



Estell Manor School District

Social Studies Curriculum
Grade 8

Philosophy

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

EIGHTH GRADE

Theme: "World Geography & Cultures"
CORE MATERIALS: Discovery Education Techbook

UNITS	TIMELINE	STANDARDS	TOPICS
Early American Government, Citizenship, and Human Rights	Weeks 1-4	6.1.8.CivicsPI.3.a 6.1.8.CivicsPI.3.b 6.1.8.CivicsPI.3.c 6.1.8.CivicsPI.3.d 6.1.8.CivicsPD.3.a 6.1.8.CivicsDP.3.a 6.1.8.CivicsHR.3.a 6.1.8.CivicsHR.3.b 6.1.8.CivicsHR.3.c 6.1.8.GeoSV.3.a 6.1.8.EconET.3.a 6.1.8.HistoryCC.3.a 6.1.8.HistoryCC.3.b 6.1.8.HistoryCC.3.c 6.1.8.HistoryCC.3.d 6.1.8.HistoryUP.3.a 6.1.8.HistoryUP.3.b 6.1.8.HistoryUP.3.c 6.1.8.HistorySE.3.a 6.1.8.HistorySE.3.b	• The Declaration of Independence and Human Rights • Effects of War and Conflict on Citizens • The Articles of Confederation • Leadership and Decision-Making Based on the Constitution in the New Nation • The Effects of the Virginia and New Jersey Plans • The Constitution and the Bill of Rights • Slavery in Early America Under the Constitution
American Government, Citizenship, and Human Rights During Expansion and Reform	Weeks 5-8	6.1.8.CivicsDP.4.a 6.1.8.CivicsHR.4.a 6.1.8.GeoSV.4.a 6.1.8.EconET.4.a 6.1.8.EconET.4.b 6.1.8.EconNE.4.a 6.1.8.EconNE.4.b	• The Formation and History of American Political Parties • American Voting Rights • Reform Movements • Territorial Expansion and Native Americans • Conflict Over the Economy in the

		6.1.8.HistoryCC.4.a 6.1.8.HistoryCC.4.b 6.1.8.HistoryCC.4.c 6.1.8.HistoryCC.4.d	New Nation • Louisiana Purchase, Technological Advances, and Manifest Destiny • Slavery in the New Nation • Population Growth and Ethnic/Cultural Conflicts
American Government, Citizenship, and Human Rights During the American Civil War and Reconstruction	Weeks 9-12	6.1.8.HistoryCC.5.a 6.1.8.HistoryCC.5.b 6.1.8.HistoryCC.5.c 6.1.8.HistoryUP.5.a 6.1.8.HistoryUP.5.b 6.1.8.HistoryUP.5.c 6.1.8.HistoryCC.5.d 6.1.8.HistoryCC.5.e 6.1.8.HistoryCC.5.f 6.1.8.HistoryCC.5.g 6.3.8.CivicsHR.1	• Causes of The American Civil War • Critical Events and the Human and Material Costs of the Civil War • The Roles of Various Groups in the Civil War • The Emancipation Proclamation and The Gettysburg Address • The Effects of the Civil War • Reconstruction
World Governments, Citizenship, and Human Rights	Weeks 13-16	6.3.8.CivicsPI.1 6.3.8.CivicsPI.2 6.3.8.CivicsPI.3 6.3.8.CivicsPI.4 6.3.8.CivisHR.1	• Government is a Reflection of Society • The Influence of Individuals on Government • The Influence of Organizations on the Government • The Influence of Media on the Government • Is Government Necessary?
The Holocaust	Weeks 17-22	NJ Holocaust Law: NJSA.18A:35-28 6.3.8.CivisHR.1	• The World at the Time of the Holocaust • Human Rights and the Holocaust • The Effects of Power on Individuals and Groups • Heroes of the Holocaust • Lasting Effects of the Holocaust

The United States and Our World Today	Weeks 23-28	6.3.8.CivicsPD.1 6.3.8.CivicsPD.2 6.3.8.CivicsPD.3 6.3.8.CivicsDP.1 6.3.8.CivicsDP.2 6.3.8.CivicsDP.3 6.3.8.CivicsPR.3 6.3.8.CivicsPR.4 6.3.8.CivicsPR.5 6.3.8.CivicsPR.6 6.3.8.CivicsPR.7 6.3.8.EconET.1 6.3.8.EconET.2	• Issues of Inequality Today • Rights Under the Government and Human Rights • Mock Government • The Impact of Government Decisions on Economy
---------------------------------------	-------------	--	--

WEBSITE RESOURCES:

<https://civiced.rutgers.edu/documents/civics/middle-school-civics/117-curriculum-guide-for-middle-school-civics/file>

<https://www.icivics.org/teachers>

<https://www.ushmm.org/teach/teaching-materials/holocaust>

Unit 1 will address the following 21st Century Life and Careers skills:

X all that apply 21st Century Themes		Career Ready Practices √	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8. A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8. A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information

Unit 1: The Foundations of the Nation	Duration: 4 weeks (September)
Unit Summary The fundamental principles of the United States Constitution serve as the foundation of the United States government today. The structure and principles of our government are designed to provide and protect the rights of all citizens. The actions or inactions of individuals, groups, and nations can have intended and unintended consequences.	
NJ Student Learning Standards	
6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. 6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.	

