

CURRICULUM
FOR
SOCIAL STUDIES
GRADE 7

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Stephanie Holobinko, Program Supervisor of Assessment and Social Studies

The Board acknowledges the following who contributed to the preparation of this curriculum.

Crawford King

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Social Studies
Grade: **7**

Date of Board Adoption:
September 20, 2022

RAHWAY PUBLIC SCHOOLS CURRICULUM

Social Studies: Grade 7

PACING GUIDE

Unit	Title	Pacing
1	Intro to Geography / The History and Culture of the Americas	10 weeks
2	The History and Culture of Africa & Asia, and the Origins of Religions	10 weeks
3	Europe Before the 1700's, & The Middle Ages to Enlightenment	10 weeks
4	Civics: The Role of a Citizen in a Democratic Society	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> • Provide scaffolded vocabulary and vocabulary lists. • Provide extra visual and verbal cues and prompts. • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have student restate information. • Support auditory presentations with visuals. • Weekly home-school communication tools (notebook, daily log, phone calls or email messages). • Provide study sheets and teacher outlines prior to assessments. • Quiet corner or room to calm down and relax when anxious. • Reduction of distractions. • Permit answers to be dictated. • Hands-on activities. • Use of manipulatives. • Assign preferential seating. • No penalty for spelling errors or sloppy handwriting. • Follow a routine/schedule. • Provide student with rest breaks. • Use verbal and visual cues regarding directions and staying on task. • Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> • Provide scaffolded vocabulary and vocabulary lists. • Differentiate reading levels of texts (e.g., Newsela). • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide extra visual and verbal cues and prompts. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Provide students with additional information to supplement notes. • Modify questioning techniques and provide a reduced number of questions or items on tests. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have student restate information. • Support auditory presentations with visuals. • Provide study sheets and teacher outlines prior to assessments. • Use of manipulatives. • Have students work with partners or in groups for reading, presentations, assignments, and analyses. • Assign appropriate roles in collaborative work. • Assign preferential seating. • Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> • Differentiate reading levels of texts (e.g., Newsela). • Offer students additional texts with higher lexile levels. • Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. • Allow for independent reading, research, and projects. • Accelerate or compact the curriculum. • Offer higher-level thinking questions for deeper analysis. • Offer more rigorous materials/tasks/prompts. • Increase number and complexity of sources. • Assign group research and presentations to teach the class. • Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> • Provide extended time. • Assign preferential seating. • Assign peer buddy who the student can work with. • Check for understanding frequently. • Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). • Have student repeat directions. • Make vocabulary words available during classwork and exams. • Use study guides/checklists to organize information. • Repeat directions. • Increase one-on-one conferencing. • Allow student to listen to an audio version of the text. • Give directions in small, distinct steps. • Allow copying from paper/book. • Give student a copy of the class notes.

	<ul style="list-style-type: none"> ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.
--	--

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Intro to Geography, The History and Culture of the Americas

Target Course/Grade Level: Social Studies - Grade 7

Unit Summary: This unit will introduce students to the study of the First Americans. Students will understand how geography shaped the ways people settled in the Americas. How early peoples arrived and settled in the Americas, what role farming played in civilizations, and why the civilizations that developed in North America were diverse. Students will also be able to identify how the ancient empires in Central and South America (the Olmec, Maya, Aztec, and Inca) all rose to prominence. Students will also understand how the Age of European Exploration led to the demise of each empire. Students will be able to describe how their cultures and history live on today in the areas that they had settled thousands of years ago.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

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

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

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

6.2.8.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. (AAH) (AAPI)

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

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

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

6.2.8.HistoryCC.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. (AAH) (AAPI)

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

6.2.8.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.

Career Readiness, Life Literacies, and Key Skills:

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Interdisciplinary Connections and Standards:

Computer Science & Design Thinking:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Visual and Performing Arts:

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other

information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit Understandings:

Students will understand that...

- People, places, and ideas change over time.
- Cultures are held together by shared beliefs and common practices and values

Unit Essential Questions:

- How does geography affect the way people live?
- What makes a culture unique?

Knowledge and Skills:

Students will know...

- **Key Terms:** isthmus, civilization, *Meso*, maize, abandon, achieve, sinkhole, predict, observatories, causeways, conquistador, aqueduct, sacrifice, quipu, hogans
- **Important Places and People:** (John Lloyd Stephens, Frederick Catherwood, Pacal II, Palenque, Calakmul, Quetzalcoatl, Lake Texcoco, Tenochtitlan, Montezuma I, Montezuma II, Hernan Cortez, Pachacuti, Cuzco, Andes Mountains, Quechua, Inti, Machu Picchu)
- How geography defined the ways people settled in the Americas.
- How early peoples arrived and settled in the Americas.
- What role farming played in civilizations.
- Why the civilizations that developed in North America were so diverse.
- How the different societies of North American peoples lived.
- Who the Inuit were.
- That the Olmec were the first complex civilization in Mesoamerica and influenced other cultures.
- How the Maya created their civilization in the rain forests of Mesoamerica.
- That during the Classic Age, the Maya built great cities linked by trade.
- That Maya culture included a strict social structure, a religion with many gods, and achievements in science and the arts.
- That the decline of the Maya civilization began in the 900s.
- How the Aztec built their society in central Mexico.
- That social structure, religion, and warfare shaped life in the empire.
- Hernan Cortes conquered the Aztec Empire in 1521.
- That prior to the Inca Empire, several civilizations grew in the Andes and along the Pacific Coast of South America.
- How the Inca organized their strong central government and society.

