

7th Grade Social Studies Curriculum (2022)

7 Gr - Social Studies Unit Plan 1 : Europe During Medieval Times (Lesson 1-6)

Unit Overview

Students will engage in learning activities to construct and understand how the fall of the Roman Empire impacted Europe, and the rest of the world. Students will understand and explain how feudalism created structure throughout Europe.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none">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.
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	<ul style="list-style-type: none">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.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
Relationships between humans and environments impact spatial patterns of settlement and movement.	<ul style="list-style-type: none">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.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none">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.
Individual's perspective is impacted by one's background and experiences.	<ul style="list-style-type: none">6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

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<p>Historical contexts and events shaped and continue to shape people’s perspectives.</p>	<ul style="list-style-type: none"> 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.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
<p>The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.</p>	<ul style="list-style-type: none"> 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).
<p>Cultural patterns and economic decisions influence environments and the daily lives of people.</p>	<ul style="list-style-type: none"> 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.
<p>Historical events may have single, multiple, and direct and indirect causes and effects.</p>	<ul style="list-style-type: none"> 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism. 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe. 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people. 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Instructional Focus

Lesson 1: The Legacy of the Roman Empire

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<p>Essential Questions:</p> <ul style="list-style-type: none"> To what extent have the contributions of ancient Rome influenced modern society? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Describe the internal weaknesses of the Roman Empire and identify reasons for the fall of the empire in the west. Summarize the events that led to the establishment, by Constantine, of a new capital in the east and to the rise of the Byzantine Empire. Identify some of the major lasting contributions of Rome and explain their influence on modern society. Evaluate the relative extent to which the contributions of the Roman Empire influence society today. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Ted/Edu NEWSLA Articles Correlated IXL EdPuzzle Videos Teacher made material Various video clips
<p>Pacing: approx # of class periods: 5 days</p>	

Lesson 2: Development of Feudalism in Western Europe

<p>Essential Questions:</p> <ul style="list-style-type: none"> How well did feudalism establish order in Europe in the Middle Ages? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Describe the accomplishments of Charlemagne and explain how his cooperation with the pope benefited both the emperor and the pope. Identify the key problems faced by Europeans that the development of feudalism addressed. Differentiate between the roles and responsibilities of four of the main social classes in medieval European society. Evaluate the extent to which feudalism brought security, economic stability, prosperity, and opportunity to Europe in the Middle Ages. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook

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<ul style="list-style-type: none"> ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Textbook series placecard activities 	<ul style="list-style-type: none"> ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Ted/Edu ● NEWSELA Articles ● Correlated IXL ● EdPuzzle Videos ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 6 days</p>	

Lesson 3: The Roman Catholic Church in Medieval Europe

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How influential was the Roman Catholic Church in medieval Europe? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Describe the structure and role of the Roman Catholic Church in medieval Europe. ● Explain the conflict between Pope Gregory VII and Emperor Henry IV. ● Analyze the Roman Catholic Church's role as a political and intellectual institution. ● Describe how the development of the arts in the Middle Ages was connected with the Roman Catholic Church. ● Evaluate the extent to which the Roman Catholic Church influenced life in medieval Europe. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Ted/Edu ● NEWSELA Articles ● Correlated IXL ● EdPuzzle Videos ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 4 days</p>	

Lesson 4: Life in Medieval Towns

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<p>Essential Questions:</p> <ul style="list-style-type: none"> • What was life like in medieval European towns? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Explain how geographic factors affected the development of towns in medieval Europe. • Discuss the relationship between trade and the growth of medieval towns. • Examine several aspects of daily life in medieval towns. • Describe the typical day of a towns person in medieval Europe. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Ted/Edu • NEWSOLA Articles • Correlated IXL • EdPuzzle Videos • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 7 days</p>	