6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.

6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

Interdisciplinary Skills

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Technology

8.1.8. A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8. A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

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

Essential Understandings	Essential Questions
<i>Students will understand that...</i> • Understand that technological advancements impact all aspects of the development of a society. • Throughout history humans have developed technology and skills to help them survive. • People may move as individuals or as a group and absorb or pass on ideas. • Slaves are usually moved against their will. • People move for economic, political, or religious reasons.	• How does the development of technology affect the development of a society? • What are the consequences of technology? • Why do people migrate?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<u>Mysteries in History:</u> The Secret of the Iceman's Death • Identify and use processes important to reconstructing and reinterpreting the the past, such as using a variety of sources, providing validating, and weighing evidence	Formative Assessments • Open Ended Questions • Class Discussion • Graphic Organizers • Readworks/Reading Responses • Exit Slips

for claims, checking credibility of sources, and searching for causality.

- Students will examine the body of the iceman, weigh various theories about his death, and then and then make a decision on how he died

Day #1-Attention Grabber and Discussion Questions

Discussion Questions:

- Who do you think this person was?
- Why was he in the mountains?
- When did this person die?
- How did he die?
- Does anything at this scene seem suspicious?

Pictures at the scene-based on this information, when did this man live?

Day #2-Items at the Scene and Death Theory #1

(Hypothermia): Students read theory and, using ideas from this theory, write a scenario of the day he died. Record important information on graphic organizer.

Day #3-Death Theory #2 (Robbery) and #3 (Assassination): Students read theory and, using ideas from these theories,

- Kinesthetic Assessments
- Google Classroom

Summative Assessments

- Studies Weekly Test
- Performance Assessments

Benchmark Assessment

- Social Studies benchmark assessment

Alternative Assessments

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Modified Tests/Quizzes/Classwork
- Social Studies notebook

write a scenarios of the day he died. Record important information on graphic organizer. Day #4-Death Theory #4 (Ritual Sacrifice) and #5 (Died in Battle): Students read theory and, using ideas from these theories, write a scenarios of the day he died. Record important information on graphic organizer. Day #5-Read “Background Information”. Sketching Otzi: students draw a picture of what they think Otzi looked like, with his tools and clothing. The Iceman’s Death Certificate: Using information from notes and graphic organizer, students make decision about how Otzi died and complete information on the death certificate page. Day #6-Present findings to class.	
Vocabulary Prehistory, archaeology, archaeologist, migrate, glacier, artifact, technology, domesticate, harvest, excavation site, agriculture, surplus, nomad, social division, climate, culture, anthropology, landform, geography, diverse,custom, culture contact, global interdependence, time-line, anthropologist, sociologist, political scientist, historian	
Knowledge and Skills	

Content	Skills
<i>Students will know....</i> • The social organization of early hunters/gatherers and those who lived in early agrarian societies • Aspects of the Paleolithic Age • Aspects of the Neolithic Age • The impact of migration on lives of the migratory hunters/gathers and on the shaping of societies • How nomadic and agrarian societies used land and natural resources • The impact of technological advancements on hunter/gatherer and agrarian societies • How archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records • The difference of pre-agricultural and post-agricultural periods • The Beginnings of Human Society: Paleolithic and Neolithic Ages Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. • The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. • Archaeology provides historical and scientific explanations for how ancient people lived.	<i>Students will be able to ...</i> • Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies • Compare and contrast how nomadic and agrarian societies used land and natural resources. • Explain the impact of technological advancements on hunter/gatherer and agrarian societies. • Relate the agricultural revolution to population growth and the subsequent development of civilizations. • Explain how archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records. • Demonstrate an understanding of pre-agricultural and post-agricultural periods
Instructional Plan	