- How Francisco Pizzaro conquered the Inca and took control of the region in 1537.
- That there were various Native American tribes spread throughout North America.

Students will be able to...

- **Define** key terms.
- **Identify** important people and places.
- **Describe** how geography influenced migration from Asia to the Americas.
- **Show and explain** how early peoples arrived and settled in the Americas.
- **Compare** farming in the early civilizations of the Americas with farming in the early river valley civilizations.
- **Analyze** why farming was the basis of civilization.
- **Identify** aspects of culture from the Maya, Aztec, and Inca civilizations.
- **Describe** the cultures of the Maya, Aztec, and Inca civilizations.
- **Analyze** how the different societies of North American peoples lived.
- **Determine** whether a "typical" civilization existed in North America.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of Unit Assessment
- DBQ's (Document Based Questions)
- Hands-On Chapter Project
- McGraw Hill Online Text "Smart Book" Assessments
- Responses to Interactive Whiteboard Activities
- Identification of geographic features that influenced where people settled
- Understanding of causes and effects of the growth of farming in the Americas
- Charting of the similarities and differences among native North Americans
- Understanding as to why farming was the anchor of a beginning civilization
- Interactive Graphic Organizers
- Geography and History Activity
- 21st Century Skills Activity
- Written paragraphs
- Lesson Reviews

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- EdPuzzles
- Google Earth Tours of Historical Sites
- Kahoots

- Gimkits
- Blookits
- Guided Reading Assignments
- Self-Check Quizzes
- Think-Pair-Share
- Student Teachers
- “Teach Up”
- Learning Stations
- Entrance/Exit Tickets
- Videos/ Documentaries
- Presentations
- Podcasts
- Playing the ancient “ball game”
- Peardeck Presentations
- Nearpod Presentations
- McGraw Hill Online Textbook Learning Extensions

RESOURCES

Teacher Resources:

- [Intro to Geography / The History and Culture of the America](#) ← Link to Resource Folder

Equipment Needed:

- Laptops
- Projector
- Speakers
- Maps

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: The History and Culture of Africa and Southeast Asia, And the Origin of World Religions

Target Course/Grade Level: Social Studies - Grade 7

Unit Summary: This unit will introduce students to the study of the history and cultures of Africa and Southeast Asia. As well as the origins of major world religions, such as Christianity, Islam, Judaism, Buddhism, and more. Students will understand how Africa's geography led to the rise of empires, trade, and the spread of ideas and religion. Students will understand how the European age of Exploration in the 1500's led to the African Slave Trade and how today surviving artwork allows historians to learn more about the rich history and culture of African Civilizations. Students will understand the reasons Korea is described as the bridge between China and Japan. As well as how geography affected the ways of life in Japan and the rest of Southeast Asia. What caused military leaders to rise to power. Students will also know how powerful kingdoms and empires developed in Southeast Asia as well as why they have disappeared over time.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

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

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

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

6.2.8.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. (AAH) (AAPI)

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

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

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

6.2.8.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. (AAH) (AAPI)

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. (AAH)

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

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

(AAH)

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.

(AAH) (AAPI)

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

(AAPI)

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. (AAPI)

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

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. (AAH) (AAPI)

Career Readiness, Life Literacies, and Key Skills:

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Interdisciplinary Connections and Standards:

Computer Science & Design Thinking:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Visual and Performing Arts:

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit Understandings:

Students will understand that...

- People, places, and ideas change over time.
- Religion can influence a society's beliefs and values.

Unit Essential Questions:

- Why do people trade?
- How does religion shape society?
- How do religions develop?
- Why do people form governments?
- How does geography influence the way people live?
- How do new ideas change the way people live?
- What makes a culture unique?

Knowledge and Skills:

Students will know...

Key Terms:

Africa: savannah, griot, plateau, dhow, adequate, transport, clan, Swahili, maintain, guarantee, challenge, convert, survive, extended family, matrilineal, oral history, sugarcane, spiritual, community, major **(AAH)**

Asia: shamanism, hangul, tribute, turtle ships, archipelago, animism, Shitno, Taika, kamikaze, daimyo, Zen, Haiku, constitution, isolate, samurai, shogun, vassal, feudalism, guild, sect, martial arts, meditation, volcano, tsunami, maritime, batik, dan bau, dan day, procurator, **(AAPI)**

Origins of World Religions: disciples, parable, resurrection, apostle, salvation, martyr, hierarchy, clergy, doctrine, gospel, dioceses, patriarchs, pope, laity, icon, iconoclast, excommunicate, schism, monastery, display, reject, Isalm, oasis, sheikh, caravan, Quaran, shari'ah, caliph, Sunni, Shia, *The Thousand and One Nights*, sultan, mosque, bazaar, astrolabe, minaret, publish, Sanskrit, caste system, reincarnation, karma, nonviolence, fasting, meditation, nirvana, missionaries, the Tipitaka, langar, gurdwara, guru, sikh **(AAH) (AAPI)**

Key People and Places:

Africa: Nile River, Sahara, Sahel, Kalahari, Great Rift Valley, Niger River, Djenne-jeno, Berbers, Ghana, Abdullah Abu-Ubayd Al Bakri, Mali, Sundiata Keita, Timbuktu, Mansa Musa, Songhai, Sunni Ali, Benin, Kongo, Congo River Basin, Axum, Red Sea, King Ezana, Arabs, Arabian Peninsula, Zimbabwe, Zambezi River, Indian Ocean, Muhammed Ture, Askia Muhammed, Ibn Battuta, Bantu, Queen Dahia, al-Kahina, Queen Nzinga, Portugal, West Indies, South America, North America, **(AAH)**