Lesson 5 The Decline of Feudalism

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did events in Europe contribute to the decline of feudalism and the rise of democratic thought? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Describe significant medieval English legal and constitutional developments, such as Magna Carta and the establishment of Parliament, and their impact on feudalism. • Analyze how the bubonic plague spread from Central Asia to Europe and evaluate the impact it had on the population of Europe and on feudalism. • Summarize the impact of the Hundred Years' War on feudalism in Europe. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook

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<ul style="list-style-type: none"> • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Textbook series placecard activities 	<ul style="list-style-type: none"> • Created props • Ted/Edu • NEWSELA Articles • Correlated IXL • EdPuzzle Videos • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 3 days</p>	

Lesson 6: The Byzantine Empire

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the Byzantine Empire develop and form its own distinctive church? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Demonstrate the importance of Constantinople as a trading hub and explain how it emerged as the capital of the Byzantine Empire. • Describe the reign of Justinian I, including his contributions to public works and his creation of a code of law. • Discuss the relationship between religion and government in the Byzantine Empire. • Trace the development of the Eastern Orthodox Church and its relations with the west. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Ted/Edu • NEWSELA Articles • Correlated IXL • EdPuzzle Videos • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 4 days</p>	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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- **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
- **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.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.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**

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- **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D** - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - **TECH.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.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E** - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities
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Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection
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Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product

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IEP	504
<p>Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts</p>	<p>Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers</p>
ELL	Gifted
<p>Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts</p>	<p>Independent extension research projects Jigsaw cooperative learning activities Student choice</p>
I&RS/At Risk-	
<p>Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice</p>	<p>In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula:</p> <ul style="list-style-type: none"> ● Interdisciplinary connections (N.J.A.C. 6A:8-1.1) ● 21st century themes and skills (N.J.A.C. 6A:8-1.1)* ● Holocaust and genocides (N.J.S.A. 18A:35-28)* ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)* ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● Asian American, Pacific Islander history and contributions (J.S.A 18A:35-4.44) <p>Elementary Social Studies Requirements</p> <ul style="list-style-type: none"> ● Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3) <p>Middle School Requirements</p>

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	<ul style="list-style-type: none"> ● Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3) ● Two quarters or equivalent Civics course (N.J.S.A. 18A:35-41) ● Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)
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Internet Resources

Textbook Supplements www.teachtci.com

National Atlas and Map Maker <http://nationalatlas.gov/>

IXL <http://www.ixl.com>

CNN <http://www.cnn.com>

Virtual Library <http://www.museumca.org/usa/states.html>

Library of Congress <http://memory.loc.gov/ammem>

7 Gr - Social Studies Unit Plan 2 : Islam in Medieval Times (Lessons 7-10)

Unit Overview

Students will engage in learning activities to construct and understand how the fall of the Roman Empire impacted Europe, and the rest of the world. Students will understand and explain how feudalism created structure throughout Europe.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none"> ● 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).
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> ● 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 classical civilizations.

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People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.	<ul style="list-style-type: none"> 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.
Perspectives change over time.	<ul style="list-style-type: none"> 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).
Historical contexts and events shaped and continue to shape people's perspectives.	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.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.
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none"> 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.
The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.	<ul style="list-style-type: none"> 6.2.8.GeoPP.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.

Instructional Focus

Lesson 7: The Origins and Spread of Islam

<p>Essential Questions:</p> <ul style="list-style-type: none"> How did Islam originate and spread? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Analyze the origins of Islam and the life and teachings of Muhammad, including Islamic teachings about Judaism and Christianity. Explain the importance of the Arabic language and Islamic religion in unifying the diverse groups of the region. Summarize the spread of Islam from Muhammad's time to the mid 700s C.E. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Ted/Edu NEWSLA Articles

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<ul style="list-style-type: none"> • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Textbook series placecard activities 	<ul style="list-style-type: none"> • Correlated IXL • EdPuzzle Videos • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 7 days</p>	