Suggested Activities	Resources
Students will actively engaged in a Catal Hoyuk Web Lesson	http://www.smm.org/catal/
Students will complete Cave Art in Lascaux webquest and tour the caves virtually	http://www.classzone.com/webquest/u1/worksheet_lascaux.cfm
Make cave art depicting student's signature (hand), technology (fire), food (animals), people hunting, stars, sun and moon, bow and arrows	Use paper bags and chalk
Discovery Education Media Video: World History: Pre-History Segments: The Iceman Discovered; The Earliest Human Migration	http://www.discoveryeducation.com
Early People: Students will evaluate the survival benefits and drawbacks of various human tools. Students will also recognize the importance of tools to early human survival. Divide class into groups of 4-6 and assign each group as either warm weather or cold weather environment. Present a list of various early tools (fishing hook and string, spear, animal skins, grinding rock, fur clothing, etc.) to each group. Group members should select tools appropriate for their environment. Ask students to write about the usefulness of their chosen items and how they plan to use them effectively. Give students the opportunity to trade for items that they think would be more beneficial. Students can present their results to the class and compare the items they selected with groups of a similar environment.	List of early tools

Suggested Literature	
<i>Evolution</i> By: DK and Dr. Alice Roberts <i>Earth Children</i> (series) By: Jean M. Auel <i>First Americans</i> (series) By: Michael and Kathleen O'Neal Gear <i>First Americans</i> (series) By: William Sarabande <i>Early Humans</i> By: DK Publishing <i>The Iceman</i> : McGraw Hill	
Suggested Websites	
Kid Past	http://www.kidspast.com/world-history/0001-prehistoric-humans.php
Discovery Channel	http://dsc.discovery.com/convergence/landofmammoth/eyecandy/intro.html http://dsc.discovery.com/videos/prehistoric-new-york/ http://dsc.discovery.com/games/iceworld/game/game.html
The Mammoth Site	http://www.mammothsite.com/
NeoK12	http://neok12.com
National Geographic	http://ngm.nationalgeographic.com/ngm/0508/feature2/index.html
Cave Painting	http://www.visual-arts-cork.com/prehistoric/cave-painting.htm
Chauvet Cave	http://www.culture.gouv.fr/culture/arcnat/chauvet/en/

Lascaux Cave	http://www.lascaux.culture.fr/#/fr/00.xml
Studies Weekly	http://www.studiesweekly.com
PBS	http://www.pbs.org/wgbh/nova/first/radiocarbon.html
American Museum of Natural History	http://www.amnh.org/ology/archaeology#
CMS Curriculum Companion	http://www.socialstudiescms.com/humanorigins
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i>	
Suggested Options for Differentiation	
ELL • Pre teach vocabulary and associate with pictures • Meet small group prior to lesson to build background knowledge	

- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills/Economically Disadvantaged/Students at Risk

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Modeling and Think Alouds
- Teacher-Student Conferencing to check and monitor understanding

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

Unit 2 will address the following 21st Century Life and Careers skills:

X all that apply 21st Century Themes		Career Ready Practices √	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8. A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8. A.1	Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information
-----------	---

Unit 2: A New National Identity	Duration: 5-6 Weeks (October – November)
Unit Summary The expansion of voting rights and the election of Andrew Jackson signaled the growing power of the American people. Interactions with other nations and events that occurred during the early 1800's greatly transformed the Nation and established a new identity for the United States.	
NJ Student Learning Standards	
6.1.8.A.4.a Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements. 6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war 6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period. 6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. 6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans. 6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.	

6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.8.D.4.b Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

Interdisciplinary Skills

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Technology

8.1.8. A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8. A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity

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

Essential Understandings	Essential Questions
• Technology is the use of knowledge and skills and affects politics, economics, and culture. • Societies can be transformed by technology, the push to develop it can have unintended effects. • Communities of believers can influence culture and government and provide stability to a society.	• How does the development of technology affect the development of a society? • What are the consequences of technology? • Why do people migrate? • How does geography affect people's lives?

• Religious expression as art may add value to a culture. • Religious disagreements may lead to conflict. • Religious conflict may lead to oppression and intolerance. • Geography includes people as well as places and how their environments interact. • Geographic regions share certain characteristics. • Geography affects how people and things move and where civilizations develop.	
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<u>Mesopotamia Travel Brochure:</u> Students will design an educational brochure about the Fertile Crescent or Mesopotamia. The brochures front panel shows a highly detailed and accurate map of the Fertile Crescent or Mesopotamia with an eye-catching title. The remaining five panels have art and written descriptions that emphasize the positive aspects of living in that region. The information shows a comprehensive understanding of life in that era.	Formative Assessments • Teacher observations • Performance assessments • Exit slips/ Slate Assessments • Daily class work • Project based activities • Open Ended Questions • Class Discussions • Reading Responses Summative Assessments • Performance Assessments

	• Studies weekly tests Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Modified Tests/Quizzes/Classwork • Social Studies notebook
Vocabulary Civilization, cuneiform, fertile, plain, plateau, irrigation, city-state, region, artisan, ziggurat, society, polytheism, scribe, cuneiform, empire, dynasty, conquest, monotheism, slavery, descendant, sumerian	
Knowledge and Skills	
Content: <i>Students will know....</i>	Skills: Students will be able to ...
• The Fertile Crescent sustained the first known civilization. • Sumer had a class system in which priests and kings held power. • Sargon conquered Sumerian city-states to create an empire. • Hammurabi's Code defined laws that united the empire. • Assyrians and Persians created and governed vast empires.	• Identify main ideas and details about the Standard of Ur. • Identify and create a modern "standard." • Analyze causes and effects of the first empires.