Asia: Korea, China, Japan, Tagun, Koguryo, Paekche, Korean Peninsula, Wang Kon, Koryo, Mongols, Kublai Khan, Yi Song-gye, Sejong, Yi Sun-Shin, Manchus, Hokkaido, Honshu, Shikoku, Kyushu, Yayoi, Yamamoto, Jimmu, Shotoku, Nara, Shaken, Todaiji Temple, Heian-kyo, Kyoto, Tomoe, Taira, Minamoto, Minamoto Yoritomo, Kamakura, Ashikaga, Shoguns, Murasaki Shikibu, Vietnam, Viet, Cambodia, Khmer, Angkor, The Thai, Sukhothai, Ayutthaya, Bangkok, Burma, Pagan, Malay Peninsula, Bali **(AAPI)**

Origins of World Religions: Judaea, Galilee, Augustus, Jews, Romans, Zealots, Masada, Jesus of Nazareth, Jeruslaem, Mary Magdalene, Peter and Paul, Rome, Nero, Diocletian, Constantine, Helena, Theodosius, Mathew, Mark, Luke, John, Augustine, Byzantines, Constantinople, Charlemagne, The Franks, Paula, Basil, Benedict, Cyril and Methodius, Anglo-Saxons, Celts, Patrick, Pope Gregory I, King Ethebert, Canterbury, Ireland, England, Persian Gulf, Bedouins, Muhammed, Makkah, Allah, Kaaba, Yathrib, Madinah, Umayyads, Damascus, Syria, Spain, Ibn Rushd (Averroes), Cordoba, Solomon ben Gabriol, Moses Maimonides, Indonesia, Muhammed Ali, Abbasid, Baghdad, Tigris River, Seljuk Turks, The Ottomans, Suleiman I, Istanbul, Ismail, Akbar, The Silk Road, Abbasid caliph Mamun, Baghdad Observatory, al-Razi, al-Khawarizmi, Ibn Sina, Khayyam, Ibn Khaldun, Cairo, Alhambra, Taj Mahal, Shah Jahan, Indus River, Brahma the Creator, Siva the Destroyer, Vishnu the Preserver, Ganesha, Hanuman, Ganges, Siddhartha Gautama, Guru Nanak, Guru Granth Sahib, Mughals, Sikhs, Ranjit Singh, **(AAH) (AAPI)**

Africa:

- How Africa's geography influenced trade in the region. **(AAH)**
- What types of trade took place in Africa. **(AAH)**

- How the African economy was dependent on trade. (AAH)
- How Islam arrived in Africa. (AAH)
- How ideas spread through trade.
- How African arts and music have influenced today's popular culture. (AAH)
- The economic reasons behind the slave trade. (AAH)

Asia:

- The reasons Korea is described as a bridge between China and Japan. (AAPI)
- How Korea built a civilization. (AAPI)
- How geography affected ways of life in Japan and Southeast Asia. (AAPI)
- What caused military leaders to rise to power in Japan. (AAPI)
- Why powerful kingdoms and empires developed in Southeast Asia. (AAPI)

Origins of World Religions:

- The message of Jesus and its connection to Jewish thought.
- Why Christianity spread in the Roman Empire.
- The role Constantine played in the acceptance of Christianity in the Roman Empire.
- The causes of the split of the Christian church into eastern and western branches.
- How the physical geography of the Arabian peninsula influenced Arab civilization.
- The message that Muhammad preached. (AAH) (AAPI)
- How Islam provides guidance to its followers. (AAH) (AAPI)
- How an empire was created with the spread of Islam. (AAH) (AAPI)
- How a split among Muslims led to a change in the Arab Empire. (AAH) (AAPI)
- The ways in which the Turks, Safavids, and Moguls ruled their empires. (AAPI)
- What life was like in the Islamic world. (AAH) (AAPI)
- What contributions Muslims have made in mathematics, science, and the arts. (AAH, AAPI)
- Indian civilization first developed on the Indus River. (AAPI)
- Hinduism, the largest religion in India, developed out of ancient Indian beliefs and practices. (AAPI)
- Buddhism began in India and became a major religion. (AAPI)
- Sikhism originated in the Punjab region of India and has grown to include nearly 25 million followers around the world. (AAPI)

Students will be able to...

- **Define** key terms.
- **Identify** important people and places.

Africa:

- **Analyze** how trade affected Africa's development. (AAH)
- **Use** visuals to interpret information about trade and Africa. (AAH)
- **Present** completed visuals to the class for evaluation.
- **Evaluate** a peer's work and informally compare and contrast it with their own.
- **Read** a map on the exchange of ideas with Africa via trade. (AAH)
- **Analyze** how trade affects the exchange of ideas.
- **Demonstrate** understanding of Africa's influence on pop culture through classroom discussion. (AAH)
- **Compare and contrast** primary source quotes on the slave trade. (AAH)
- **Construct** an argument based on primary source quotes on the slave trade and information learned in the lesson.