Lesson 8: Learning About World Religions: Islam

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do the beliefs and practices of Islam shape Muslims' lives? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Understand key beliefs and practices of Islam. • Explain the significance of the Qur'an and the Sunnah and their influence on Muslims' beliefs, practices, laws, and daily life. • Explain the meaning of jihad and the role of shari'ah. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Ted/Edu • NEWSLA Articles • Correlated IXL • EdPuzzle Videos • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 9 days</p>	

Lesson 9: Muslim Innovations and Adaptations

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What important innovations and adaptations did medieval Muslims make?
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Explain the conditions that led to cultural blending in Islamic civilization. • Trace the growth of cities and the establishment of trade routes in the Muslim world.

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<ul style="list-style-type: none"> Describe Muslim adaptations and innovations in learning and scholarship, science and technology, mathematics, medicine, the arts, and recreation. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Ted/Edu NEWSLA Articles Correlated IXL EdPuzzle Videos Teacher made material Various video clips
<p>Pacing: approx # of class periods: 10 days</p>	

Lesson 10: From the Crusades to New Muslim Empires

<p>Essential Questions:</p> <ul style="list-style-type: none"> How did the Crusades affect the lives of Christians, Muslims, and Jews? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Explain the causes of the religious Crusades. Describe the course of the religious Crusades. Evaluate the effects of the Crusades on Christian, Muslim, and Jewish populations. Describe the larger effects and aftermath of the Crusades, including the Reconquista and the rise of the Ottoman Turks and other Muslim empires in the 1500s. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Ted/Edu NEWSLA Articles Correlated IXL EdPuzzle Videos Teacher made material Various video clips

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● Textbook series placecard activities	
Pacing: approx # of class periods: 7 days	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.

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- **TECH.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.
- **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B** - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C** - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D** - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - **TECH.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.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E** - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

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Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall

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Setting with Students Homework Modified Frequent Breaks	Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

7 Gr - Social Studies Unit Plan 3 : The Culture and Kingdoms in West Africa (Lessons 11-14)

Unit Overview

Students will engage in learning activities to understand the development of civilization, with different vegetation zones. Students will be able to construct and understand how Islam spread throughout West Africa.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLSS_SS_Grades6-8.pdf

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Core Ideas	Performance Expectations
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> 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 classical civilizations.
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> 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. 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.
Relationships between humans and environments impact spatial patterns of settlement and movement.	<ul style="list-style-type: none"> 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.
The environmental characteristics of places and production of goods influences the spatial patterns of world trade.	<ul style="list-style-type: none"> 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.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Instructional Focus

Lesson 11: Early Societies in West Africa

Essential Questions:

- What was the most significant factor in the development of early societies in West Africa?

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<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Describe the relationship between the Niger River, trade, and growth of settlements in West Africa. ● Distinguish between the vegetation zones of forest, savanna, Sahel, and desert. ● Trace how early societies in West Africa evolved into kingdoms. ● Analyze the importance of family, labor specialization, and regional commerce in the development of cities and kingdoms in West Africa. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Ted/Edu ● NEWSOLA Articles ● Correlated IXL ● EdPuzzle Videos ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 4 days</p>	

Lesson 12: Ghana: A West African Trading Empire

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● To what extent did trans-Saharan trade lead to Ghana's wealth and success? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Explain how trade in gold and salt led to the growth of Ghana and Mali. ● Model the system of silent barter used by Wangarans and North African traders. ● Describe the government of Ghana. ● Evaluate how trans-Saharan trade affected different groups in West African, both culturally and religiously. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Ted/Edu ● NEWSOLA Articles ● Correlated IXL ● EdPuzzle Videos

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<ul style="list-style-type: none"> Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Textbook series placecard activities 	<ul style="list-style-type: none"> Teacher made material Various video clips
<p>Pacing: approx # of class periods: 5 days</p>	