• Mesopotamians cultures mad lasting governed vast empires. • Phoenicians spread Mesopotamian civilizations through ocean trade. • The Phoenician alphabet was a significant contribution. • Hammurabi's Code defined laws that united the empire. • Assyrians and Persians created and governed vast empires. • Mesopotamians cultures mad lasting governed vast empires. • Phoenicians spread Mesopotamian civilizations through ocean trade. • The Phoenician alphabet was a significant contribution.	• Draw conclusions about Hammurabi's Code and its impact of modern laws. • Summarize how Assyrian and Persian empires were governed. • Work in teams to plan Babylon's restoration. • Summarize information about the Phoenicians. Categorize information to conduct a Phoenician trade exercise.
Instructional Plan	
Suggested Activities:	Resources
Students can create their own Ziggurat out of clay to better understand the structures that the ancient Mesopotamian people built.	Clay, sponge, utensils to shape clay E-How Instructions: http://www.ehow.com/how_10003109_make-pop-up-ziggurat-temple.html
Hammurabi's Code Court Cases-Readers Theater-Groups of Students will act out various court cases and the jury (the class) will determine the outcome based on Hammurabi's code of laws.	Laws from Hammurabi's code Readers Theater

Epic of Gilgamesh Comic Book – students tell the story in comic book form including comic-style drawings, dialogue, and/or captions.	Paper for comic book, draw and coloring supplies, information about the Epic of Gilgamesh
Hall of Fame Mesopotamia – biographical descriptions of important Mesopotamians (Sargon, Hammurabi, Moses, Nebuchadnezzar, etc...). Maybe have the class or groups rank them based on importance and have a debate on who should be in and who should be out.	Information about important Mesopotamian people
Visual Almanac of Mesopotamian Achievements – Students draw pictures and write brief informational captions about some of the many achievements/inventions of the Mesopotamians.	Information about Mesopotamia (textbook, internet), drawing supplies, paper
In cooperation with the art teacher the students will be able to write their names in Cuneiform.	Cuneiform website
Suggested Literature	
<i>Gilgamesh the King</i> By: Ludmila Zeman <i>The Revenge of Ishtar</i> By: Ludmila Seman <i>The Last Quest of Gilgamesh</i> By: Ludmila Zeman <i>Lugalbanda</i> By: Kathy Henderson <i>DK Eyewitness Mesopotamia</i> By: Philip Steele <i>The Golden Bull</i> By: Marjorie Cowley <i>Ancient Mesopotamia: Sumerians, Babylonians, Assyrians</i> By: Virginia Schomp	

<i>Gilgamesh the Hero</i> By: Geraldine McCaughrean	
Suggested Websites	
Mesopotamia Project	http://www.projecthistoryteacher.com/2006/10/teaching-ancient-mesopotamia-project.html
Ancient Mesopotamia Information	http://www.ancientmesopotamians.com/websites-on-mesopotamia.html
Ancient Mesopotamia Student Activities	http://mesopotamia.mrdonn.org/
Discovery Education Media	www.discoverykids.com
Social Studies for Kids	http://socialstudiesforkids.com
Social Studies Central	http://www.socialstudiescentral.com
Internet4classrooms	http://www.internet4classrooms.com/social.com
Related Primary Source Documents from the National Archives Compiled by the National Archives at New York City	http://www.archives.gov/northeast/nyc.com

Mesopotamia:From Nomads to Farmers	http://www.mesopotamia:from nomads to farmers
Brain Pop	http://www.brainpop.com
Promethean Planet	http://www.prometheanplanet.com/en-us/
Project suggestions, multiple intelligences	http://www.projecthistoryteacher.com/2006/10/teaching-ancient-mesopotamia-project.html
CMS Curriculum Companion	http://www.socialstudiescms.com/mesopotamia
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if</i>	
Suggested Options for Differentiation	

ELL

- Pre-teach vocabulary
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations

Basic Skills/Economically Disadvantaged/Students at Risk

- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds

- Show examples of finish products
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

Unit 3 will address the following 21st Century Life and Careers skills:

X all that apply 21st Century Themes		Career Ready Practices √	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.