Asia:

- Explain why Korea is considered a bridge between China and Japan. (AAPI)
- Describe the ways in which Korea was influenced by China and Japan. (AAPI)
- Explain how geography shaped Japan's early society. (AAPI)
- Discuss why nature was important to the early Japanese. (AAPI)
- Describe how China influenced Japan during the Nara period. (AAPI)
- Explain how military leaders became powerful in Southeast Asia. (AAPI)
- Explain how and why culture flourished during the time of the shoguns. (AAPI)
- Identify and locate geographical features that affected settlement and early ways of life in Southeast Asia. (AAPI)
- Explain why powerful kingdoms and empires developed in Southeast Asia. (AAPI)

Origins of World Religions:

- Synthesize the geographic theme of movement and its importance to spreading Christianity in the Roman Empire.
- Draw conclusions about Christianity's expansion and eventual acceptance in the Roman Empire.
- Organize information graphically to record their understanding of the rise of Christianity.
- Synthesize what they have learned to come up with an essay topic on the subject of the rise and spread of Christianity.
- Analyze the split of the Christian church in an essay.
- Discuss their work with the class and read their essays aloud.
- Identify key tenets of Islam. (AAH) (AAPI)
- Discuss the significance of key components of Islam. (AAH) (AAPI)
- Identify current-day countries in which Islam is a major religion. (AAH) (AAPI)
- Distinguish the methods of how Islam was spread through various events and people. (AAH) (AAPI)
- Determine how the Turks, Safavids, and Moguls incorporated Islam into their empires. (AAH) (AAPI)
- Discuss the role that prayer plays in the lives of Muslims. (AAH, AAPI)
- Identify the contributions made by Muslims. (AAH, AAPI)
- Explain how discoveries and inventions affected the lives of Muslims. (AAH, AAPI)
- Identify What were the two main cities of the Harappan civilization. (AAPI)
- Recall When the Harappan civilization thrived. (AAPI)
- Recall how the Harappans used seals. (AAPI)
- Recall where the Aryans came from. (AAPI)
- Compare and contrast the Harappan Civilization and Aryan Civilizations. (AAPI)
- Identify what the three major forms of Brahman are (AAPI)
- Analyze what led to the development of Hinduism. (AAPI)
- Analyze what led to the development of Buddhism. (AAPI)
- Identify who Siddhartha Gautama was.(AAPI)
- Recall where Sikhism began. (AAPI)
- Explain the major way Guru Nanak rejected the teachings of Hinduism.(AAPI)
- Identify what the Golden Temple is.(AAPI)
- Explain why the Sikhs rebelled against the Mughal Empire in the 1600s and 1700s.(AAPI)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Assessment
- DBQ's (Document Based Questions)
- Hands-On Chapter Project
- McGraw Hill Online Text “Smart Book” Assessments
- Responses to Interactive Whiteboard Activities
- Interactive Graphic Organizers
- Geography and History Activity
- Responses to classroom discussions
- Economics in History Activity
- 21st Century Skills Activity
- Written paragraphs
- Lesson Reviews
- Discussion answers to Korea as a bridge between China and Japan
- Analysis paper on why the Shinto religion may be followed today
- Discussion answers on how the area was influenced by cultures of India, China, and Islam
- Classroom discussion of Christianity's effect on the Roman Empire
- Written paper to dispel misconception that all Muslim are Arabs
- Time line of Muslim contributions

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- EdPuzzles
- Google Earth Tours of Historical Sites
- Kahoots
- Gimkits
- Blookits
- Guided Reading Assignments
- Self-Check Quizzes
- Think-Pair-Share
- Student Teachers
- “Teach Up”
- Learning Stations
- Entrance/Exit Tickets
- Videos/ Documentaries
- Presentations
- Podcasts
- Peardeck Presentations
- Nearpod Presentations

- McGraw Hill Online Textbook Learning Extensions

RESOURCES

Teacher Resources:

- [The History and Culture of Africa & Asia / The Origin of Religions](#) ← Link to Resource Folder

Equipment Needed:

- Laptops
- Projector
- Speakers
- Maps

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Europe before the 1700's and The Middle Ages to Enlightenment

Target Course/Grade Level: Social Studies - Grade 7

Unit Summary: During this unit, students will learn about the early history of Europe, from prehistoric cultures through the ages of the Greeks, Romans, & Byzantine Empires. Students will understand how political, social, and cultural developments during the Renaissance, Reformation, Age of Exploration, Scientific Revolution, and the Enlightenment changed Europe and still influence our world today.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

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

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

6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

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

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

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

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

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

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

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

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. (AAH) (AAPI)

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. (AAPI)

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. (AAH) (AAPI) (HG)

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

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. (AAH) (AAPI)

Career Readiness, Life Literacies, and Key Skills:

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Interdisciplinary Connections and Standards:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit Understandings:

Students will understand that...

Europe Before the 1700's

- Political, social, and cultural developments can have immediate and long term implications at the local, regional, and global levels.

Medieval Europe

- Religion can influence a society's beliefs and values.
- Cultures are held together by shared beliefs.
- Conflict can lead to change.

Renaissance and Reformation

- The movement of people, goods, and ideas cause societies to change over time.
- People places and ideas change over time
- Religion can influence a society's beliefs and values
- Countries have relationships with each other.

The Age of Exploration and Trade

- The movement of people, goods, and ideas causes societies to change over time. (AAH)

The Scientific Revolution and Enlightenment

- Science and technology can change people's lives.
- The value that society places on individual rights is often reflected in that society's government.

Unit Essential Questions:

Europe Before the 1700's

- What are the major political, social, and cultural legacies from Europe's early history?
- How did Greek culture spread in Europe and Asia? (AAPI)
- What were city-states?
- What was the golden age of Greece?
- How did the Romans create one of the world's greatest civilizations?
- What were the great achievements of the Roman Empire?
- What led to the decline of the Roman Empire?
- How did the Byzantine Empire manage to survive after the fall of Rome?

