 impacts of social class #26 social mobility #34 race and ethnicity #35 racial/ethnic prejudice #39 religion #40 education</p> <p><u>Graphic Organizer- Athens and Sparta</u> <u>(comparing cultures)</u></p> <p><u>Inquiry Lessons-</u> <u>How did theatre reflect the values and</u> <u>beliefs of the Greeks?</u></p> <p><u>What virtues were practiced by samurai</u> <u>warriors in feudal Japan?</u></p>		
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Unit 8: Culture and Equality

Essential Questions:

How are cultures similar and different?

How are conflicts among different cultures handled?

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

6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.

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

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

6.2.8.HistoryUP3.c: Compare and contrast the tenets of various world religions that developed in or around this time period ((i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

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

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

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

Enduring Understandings:

Students will be able to compare and contrast the similarities and differences of religions, analyze the conflicts between religious groups, and explain how religion affected the social pyramids of society.

Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

Instructional Adjustments:

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

NJSLs Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementation, Interdisciplinary Connections	NJSLs ELA Companion Standards (including speaking/listening)	Suggested Formative and Summative Assessment (Checkpoints)
Compare and contrast the religious practices of various civilizations. Explain how religion impacts daily life and culture	<u>Hajj 360- Experience the Journey to Mecca</u> <u>MONOTHEISM ARTICLES- NEWS/ELA</u> <u>Monotheism Religions Project Key</u> Discovery Tech Resources (make sure signed into classlink)	RH.6-8.1, RH.6-8.2, RH.6-8.3, 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,	Formative Assessments: Diagnostic pre/post- assessments Whole/Small Group Discussions Polls Teacher observations/anecdotal records Teacher/student conferencing &

<p>Determine the role of religion in shaping values and decisions of the ancient and medieval world.</p> <p>Determine the ways in which religions spread around the world</p> <p>Identify the main beliefs, teachings and important figures of monotheistic and polytheistic religions that developed in ancient and medieval times.</p> <p>Analyze the impact of religion on the social hierarchy of ancient and medieval society</p> <p>Evaluate internal and external religious conflicts of the ancient and medieval world</p>	<p><u>Ted Ed- How to Make a Mummy Mummy Maker Game</u></p> <p><u>Book of the Dead</u></p> <p><u>Religions of India</u></p> <p><u>Trade and Religion of India Interactive</u></p> <p><u>China's Belief Systems</u></p> <p><u>Confucius vs. Han Feizi Interactive</u></p> <p><u>Ancient Greece Religion</u></p> <p><u>Origins of Christianity</u></p> <p><u>Tenets of Christianity Interactive</u></p> <p><u>Spread of Christianity</u></p> <p><u>Christianity Interactive Timeline</u></p> <p><u>Religion and Cultures in Africa</u></p> <p><u>Islam</u> (Entire Unit, 3 parts)</p> <p><u>Roots of Islam Interactive Map</u></p> <p><u>Spread of Islam Interactive Map</u></p> <p><u>Cultures Collide in the Americas</u></p> <p><u>European Conquest of Americas Interactive</u></p> <p><u>Inquiry Lessons</u></p> <p><u>What are the major beliefs and practices of Islam?</u></p> <p><u>What insights about Muslim beliefs can be found in excerpts from the Koran?</u></p> <p><u>How and why did Christianity spread throughout the Roman Empire?</u></p>	<p>WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p><u>Summative Assessments:</u></p> <p>Quizzes/Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p>
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