	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3.Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility		√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.

	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8. A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8. A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information

Unit 3: The Nation Grows	Duration: 6 weeks (November/December)
Unit Summary Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. The population of the United States grew rapidly in the early 1800s with the arrival of millions of immigrants. Movements in art and literature, religion and education influenced American society in the early 1800s. In the mid-1800s, the debate over slavery increased as abolitionists organized to challenge slavery in the United States. Reformers sought to improve women's rights and education, along with other issues, in American society. STRAND	
NJ Student Learning Standards	

6.1.8.A.4.a Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

Interdisciplinary Skills

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

1.1.8. C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.

Technology

8.1.8. A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8. A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

21st Century Life and Career CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
Essential Understandings <i>Students will understand that...</i>	Essential Questions Students will be able to...
• Technology is the use of knowledge and skills and affects politics, economics, and culture. • Societies can be transformed by technology, the push to develop it can have unintended effects. • Communities of believers can influence culture and government and provide stability to a society. • Religious expression as art may add value to a culture. • Religious disagreements may lead to conflict. • Religious conflict may lead to oppression and intolerance. • Geography includes people as well as places and how their environments interact. • Geographic regions share certain characteristics. • Geography affects how people and things move and where civilizations develop. • Trade has positive and negative consequences which may include the sharing of ideas and customs. • Trade networks led to new ways of doing business.	• What are the consequences of technology? • How are religion and culture connected? • How much does geography affect people's' lives? • What are the consequences of trade?

• Trade on a global scale is now common.	
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<u>Ancient Egypt Newspaper</u> - Using Google Docs or Google Slides, students will create an "Ancient Egyptian" newspaper. The newspaper will demonstrate knowledge of Ancient Egyptian culture (geography, society, communication, religion, economics, pyramids). The students will include several different components of a newspaper (i.e. articles, weather, finance, editorials, comics). <u>Ancient Egypt Evidence Based Essay-</u> The students write a paragraph to support three of these statements. Use sources to support your answers. Include at least three reasons in each paragraph. 1.The Ancient Egyptians were the first true engineers. 2. Preparing an Egyptian pharaoh for the afterlife was a long and complex process. 3. Ancient Egyptian economy depended on the Nile River.	Formative Assessments • Teacher observations • Performance assessments • Exit slips/ google classroom • Daily class work • Pre-assessments • Class discussions and participation • Open-Ended Questions Summative Assessments • Studies weekly assessment • Quizzes • Performance Assessments Benchmark Assessment • Social Studies benchmark assessment

4. Ancient Egyptians made great discoveries in math and science. 5. King Tut's tomb provided archeologists with an insight into Ancient Egypt. 6. The Ancient Egyptian Empire became the most powerful civilization of its time.	Alternative Assessments • Group Work • Teacher Observation • Modified Tests/Quizzes/Classwork • Social Studies notebook
Vocabulary Delta, silt, papyrus, cataract, unify, pharaoh, hieroglyphics, pyramid, mummy, economy, sphinx, limestone, polytheism, canopic jar, rosetta stone	
Knowledge and Skills	
Content: <i>Students will know....</i>	Skills: Students will be able to ...
• How Egypt's geography shaped its geography. • Dynasties of pharaohs ruled Egypt. • That Egyptians worshipped many gods. • That Egyptians developed one of the world's first systems of writing. • Egyptian accomplishments in math, science, art, architecture, and literature. • Trade led to diffusion between Egypt and its neighbors.	• Compare the viewpoints to understand the lives of ordinary Egyptians. • Summarize ancient Egypt's main accomplishments. • Develop cultural awareness about the role of mathematics in building the pyramids. • Analyze cause and effect as it affected relations between Egypt and Nubia.

• How the cultures of Egypt and Nubia were linked and yet distinct.	• Solve problems that might have affected relations between Egypt and Nubia.
Instructional Plan	
Suggested Activities	Resources
Students will write their names in hieroglyphics.	Arts and crafts materials http://wonderopolis.org/wonder/what-are-hieroglyphs
Students will participate in the “Welcome to Pyramid Building” webquest.	http://createwebquest.com/node/35638
Students will research a great Pharaoh and write about their positive contributions, famous buildings they built, and where they were buried.	http://www.ducksters.com/history/ancient_egyptian_pharaohs.php
Students will discover how Egyptians were mummified and become an embalmer.	http://ancientegypt.co.uk/mummies/hom.html