Medieval Europe

- Why does conflict develop?
- What are the characteristics that define a culture?
- How do governments change?
- What is the role of religion in government?

Renaissance and Reformation

- Why do people make economic choices?
- How do new ideas change the way people live?
- How do religions develop?
- Why does conflict develop?

The Age of Exploration and Trade

- How does technology change the way people live?
- Why do civilizations rise and fall? (AAH)
- Why do people make economic choices?

The Scientific Revolution and Enlightenment

- How do new ideas change the way people live?
- How do governments change?

Knowledge and Skills:

Students will know...

Europe Before the 1700's

- Prehistoric people adapted to their environment and developed agriculture.
- Scientists study the remains of early humans to learn about prehistory.
- Early humans moved out of Africa and migrated all over the world. (AAH)
- People adapted to new environments by making clothing and new types of tools.
- The first farmers learned to grow plants and raise animals in the New Stone Age.
- Farming changed societies and the way people lived.
- Greek culture spread in Europe and Asia through colonization, trade, and conquest. (AAPI)
- The Golden Age of Greece saw advances in government, art, and philosophy.
- Alexander the Great formed a huge empire and spread Greek culture into new areas.
- The Romans created one of the ancient world's greatest empires.
- The Roman Republic was governed by elected leaders.
- The Roman Empire was a time of great achievements.
- Various factors contributed to the decline of Rome.
- The Eastern Roman Empire (The Byzantine Empire) prospered long after the western empire fell.
- Eastern emperors ruled from Constantinople and tried but failed to reunite the whole Roman Empire.
- The people of the eastern empire created a new society that was very different from society in the west.
- Byzantine Christianity was different from religion in the west.

Medieval Europe

- How the geography of Europe shaped the development of cultures.
- The achievements of European kings and emperors.
- The role of the Church in medieval Europe.

- What feudalism was and why it became an important social structure.
- Why the Magna Carta is important.
- What the Crusades were and how they started.
- The role the architecture, education, literature, and religion played in medieval life.
- About the Black Death and its effect on medieval life.
- The conflicts experienced by the Catholic Church.
- The effects of the Hundred Years' War and the Reconquista.

The Renaissance and Reformation

- Why the city-states of Italy became centers of culture during the Renaissance.
- How the city-states of Italy gained their power.
- How Renaissance writers developed new ideas.
- What methods Renaissance artists used to make their work natural and real.
- How the Renaissance changed as it moved from Italy to northern Europe.
- How the teachings of Protestant reformers shaped the western world.
- How the Reformation influenced England and its American colonies.
- How the Catholic Church responded to the spread of Protestantism.
- How wars of religion affected Europe.

The Age of Exploration and Trade

- The factors that led to Europeans being able to Explore.
- What drove the Europeans to explore.
- Some of the discoveries of the earliest European explorers.
- The conquest of Spain in the Americas. (AAH)
- Where Europeans established colonies. (AAH)
- How the Columbian Exchange affected Europe and the Americas. (AAH) (HG)
- How economics influenced exploration.
- Key features of the commercial revolution.

The Scientific Revolution and the Enlightenment

- The Scientific Revolution generated much new knowledge.
- The Scientific Method represented a new way of studying the world.
- The Enlightenment influenced ideas about human rights and government.

Students will be able to...

Europe Before the 1700's

- **Define/ identify/ locate** Important key terms, people and places: prehistory, tool, Paleolithic Era, society, hunter-gatherers, migrate, ice ages, land bridge, Mesolithic Era, Neolithic Era, domestication, agriculture, megaliths, city-states, golden age, Pericles, Socrates, Plato, Aristotle, Homer, Athens, Sparta, Alexander the Great, Hellenistic, Rome, Republic, Senate, citizens, Carthage, Julius Caesar, empire, Octavian, Augustus, aqueducts, Pax Romana, The Colosseum, The Pont du Gard, Constantine, Constantinople, Diocletian, Byzantine Empire, Justinian, Theodora, mosaics
- **Identify** What determines whether a specific time is prehistory? It came before humans were able to write.
- **Explain** During the Paleolithic Era, how would an individual have made a hand ax?
- **Compare and contrast** How is a hunter-gather different from a farmer?
- **Understand cause and effect** What are some of the reasons that scientists believe humans developed language?