Lesson 13: The Influence of Islam on West Africa

<p>Essential Questions:</p> <ul style="list-style-type: none"> In what ways did Islam influence West African society? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Trace the growth of the Mali empire. Discuss the role of trans-Saharan trade in spreading Islam in West Africa. Describe the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa. Analyze contemporary photographs from West Africa to identify influences of Islamic culture. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Ted/Edu NEWSLA Articles Correlated IXL EdPuzzle Videos Teacher made material Various video clips
<p>Pacing: approx # of class periods: 7 days</p>	

Lesson 14: The Cultural Legacy of West Africa

<p>Essential Questions:</p> <ul style="list-style-type: none"> In what ways do the cultural achievements of West Africa influence our culture today?
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<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Describe the importance of written and oral traditions in the transmission of African history and culture. Discuss various cultural achievements of West Africa and analyze the function of each in West African society. Explain how African cultural achievements of the past continue to shape the world today. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Ted/Edu NEWSLA Articles Correlated IXL EdPuzzle Videos Teacher made material Various video clips
<p>Pacing: approx # of class periods: 3 days</p>	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects

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- **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.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.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**
 - **TECH.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.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

7th Grade Social Studies Curriculum (2022)

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples

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- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

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Internet Resources

Textbook Supplements www.teachtci.com
National Atlas and Map Maker <http://nationalatlas.gov/>
IXL <http://www.ixl.com>
CNN <http://www.cnn.com>
Virtual Library <http://www.museumca.org/usa/states.html>
Library of Congress <http://memory.loc.gov/ammem>

7 Gr - Social Studies Unit Plan 4 : Imperial China (Lessons 15-18)

Unit Overview

Students will engage in learning activities to understand the development of civilization throughout China. Students will be able to construct and understand how contact to the outside world affected medieval China.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.	<ul style="list-style-type: none">6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.	<ul style="list-style-type: none">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).
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none">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.
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none">6.2.8.EconGE.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.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none">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.

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An individual's perspective is impacted by one's background and experiences.	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
Perspectives change over time.	<ul style="list-style-type: none"> 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).
Historical contexts and events shaped and continue to shape people's perspectives.	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.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.
Historians analyze claims within sources for perspective and validity.	<ul style="list-style-type: none"> 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.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none"> 6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

Instructional Focus

Lesson 15: The Political Development of Imperial China

<p>Essential Questions:</p> <ul style="list-style-type: none"> Which method of selecting officials led to the best leaders for China? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Describe the reunification of China under the Sui and Tang dynasties. Explain how the imperial state developed and describe the role of the scholar-official class. Analyze the influence of Confucianism on how government officials were selected. Compare and contrast approaches to Confucian thought during the Song and Mongol periods. Evaluate the different methods of selecting officials in imperial China. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook

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<ul style="list-style-type: none"> • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Textbook series placecard activities 	<ul style="list-style-type: none"> • Created props • Ted/Edu • NEWSELA Articles • Correlated IXL • EdPuzzle Videos • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 5 days</p>	

Lesson 16: Ghana: China Develops a New Economy

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the Chinese improve their economy during the Tang and Song dynasties? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Describe the agricultural changes that occurred under the Tang and Song. • Explain the causes and effects of the growth of trade and commerce and the development of a money economy. • Explain the causes and effects of urbanization. • Evaluate the impact of the changes in agriculture, commerce, and urbanization during this period. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Ted/Edu • NEWSELA Articles • Correlated IXL • EdPuzzle Videos • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 3 days</p>	

Lesson 17: Chinese Discoveries and Inventions

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How have medieval Chinese discoveries and inventions influenced the modern world?
<p>Student Learning Objectives:</p>

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<ul style="list-style-type: none"> Describe Chinese technological developments from about 200 to 1400 C.E., especially during the Tang and Song dynasties. Analyze the ways in which such Chinese inventions such as gunpowder, the compass, and printing, affected China and the rest of the world. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Ted/Edu NEWSLA Articles Correlated IXL EdPuzzle Videos Teacher made material Various video clips
<p>Pacing: approx # of class periods: 5 days</p>	