	http://childrensuniversity.manchester.ac.uk/interactives/history/egypt/makeamummy/
Students will take a virtual tour of the Great pyramid at Giza.	http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html
Students will create a canopic jar.	Internet access to research pictures, information about canopic jars (textbook, internet access)
Students will find out the effects of “natron” on the human body and why the Egyptians thought it was so important to be mummified this way. Students will gather evidence about the mysterious deaths in ancient Egypt while playing a game and then decide on a theory concerning these deaths.	A Mummified Potato Mysteries in History
Students will participate in a reader’s theater play about Ancient Egypt. The plays represent several of the roles in Ancient Egyptian society. Students will analyze the structural components of the play, practice, and then perform the play. <u>Possible Ancient Egypt Scripts:</u> ● Saba the Farmer ● Misa the Merchant ● Building the Pyramids ● Shunat the Scribe Student ● Anen the Artist	Ancient Egypt Reader’s Theater Scripts found at: http://mickiwiki.pbworks.com/f/ancient+EGYPT+TCR.pdf

• Pentah the Priest • Beshut the Burial Priest • Shaan the Nobleman's Wife	
Suggested Literature	
<i>The Egyptian Cinderella</i> By: Shirley Climo <i>Sons of the Sphinx</i> By: Cherly Carpinello <i>Egyptology</i> By: Emily Sands <i>Mummies in the Morning</i> (Magic Tree House) By: Mary Pope Osborne <i>Egypt: In Spectacular Cross-section</i> By: Stephen Biesty <i>Ms. Frizzle's Adventures: Ancient Egypt</i> By: Joanna Cole <i>Ancient Egypt</i> By: George Hart <i>Mummy</i> By: James Putnam <i>Ancient Egyptians</i> By: Philip Steele <i>Mummie, Pyramids, and Pharaohs: A Book About Ancient Egypt</i> By: Gail Gibbons National Geographic Kids -Everything Ancient Egypt The Egyptian Echo Who was King Tut:Roberta Edwards	
Suggested Websites	
Brain Pop	www.brainpop.com Videos: Cleopatra, Egyptian Pharaohs, Mummies
Neo K-12	http://www.neo.k12
University of Chicago	http://oi.uchicago.edu/OI/MUS/ED/TRC/EGYPT/egyphome.html

Ancient Egypt ThinkQuest - Facts, activities, resources, crafts, and recipes	http://library.thinkquest.org/CR0210200/ancient_egypt/egypt.htm
Odyssey Online from Michael C. Carlos Museum of Emory University - graphics and info	http://carlos.emory.edu/ODYSSEY/EGYPT/homepage.html
Ancient Egypt from the British Museum in the UK	http://www.ancientegypt.co.uk/menu.html
Color Tour of Egypt from University of Memphis	http://www.memphis.edu/egypt/egypt.html
Exploring Ancient Cultures- Egypt from Indiana site	http://eawc.evansville.edu/egpage.htm
Daily Life in Ancient Egypt from Mr. Donn's site	http://egypt.mrdonn.org/index.html
Mr. Dowling's Electronic Passport - Ancient Egypt	http://www.mrdowling.com/604egypt.html
Ancient Egypt	http://www1.kent.k12.wa.us/staff/DarleneBishop/egypt/egypt.html
History for Kids - ancient Egypt	http://www.historyforkids.org/learn/egypt/
Egyptian Mythology	http://www.touregypt.net/gods1.htm
Egyptian Mythology	http://www.akhet.co.uk/mythhome.htm
Egyptian Mummies	http://www.bbc.co.uk/history/ancient/egyptians/#mummification
More Mummies Information from Neferchichi.com	http://www.neferchichi.com/mummies.html
New York Times Daily Lesson Plan 'Mummy Dearest'	http://learning.blogs.nytimes.com/1999/08/24/mummy-dearest/
ONLY FOR THE BRAVE - Make a chicken (or Cornish game hen) mummy	http://www.mummytombs.com/main.mummymaking.htm

Egyptian Mummies from the Smithsonian	http://www.si.edu/Encyclopedia_SI/nmnh/mummies.htm
Mummy-Maker Game	http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_mummy_maker.shtml
Egyptian Art Lessons -	http://www.artyfactory.com/egyptian_art/egyptian_art_lessons.htm
Egypt: Daily Life	http://www2.sptimes.com/Egypt/EgyptCredit.4.2.html
NOVA Online : The Pyramids	http://www.pbs.org/wgbh/nova/pyramid
Ancient Egypt Webquests and Activities	http://education.iupui.edu/webquests/egypt/aegypt.htm http://www.woodlands-junior.kent.sch.uk/Homework/egypt/activities.htm http://www.fcps.edu/KingsParkES/technology/webquests/Egypt/index.htm
Mysteries of Egypt	http://www.civilization.ca/civil/egypt/egypt_e.html
King Tutankhamun - Was It Murder? Webquest	http://questgarden.com/00/85/9/051004163536/process.htm
Egyptian Math pages - lots of activities and history, too	http://egypt.mrdonn.org/math.html http://www.math.wichita.edu/history/topics/num-sys.html#egypt http://www.storyofmathematics.com/egyptian.html http://www.eyelid.co.uk/numbers.htm