- **Draw conclusions** How did the ice ages make it easier for Stone Age people to migrate from Asia to North America? (AAPI)
- **Analyze visuals** According to the Early Human Migration map, when did people reach western Australia?
- **Making inferences** Why do you think humans migrated to southern Asia earlier than to northern Europe? (AAPI)
- **Identify** What are some ways that fire helped early people?
- **Compare and contrast** How were tools of the Mesolithic Era similar to those of the Paleolithic Era? How were they different?
- **Explain** What was revolutionary about the Neolithic Revolution?
- **Identify** What major event occurred during the Neolithic Era that made it easier for people to use fire?
- **Analyze** Why might a group of hunter-gatherers decide to domesticate animals?
- **Explain** How did agriculture lead to trade?
- **Recall** What are megaliths and what is an example?
- **Define** What is a city-state?
- **Describe** In what ways was the acropolis the center of the city-state?
- **Make inferences** How did colonies help keep Greek culture strong?
- **Recall** Why did the Greek city-states band together around 500 BC?
- **Identify cause and effect** In what way did the armed struggle between the Greeks and the Persians make the golden age possible?
- **Make generalizations** What did Greek artists, scientists, and philosophers have in common?
- **Recall** How many years did it take Alexander to establish his empire? about 11 years
- **Explain** Why did Alexander turn back toward home in 325 BC?
- **Sequence: Which** was the first place that Alexander conquered? Which was the last? (AAH) (AAPI)
- **Recall** Which rulers had a strong influence on the early development of Roman culture?
- **Define** What is a republic?
- **Describe** Who were members of the Senate?
- **Draw conclusions** Why did a group of senators kill Julius Caesar?
- **Identify** who Rome's first emperor was?
- **Explain** Why was Octavian—later known as Augustus—popular with the Roman people?
- **Evaluate** if all people living in the Roman Empire would agree that the Pax Romana was a golden age?
- **Describe** Where did Constantine establish a new Roman capital, Constantinople? Why?
- **Recall** What were some of the problems caused by a series of bad emperors starting around 200?
- **Analyze** Why were the barbarian invasions of Rome successful?
- **Analyze** Who benefited from Justinian's Code, and why?
- **Summarize** What were Justinian's major accomplishments?
- **Explain** How did Constantinople become a great trading city?
- **Describe** How did Byzantine artists express their faith?
- **Recall** What were two practices that were different in the eastern and western churches?

Medieval Europe

- **Define/ identify/ locate** Important key terms, people and places: fjord, concordat, missionary, King Clovis, Charles the Hammer, Pepin, Charlemagne, Magyars, Vikings, Aachen, Scandinavia, Muslims, Germany, Duke Otto of Saxony, Fredrick I, Fredrick II, Patrick, Pope Gregory I, illuminations, Monks, Gregory VII, Henry IV, feudalism, vassal, knight, serf, fief, guild, chivalry, nobles, a lord, Venice, Genoa, Pisa, Flanders, Bruges, and Ghent, Bede, Alfred the Great, William Duke of Normandy, Domesday Book, Henry II, grand jury, trial jury, King John, Magna Carta, Edward I, Parliament, Hugh Capet, Capetian Dynasty, Philip II, Philip IV, Slavs, Kiev, Mongols,

khan, Moscow, Ivan III, czar, Pope Urban II, romanesque, mass, heresy, anti-semitism, theology, scholasticism, vernacular, Roger Bacon, Anslem, Thomas Aquinas, troubadour poetry, Cisterian order, Bernard, Clairvaux, Hildegard of Bingen, Franciscans, Dominicans, The Inquisition, plague, Reconquista, The Black Death, The Great Schism, King Edward III, Joan of Arc, French Prince Charles, War of the Roses, Henry VII, Ferdinand and Isabella

- **Discuss and analyze** the balance of power between the pope and Charlemagne
- **Draw conclusions** about Charlemagne's life.
- **Explain** feudalism.
- **Compare and contrast** the lives of knights and peasants.
- **Analyze** why the Magna Carta was needed.
- **Explain** the causes and effects of the Crusades.
- **Explain** how the rise of strong governments contributed to the increase in trade, banking, and business, and how this in turn affected the building and learning.
- **Analyze** the relationship between conformity and the Inquisition.
- **Read** a map about the spread of the plague.
- **Discuss** problems and changes during the late Middle Ages.

The Renaissance and Reformation

- **Define/ identify/ locate** Important key terms, people and places: renaissance, secular, mercenary, diplomacy, urban, Florence, Genoa, Milan, Marco Polo, Venice, Medici, Lorenzo de' Medici, humanism, Francisco Petrarch, Dante Alighieri, Geoffrey Chaucer, Johannes Gutenberg, the printing press, Leonardo da Vinci, the Vatican, Chiaroscuro, Michelangelo Buonarroti, Raphael Sanzio, the Sistine Chapel, Artemisia Gentileschi, Jan van Eyck, Albrecht Durer, William Shakespeare, Reformation, indulgence, predestination, annul Martin Luther, John Wycliffe, Desiderius Erasmus, Pope Leo X, Ninety-Five Theses, Worms, Lutheranism, Protestantism, Charles V, The Peace of Augsburg, John Calvin, Henry VIII, Catherine, Anne Boleyn, Act of Supremacy, Elizabeth I, Puritans, James I, seminary, heresy, Jesuits, Ignatius, Teresa of Avila, Spanish Inquisition, Miguel Cervantes, El Greco, The Spanish Armada, Catherine de' Medici, Huguenots, Henry of Navarre, The Edict of Nantes, Thirty Years War, Peace of Westphalia
- **Discuss** who ruled city-states of Italy and how they achieved that power.
- **Describe** humanism.
- **Analyze** and identify differences between a Middle Ages-style painting and Renaissance-style painting.
- **Describe** who Shakespeare was and his influence on literature.
- **Explain** why the Church was pressured to reform.
- **Identify** the three main differences between Lutheranism and the Catholic Church.
- **Locate** European countries that were significant to the Reformation and explain why.
- **Describe** how European monarchs used religion to their advantage.
- **Explain** why France fought against Catholic countries in the Thirty Years War.