Lesson 18: China's Contacts with the Outside World

<p>Essential Questions:</p> <ul style="list-style-type: none"> How did the foreign-contact policies of three medieval Chinese dynasties affect China? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Explain the importance of overland trade and identify products that traveled along trade routes during the Tang and Yuan dynasties. Describe the importance of maritime expeditions during the Ming dynasty. Evaluate the benefits and drawbacks of foreign contact during each dynasty's rule. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Ted/Edu NEWSLA Articles Correlated IXL EdPuzzle Videos Teacher made material Various video clips

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● Textbook series placecard activities	
Pacing: approx # of class periods: 3 days	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.

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- **TECH.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.
- **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B** - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C** - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D** - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - **TECH.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.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E** - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

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Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall

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Setting with Students Homework Modified Frequent Breaks	Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

7 Gr - Social Studies Unit Plan 5 : Japan During Medieval Times (Lessons 19-21)

Unit Overview

Students will engage in learning activities to explore the development of civilization throughout Japan. Students will be able to construct and understand how geography greatly impacted the development of Japan.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

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Core Ideas	Performance Expectations
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> 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.
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none"> 6.2.8.EconGE.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.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 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.
An individual's perspective is impacted by one's background and experiences.	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
Perspectives change over time.	<ul style="list-style-type: none"> 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).
Historical contexts and events shaped and continue to shape people's perspectives.	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.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.
Historians analyze claims within sources for perspective and validity.	<ul style="list-style-type: none"> 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.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
The production and consumption of goods and services influence economic growth, well-being and quality of life.	<ul style="list-style-type: none"> 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.

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<p>The physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<ul style="list-style-type: none"> 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.
<p>Economic interdependence is impacted by increased specialization and trade.</p>	<ul style="list-style-type: none"> 6.2.8.EconGE.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.

Instructional Focus

Lesson 19: The Influence of Neighboring Cultures on Japan

<p>Essential Questions:</p> <ul style="list-style-type: none"> In what ways did neighboring cultures influence Japan? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Describe how aspects of culture were transmitted from India, China, and Korea to Japan. Explain the significance of Japan's proximity to China and Korea and the influences of those countries on Japan. Discuss the influence of Prince Shotoku and the characteristics of Japanese society during his rule. Summarize a distinctive form of Japanese Buddhism and explain how this form developed. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Ted/Edu NEWSLA Articles Correlated IXL EdPuzzle Videos Teacher made material Various video clips
<p>Pacing: approx # of class periods: 9 days</p>	

Lesson 20: Heian-kyo: The Heart of Japan's Golden Age

<p>Essential Questions:</p> <ul style="list-style-type: none"> What was life like for aristocrats during the Heian period?
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<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Describe the golden age of literature, art, and drama in medieval Japan. ● Explain the significance of the Tale of Genji, and its influence on modern Japanese culture. ● Identify the causes that ended the Heian period and brought about the rise of the military class. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Ted/Edu ● NEWSOLA Articles ● Correlated IXL ● EdPuzzle Videos ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 9 days</p>	

Lesson 21: The Rise of the Warrior Class in Japan

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What was the role of the samurai in the military society of medieval Japan? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Analyze the rise of a military society in late 12th-century Japan and the role of the samurai. ● Explain the roles of shogun, daimyo, and samurai in the lord-vassal system of medieval Japan and the values, customs, and traditions within this system. ● Compare and contrast elements of Amida and Zen Buddhism. ● Describe the lasting influence of the samurai through modern times. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Ted/Edu ● NEWSOLA Articles ● Correlated IXL ● EdPuzzle Videos ● Teacher made material ● Various video clips

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<ul style="list-style-type: none">● Compare and contrast life in the various Mesopotami regions● Student role play● Textbook series placecard activities	
Pacing: approx # of class periods: 11 days	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

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- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.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.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**
 - **TECH.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.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.