Guardian's Ancient Egypt Kid Connection - activities, masks, games	http://www.guardians.net/egypt/kids/index.htm
Discovery Education Video: Mummies Segment: Making Mummies	http://www.discoveryeducation.com
CMS Curriculum Companion	http://www.socialstudiescms.com/ancient-egypt
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if</i>	
Suggested Options for Differentiation	
ELL ● Pre-teach vocabulary ● Meet prior to working independently to ensure directions/expectations are understood ● Create graphic organizers that are scaffolded ● Meet small group prior to lesson to build background knowledge ● Provide extra time ● Peer tutoring or partner learning ● Activate and build background knowledge ● Use visual aids and gestures ● Outlining or providing notes for the student	

- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills/Economically Disadvantaged/Students at Risk

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

Unit 4 will address the following 21st Century Life and Careers skills:

X all that apply 21st Century Themes		Career Ready Practices √	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing		√	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility		√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8. A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8. A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information

Unit 4: Regional Developments and Differences	Duration: 5-6 weeks (January - February)
Unit Summary Westward movement, industrial growth, increased immigration, expansion of slavery, and the development of transportation systems increased regional tensions.	
NJ Student Learning Standards	
6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.	

6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. 6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted

6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted

6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

6.1.8.D.4.b Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

Interdisciplinary Skills

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Technology

8.1.8. A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8. A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

Essential Understandings <i>Students will understand that...</i>	Essential Questions
● Technology is the use of knowledge and skills and affects politics, economics, and culture. ● Societies can be transformed by technology, the push to develop it can have unintended effects. ● Communities of believers can influence culture and government and provide stability to a society. ● Religious expression as art may add value to a culture. ● Religious disagreements may lead to conflict. ● Religious conflict may lead to oppression and intolerance. ● Geography includes people as well as places and how their environments interact. ● Geographic regions share certain characteristics.	● What are the consequences of technology? ● How are religion and culture connected? ● How much does geography affect people's lives? ● What are the consequences of trade?

● Geography affects how people and things move and where civilizations develop. ● Trade has positive and negative consequences which may include the sharing of ideas and customs. ● Trade networks led to new ways of doing business. ● Trade on a global scale is now common.	
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Select an ancient civilization to study, analyzing the ways in which technology shaped and advanced each aspect of that civilization. After building a background of knowledge, pick one aspect of civilization for which you determine the innovations had a significant impact throughout that society, and predict what the next levels of advancement in that area could be today. You may present your ideas through a website, multimedia presentation, oral presentation, or written report. The advancements you identify will have an impact on the world, and on every global citizen.	Formative Assessments ● Teacher Observations ● Performance Assessments ● Exit Slips/Slate Assessments ● Daily Class work ● Pre-Assessments ● Project based activities ● Class discussions/participation Summative Assessments ● Tests ● Quizzes ● National/State/District Wide Assessments ● Performance Tasks

	Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Participation Rubric • Modified Tests/Quizzes/Classwork • Social Studies notebook
Vocabulary loess, terrace, levee, double cropping, pictograph, oracle bone, province, ancestor, civil service, middleman, nobility	
Knowledge and Skills	
Content: <i>Students will know....</i>	Skills: Students will be able to ...
• How geographic features isolated China from other civilizations. • That the Chinese civilizations arose along the Huang River. • Achievements of the Shang dynasty. Characteristics of ancestor worship. • Goals and beliefs of Confucianism and Daoism. • How the Qin became the first dynasty to unify China.	• Describe the physical features of China. • Summarize the rise of the Shang. • Identify the main ideas and details of Zhou rule. • Identify how the Zhou used the mandate of Heaven to gain control of China.

• Characteristics of a Legalistic form of government. • Han emperors created one of the most successful Chinese dynasties. • Confucianism, the Silk Road, and the civil service enhanced the Han dynasty. • Han society was based on Confucian teachings. • China expanded and prospered under the Han dynasty.	• Compare and contrast spiritual traditions, Confucianism, and Daoism. • Analyze the philosophies of Confucius and Laozi. • Understand why Shi Huang Di was able to gain and hold power as the First Emperor. • Ask and answer questions about Qin. • Contrast the Han's strengths with the Qin's weaknesses. Identify reasons why the Han dynasty was successful. Summarize Han society and achievements. • Prioritize the effect of Han inventions of ancient China.
Instructional Plan	
Suggested Activities	Resources
Students will write questions they would ask Qin in an interview about his life. Students will trade their questions with a peer and answer their peer's questions how they believe that Qin would answer them.	Students created interview questions for Qin, background knowledge and information about Qin
Brainstorm questions students may have about ancient China. Allow students to explore questions they may have about ancient China from Ask Mr. Donn (geography, government,	http://www.ask.mrdonn.org/china/index.html