The Age of Exploration and Trade

- **Define/ identify/ locate** Important key terms, people and places: circumnavigate, conquistadors, astrolabe, Ptolemy, Geography, al-Idrisi, Prince Henry the Navigator, Bartolomeu Dias, Vasco de Gama, Christopher Columbus, Hispaniola, Taino, Amerigo Vespucci, America, Ferdinand Magellan, the Strait of Magellan, John Cabot, Giovanni da Verrazano, Jacques Cartier, the St. Lawrence River, Hernan Cortes, allies, smallpox, ambush, hostage, Malintzin, Montezuma II, Quetzalcoatl, Tenochtitlan, Vasco Nunez de Balboa, Francisco Pizarro, Atahualpa, plantations, cash crops, mercantilism, commerce, entrepreneur, cottage industry, Treaty of Tordesillas, viceroy, Pedro Alvares Cabral, Samuel de Champlain, New France, La Salle, Virginia Company, Jamestown, Henry Hudson, New Amsterdam, Joint-Stock Companies, The Columbian Exchange, Bartolomé de Las Casas (AAH) (AAPI)

- **Identify** new technologies and the establishment of stronger governments as factors that allowed exploration.
- **Understand** why goods from Asia were a catalyst for exploration. (AAPI)
- **Identify** the accomplishments of Magellan, Columbus, da Gama and Verrazano. (AAH) (HG)
- **Identify** the conquistadors who conquered Mexico and Peru, and the empires they vanquished. (HG)
- **Analyze** Europe's cultural dominance as exhibited through colonization. (HG)
- **Draw** conclusions about the advancements in economics that occurred due to trade and colonization. (AAH, HG)

The Scientific Revolution and the Enlightenment

- **Define/ Identify/ Locate** Important key terms, people and places: geocentric, Scientific Revolution, heliocentric, ellipses, gravity, elements, rationalism, scientific method, theory, Aristotle, Ptolemy, Nicolaus Copernicus, Johannes Kepler, Galileo Galilei, Isaac Newton, Galen, Andreas, Vesalius, Robert Hooke, Antonie van Leeuwenhoek, Robert Boyle, Antoine Lavoisier, Mary Lavoisier, Rene Descartes, Blaise Pascal, Francis Bacon, Age of Enlightenment, absolutism, Glorious Revolution, constitutional monarchy, social contract, separation of powers, Thomas Hobbes and John Locke, the Bill of Rights, Baron Montesquieu, philosophe, Francois-Marie Arouet (Voltaire), deism, Denis Diderot, Mary Wollstonecraft, Jean-Jacques Rousseau, Louis XIV, Joseph II, Peter the Great, St. Petersburg, Catherine the Great
- **Describe** how science was practiced in ancient and medieval times.
- **Describe** the theories of Ptolemy, Copernicus, and Newton.
- **Identify** what instrument made the discovery of bacteria possible.
- **Explain** why Descartes believed that mathematics is the source for scientific truth.
- **Define** the scientific method.
- **Compare and contrast** the ideas of Hobbes and Locke.
- **Explain** why Voltaire criticized the Roman Catholic Church.
- **Describe** the importance of Diderot's Encyclopedia.
- **Explain** how Fredrick the Great influenced the Enlightenment.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of Unit Assessment
- DBQ's (Document Based Questions)
- Hands-On Chapter Projects
- Lesson Reviews
- McGraw Hill Online Text "Smart Book" Assessments
- Responses to Interactive Whiteboard Activities
- Interactive Graphic Organizers
- Economics of History Activity
- Class discussions about the structure of the Church
- Class discussions about the relationship between the pope and the king

- Listing activity about the rights guaranteed by the Magna Carta
- Class discussion and written assignment about problems in the Church and society in the late Middle Ages.
- Discussion answers about why Europeans explored the world
- What Do You Think? questions

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Gimkits
- Blookits
- Guided Reading Assignments
- Self-Check Quizzes
- Think-Pair-Share
- Student Teachers
- "Teach Up"
- Learning Stations
- Entrance/Exit Tickets
- Videos/ Documentaries
- Presentations
- Podcasts
- Peardeck Presentations
- Nearpod Presentations
- McGraw Hill Online Textbook Learning Extensions

RESOURCES

Teacher Resources:

- [Europe before the 1700's / The Middle Ages to Enlightenment](#) ←-Link to Resource Folder

Equipment Needed:

- Laptops
- Projector
- Speakers
- Maps

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Civics, The Role of the Citizen in a Democratic Society

Target Course/Grade Level: Social Studies- Grade 7

Unit Summary: In addition to civic education content, students require opportunities to develop and practice the skills and dispositions to become active and well-informed supporters of their community. Voting is an important responsibility of citizenship, but students must also learn how to interact with the appropriate levels of government to address matters of public policy that affect their lives and occupations. This unit explores the nature of citizenship and offers questions and strategies to help students develop the skills they will need to be active members and supporters of their communities.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve

6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.

6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

Career Readiness, Life Literacies, and Key Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

Interdisciplinary Connections and Standards:

8.1A 6-8. Demonstrate ability to manipulate, analyze and/or interpret data for particular purposes when the purpose and the data sources are provided by the teacher

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- Citizenship is an important responsibility of a well functioning democratic society.
- Citizens have the power to change their environment by supporting and executing activities.
- Active citizenship helps individuals connect with society and affords them the opportunity to give back to their community in a positive way.

Unit Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- What is a citizen?
- How do the three branches of government function at the local and state level in New Jersey?
- How can individuals and civil society influence public policy?
- What are the challenges facing my community and how can I help?
- What are the skills necessary for effective, informed citizenship?

Knowledge and Skills:

Students will know...