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X

CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	

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Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

7 Gr - Social Studies Unit Plan 6 :Civilizations of the Americas (Lessons 22-26)

Unit Overview

Students will engage in learning activities to explore the development of the Mayans, Aztecs, and Incas. Students will be able to construct and understand how each society developed into its own entity.

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New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> 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 classical civilizations
Relationships between humans and environments impact spatial patterns of settlement and movement.	<ul style="list-style-type: none"> 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.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 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.
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none"> 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.
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> 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. 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.
Historical events may have single, multiple, and direct and indirect causes and effects.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

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Instructional Focus

Lesson 22: The Maya

Essential Questions: <ul style="list-style-type: none">• What led to the rise, flourishing, and fall of the Maya civilization?	
Student Learning Objectives: <ul style="list-style-type: none">• Explain the causes and effects of the rise and fall of the Maya civilization.• Describe the structure of Maya society, and the roles and functions of each class.• Analyze important aspects of Maya culture, including class structure and slavery, warfare, family life, religious practices, and agricultural techniques.• Map the political and geographic features of the Maya civilization.• Evaluate various theories to explain the sudden fall of the Maya civilization.	
Suggested Activities <ul style="list-style-type: none">• Introduction videos• Create, define, and illustrate vocabulary charts• Label and identify map of region• Analyze historical artifacts from different hominin groups• Partner activity on investigating an ancient hominin• Relate experiences to adapting somewhere new• Summarize how hominins adapted to different environments for survival• Compare and contrast life in the various Mesopotami regions• Student role play• Textbook series placecard activities	Instructional Materials/Resources <ul style="list-style-type: none">• TCI textbook• TCI interactive notebook• TCI online interactive• Chromebook• World map• Writers notebook• Created props• Ted/Edu• NEWSOLA Articles• Correlated IXL• EdPuzzle Videos• Teacher made material• Various video clips
Pacing: approx # of class periods: 5 days	

Lesson 23: The Aztecs

Essential Questions: <ul style="list-style-type: none">• How did the Aztecs rise to power?
Student Learning Objectives: <ul style="list-style-type: none">• Describe the beginnings of the Aztecs, how they arrived and survived in the Valley of Mexico, and the legend of their empire's beginnings.• Explain how the Aztecs built their capital of Tenochtitlán and describe the main features of the city.• Analyze Aztec warfare and other methods the Aztecs used to create and maintain their empire.

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<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Ted/Edu ● NEWSELA Articles ● Correlated IXL ● EdPuzzle Videos ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 3 days</p>	

Lesson 24: Daily Life on Tenochtitlan

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What was daily life like for Aztecs in Tenochtitlán? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Describe the class structure of Aztec society. ● Research and teach other students about the daily lives of the Aztecs, including marriage, family life, food, markets, religious practices, and recreation. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Ted/Edu ● NEWSELA Articles ● Correlated IXL ● EdPuzzle Videos ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 7 days</p>	

Lesson 25: The Incas

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<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the Incas manage their large and remote empire? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Describe how the Incas built on the accomplishments of other cultures as they established their empire. • Explain the strategies the Incas used to maintain their large and remote empire. • Analyze various aspects of Incan civilization and culture, including class structure, family life, religion, and warfare. • Simulate the Incan message-relay system to identify how it helped the Sapa Inca control a far-flung empire. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Ted/Edu • NEWSLA Articles • Correlated IXL • EdPuzzle Videos • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 5 days</p>	

Lesson 26: Achievements of the Maya, Aztecs, and Incas

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What were the significant achievements of the Maya, Aztecs, and Incas? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Explain the significance of the achievements of the Maya, Aztecs, and Incas in the areas of science and technology, arts and architecture, and language and writing. • Identify and categorize a series of artifacts from the Maya, Aztec, and Incan civilizations. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook

7th Grade Social Studies Curriculum (2022)

<ul style="list-style-type: none"> ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Textbook series placecard activities 	<ul style="list-style-type: none"> ● Created props ● Ted/Edu ● NEWSLEA Articles ● Correlated IXL ● EdPuzzle Videos ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 3 days</p>	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

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- **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.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.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**
 - **TECH.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.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

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Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

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	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

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Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/

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Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

7 Gr - Social Studies Unit Plan 7 : Europe's Renaissance and Reformation (Lesson 27-31)

Unit Overview

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Students will engage in learning activities to explore how power shifted towards city-states, the Papal State, and The Holy Roman Empire. Students will understand how the Renaissance brought new thought and prosperity to Italy.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none"> 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.
Cultural patterns and economic decisions influence environments and the daily lives of people.	<ul style="list-style-type: none"> 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.
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> 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.

Instructional Focus

Lesson 27: The Renaissance Begins

<p>Essential Questions:</p> <ul style="list-style-type: none"> What changes in Europe led to the Renaissance? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Identify elements of classical, medieval, and Renaissance art. Connect the importance of the growth of towns, the rise of a money economy, and the development of independent city-states to the birth and spread of Renaissance ideas. Explore how humanism encouraged a new way of thinking that affected many aspects of European life during the Renaissance. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook

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<ul style="list-style-type: none"> • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Textbook series placecard activities 	<ul style="list-style-type: none"> • Created props • Ted/Edu • NEWSLA Articles • Correlated IXL • EdPuzzle Videos • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 4 days</p>	

Lesson 28: Florence: The Cradle of the Renaissance

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What advances were made during the Renaissance? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Identify and explain Renaissance advances in architecture and engineering, painting, sculpture, literature, and science and mathematics. • Describe Florentine politics, as reflected in the work of Machiavelli, as well as Florentine commerce and trade. • Discuss the factors that made Florence an important cultural center during the Renaissance. • Explain how various advances made during the Renaissance reflect humanist thinking and ideals. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Ted/Edu • NEWSLA Articles • Correlated IXL • EdPuzzle Videos • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 8 days</p>	

Lesson 29: Leading Figures of the Renaissance

<p>Essential Questions:</p> <ul style="list-style-type: none"> • In what ways have various leading figures of the Renaissance affected modern society?
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<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Understand how the Renaissance spread from Italy to other parts of Europe. • Summarize key aspects of the lives and achievements of Renaissance figures, such as Leonardo da Vinci, Michelangelo, and William Shakespeare. • Describe and evaluate key advances made by ten prominent Renaissance figures. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Ted/Edu • NEWSOLA Articles • Correlated IXL • EdPuzzle Videos • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 11 days</p>	

Lesson 30: The Reformation Begins

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What factors led to the weakening of the Catholic Church and the beginning of the Reformation? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Summarize corrupt practices and key events that weakened the Catholic Church. • Describe the theological, political, and religious ideas of major figures during the Reformation. • Understand Martin Luther's theological and political ideas and how they led to the Reformation. • Examine factors that contributed to the spread of Protestant ideas throughout Europe. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Ted/Edu • NEWSOLA Articles • Correlated IXL • EdPuzzle Videos

7th Grade Social Studies Curriculum (2022)

<ul style="list-style-type: none"> Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Textbook series placecard activities 	<ul style="list-style-type: none"> Teacher made material Various video clips
<p>Pacing: approx # of class periods: 4 days</p>	

Lesson 31: The Spread and Impact of the Reformation

<p>Essential Questions:</p> <ul style="list-style-type: none"> What were the effects of the Reformation? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> List and compare key beliefs and practices of Lutheranism, Calvinism, and Anglicanism. Analyze how the Counter-Reformation revitalized the Catholic Church. Locate and label Catholic and Protestant regions on a map of Europe. Identify the locations of Christian missions in the early modern period. Describe the long- and short-term causes and effects of the Reformation. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Ted/Edu NEWSLA Articles Correlated IXL EdPuzzle Videos Teacher made material Various video clips
<p>Pacing: approx # of class periods: 5 days</p>	