Rights and Responsibilities of Citizenship

- Citizenship is a relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to its protection.
- Each nation determines the conditions under which it will recognize persons as its citizens, and the conditions under which that status will be extended or withdrawn. (AAH) (AAPI)
- Citizens have additional rights and responsibilities that non-citizens do not possess. (AAH) (AAPI)

Local and State Government

- Local government includes school boards, municipalities, and counties; each with specific authority.
- The New Jersey Constitution delegates certain powers and responsibilities to local governments and school boards.
- State government includes three branches--executive, legislative and judicial--with separate powers and checks and balances.
- Decisions made by local and state governments have an enormous impact on our lives.

Public Policy and Civil Society

- Public policy includes the decisions, commitments and actions made by those who hold or affect government positions.
- Public policies are often embodied in laws, rules or regulations.
- Civil society includes media, voluntary organizations and interest groups, which mediate between individuals and government.
- Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and lobbying for change.

Citizen Action - Identifying a Problem or Issue

- Students will identify and discuss a variety of community issues, engaging in comprehensive research and analysis of the issues, utilizing appropriate reading, writing, and informational literacy skills.
- Issues will be prioritized based on their scope, duration, impact and feasibility.
- Students will appreciate the value of reaching consensus regarding which issue(s) to prioritize. of the issues identified.

Citizen Action - Developing and Proposing a Solution

- A fully researched and analyzed solution to a contemporary public policy issue helps students to develop important literacy, problem-solving and critical thinking skills.
- Developing an action plan to have a public policy solution implemented by an appropriate governmental agency develops civic skills and positive civic attitudes.

Students will be able to...

Rights and Responsibilities of a Citizen

- **Define** important vocabulary terms: Allegiance, Citizenship, Citizen, Immigrant, Legal Permanent Resident, Naturalization, Obligations, Resident Alien, Responsibilities (AAH) (AAPI)
- **Identify** the rights and obligations of a citizen.
- **Describe** the process in which an immigrant must go through to become a citizen.

Local and State Government

- **Define** important vocabulary terms: Appellate Court , Civil suit, County commissioners, Defendant, Municipality, Ordinance, Plaintiff, School Board, Trial Court
- **Compare and contrast** state and federal court systems.
- **Locate and identify** the local, state, and federal governments and the ways you can interact with it.

Public Policy and Civil Society

- **Define** important vocabulary terms: Civil Society, Interest groups, Public Policy
- **Describe** how individuals and institutions of civil society, such as interest groups, fraternal groups, business organizations, influence.

Citizen Action - Identifying a Problem or Issue

- **Define** important vocabulary terms: Duration, Economic justice, Feasibility, Human rights, Intensity, Resources, Scope (AAH) (AAPI)
- **Identify** issues to be addressed at the local, state, national and/or global level.

- **Determine** why issues involving human rights are important. (AAH) (AAPI)
- **Analyze and describe** how issues of economic justice involve human rights. (AAH) (AAPI)
- **Analyze and describe** why issues involving climate change and the environment are critical issues.

Citizen Action - Developing and Proposing a Solution

- **Define** important vocabulary terms: Action Plan, Advocating, Alternatives, Bias, Credibility, Government agency, Presentation, Solutions
- **Identify** the appropriate branch or agency of government with authority to address the issue selected.
- **Describe** how digital tools, research skills, media literacy skills and active listening skills used for civic participation.
- **Assess** the credibility of online or printed information.
- **Determine** whether a source is biased.
- **Consider** several alternative solutions.
- **Determine** what is the best solution to the problem that I have identified.
- **Determine** the best ways to initiate change.
- **Create** an action plan.
- **Develop** an effective written and/or oral presentation advocating our solution.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Assessment
- DBQ's (Document Based Questions)
- Class Project identifying, researching and proposing a solution to an important public policy issue, such as Project Citizen.
- Lesson Reviews

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- iCivics: Citizen me Students create a graphic organizer that diagrams citizen rights and responsibilities at different levels of citizenship--home, school, city, state, and nation. They also learn the sources of their rights and responsibilities at each level.
- NJ Center for Civic Education: What is Citizenship? Who is a Citizen?
- U.S. Citizenship and Immigration Services: Citizenship and Naturalization in the U.S.
- National Archives: Analyzing Einstein's Citizenship Application; Exploring America's Diversity: Luther Powell; Analyzing Rick Rescorla's Petition for Naturalization
- U.S. Citizenship Test
- Interacting with Local, State, Federal Government Agencies
- iCivics Court Quest Game

- NJ Center for Civic Education: What is public policy?
- Gettingsmart: Strategies for teaching public policy
- Analyzing important issues to be addressed at the local, state, national and/or global level
- NJ Center for Civic Education: Identifying Community Issues
- Newseum: Identifying community issues
- Project Citizen
- Generation Citizen
- Youth-Led Participatory Action Research
- Human Rights Educators USA: Service Learning for Human Rights Education
- NJ Dept. of Education: NJ Climate Change Education Resources
- Agency for Toxic Substances and Disease Registry: Identifying risks
- NJ Center for Civic Education: Selecting an Issue
- NJ Center for Civic Education: Media Literacy
- NJ Center for Civic Education: Suggested Practices--Active Listening/Civil Discourse
- NJ Center for Civic Education: Selecting the best solution
- iCivics: Identifying local solutions
- NJ Center for Civic Education: How can individuals and groups bring their concerns to public policymakers?
- Scholastic: Persuasive letter writing rubric
- iCivics: Local Solutions Civic Action Plan
- NJ Center for Civic Education: Presenting your class plan

RESOURCES

Teacher Resources:

- [Civics. The Role of the Citizen in a Democratic Society](#) ← Link to Resource Folder

Equipment Needed:

- Laptops
- Projector
- Speakers
- Maps