Interdisciplinary Connections

Language Arts Literacy

- LA.RH.6-8** - Reading History and Social Studies
 - LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- LA.RST.6-8** - Reading Science and Technical Subjects

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- **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
- **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.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.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**

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- **TECH.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.
- **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
- **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E** - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project	Hand Signals	Lesson Review questions
Unit Test	Student Conference	Share/Pair
Unit Writing Activity	TCI Online activities	Skills Practice
Performance Assessment	TCI interactive notebook	Study Guide
	Google Classroom	Teacher Observation
	Class work/participation	Unit Review
	Critical Thinking Skill activity	Vocabulary Review
	Bonus Source Activity	Graphic Organizers

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	Leveled Reading Activities Partner Activities Content Videos	Homework and Practice pages Writing Connection
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Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers

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ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

7 Gr - Social Studies Unit Plan 8 : Europe Enters the Modern Age (Lessons 32-34)

Unit Overview

Students will engage in learning activities to explore how Europe's shift towards ocean voyages becomes the Age of Exploration. Students will understand and explain how ocean voyage also leads to the advancement of thought, exploration, technology, and human rights.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> 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. 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.

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Historical events may have single, multiple, and direct and indirect causes and effects.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism. 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none"> 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

Instructional Focus

Lesson 32: The Age of Exploration

Essential Questions: <ul style="list-style-type: none"> How did the Age of Exploration change the way Europeans viewed the world? 	
Student Learning Objectives: <ul style="list-style-type: none"> Identify the motivations and key advances in knowledge and technology that led to the Age of Exploration. Map the important European expeditions during the Age of Exploration. Identify and explain the effects of the Age of Exploration—including the exchange of goods and ideas—on people in various parts of the world. Describe the economic effects of exploration, including the origins of modern capitalism, the growth of the cottage industry, mercantilism, and new patterns of trade. 	
Suggested Activities <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Textbook series placecard activities 	Instructional Materials/Resources <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Ted/Edu NEWSLA Articles Correlated IXL EdPuzzle Videos Teacher made material Various video clips
Pacing: approx # of class periods: 6 days	

Lesson 33: The Scientific Revolution

Essential Questions: <ul style="list-style-type: none"> How did the Scientific Revolution change the way people understood the world?

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<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Explain how the Renaissance, Greek rationalism, and global exploration provided a foundation for the Scientific Revolution. ● Analyze images to determine the impact of scientific theories proposed during this period by scientists such as Copernicus, Kepler, Galileo, and Newton. ● Identify the key elements of the scientific method, as advanced by Bacon and Descartes. ● Evaluate the contributions of key individuals and inventions of the Scientific Revolution. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Ted/Edu ● NEWSOLA Articles ● Correlated IXL ● EdPuzzle Videos ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 6 days</p>	

Lesson 34: The Enlightenment

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How have the ideas of the Enlightenment influenced modern government? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Describe the roots of the Enlightenment. ● Explain the key ideas of five Enlightenment thinkers - Hobbes, Locke, Montesquieu, Voltaire, and Beccaria. ● Explain the influence of Enlightenment thought on later democratic thinking and institutions. ● Analyze excerpts from important historical documents to identify the Enlightenment thinkers whose ideas are expressed in each. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props

7th Grade Social Studies Curriculum (2022)

<ul style="list-style-type: none"> • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Textbook series placecard activities 	<ul style="list-style-type: none"> • Ted/Edu • NEWSELA Articles • Correlated IXL • EdPuzzle Videos • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 8 days</p>	

Interdisciplinary Connections

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7th Grade Social Studies Curriculum (2022)

- **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

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 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
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	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

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- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/

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Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>