religion, daily life, inventions, science, the Silk Road, arts, and architecture).	
Create a venn diagram to compare and contrast Confucius and Laozi philosophies or the Confucianism and Daoism spiritual beliefs. Students can use interactive, online graphic organizer to sort ideas.	Venn diagram (https://my.hrw.com/nsmedia/intgos/html/igo.htm or use MyVocab through Schoolwide if Confucius and Laozi are vocabulary words on your list)
Create a Google Slides presentation describing the main idea and details of Zhou rule and how they used the mandate of Heaven to gain control of China	Google Slides, information and background about the Zhou rule
Students can create, write, direct, and produce a three minute movie trailer about one topic they studied in Ancient China	Camera to record the video, access to a computer for editing
Literature	
<i>Ancient China</i> By: Mel Friedman <i>Ancient China: An Interactive History Adventure</i> By: Terry Collins <i>Ancient China</i> By: DK and Arthur Cotterell <i>The Story of Ancient China</i> By: Suzanne Art <i>Ancient China</i> By: Ann Tatlock <i>Ancient Civilization: China</i> By: Valerie Bodden	
Websites	
Discovery Education Video: Destiny Determined: Power and Ritual in Asia: Segment: Behind the Great Wall Video: Journals Through History: Ancient China: Contributions to the World	http://www.discoveryeducation.com

Segments: The Secrets of Silk Gun Powder Innovations and Inventions Paper Video: Spaced Out Segment: Is the Great Wall of China Visible from Space? Video: Eureka!: China: Fun and Firecrackers: Eat, Play, Boys, Girls Segment: The Red Envelope	
World History - China	http://web.archive.org/web/20040814144858/http://www.lksd.org/kongiganak/kongiganak/ContinuousEdCarnegie/Carnegie/WorldHistory/WldHistoryCh2/WldHistoryCh2China.htm
Exploring Ancient World Cultures from Evansville, Indiana	http://eawc.evansville.edu/chpage.htm
Daily Life in Ancient China from Mr. Donn	http://china.mrdonn.org/index.html
Mr. Dowling's Electronic Passport	http://www.mrdowling.com/613chinesehistory.html
Web Links on China and the Great Wall	http://www.enchantedlearning.com/subjects/greatwall/Walllinks.html
Ancient China	http://www.historyforkids.org/learn/china/ http://webtech.kennesaw.edu/jcheek3/china.htm
Ancient China PowerPoint Slides	http://ancienthistory.pppst.com/china.html
Chinese Accomplishments	http://education2.uvic.ca/Faculty/mroth/438/CHINA/CHINA-PAGE.html http://www.kidsdiscover.com/ancient-china-for-kids

CMS Curriculum Companion	www.socialstudiescms.com/ancient-china
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if</i>	
Suggested Options for Differentiation	
ELL ● Associating new vocabulary with pictures ● Modeling and Think Alouds ● Preteach vocabulary ● Meet prior to working independently to ensure directions/expectations are understood ● Create graphic organizers that are scaffolded ● Meet small group prior to lesson to build background knowledge ● Provide extra time ● Peer tutoring or partner learning ● Activate and build background knowledge ● Use visual aids and gestures ● Outlining or providing notes for the student ● Shared writing opportunities ● Teacher-Student Conferencing to check and monitor understanding ● Partner activities or peer tutoring ● Provide student with a study guide for tests and quizzes ● Provide the student with accountable talk/discussion starter stems	

- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills/Economically Disadvantaged/Students at Risk

- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan

- Provide manipulatives or the opportunity to draw solution strategies

Unit 5 will address the following 21st Century Life and Careers skills:

X all that apply 21st Century Themes		Career Ready Practices √	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8. A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8. A.1	Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information
-----------	---

Unit 5: A Divided Nation	Duration: 3-4 weeks (March)
Unit Summary The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. Antislavery literature and the annexation of new lands intensified the debate over slavery. The Kansas-Nebraska Act heightened tensions in the conflict over slavery. The split over the issue of slavery intensified due to political divisions and judicial decisions.	
NJ Student Learning Standards 6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. 6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War. 6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South. 6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.	
Interdisciplinary Skills RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Technology

8.1.8. A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8. A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one

or more digital applications to be critiqued by professionals for usability.

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

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

Essential Understandings

Students will understand that...

- Technology is the use of knowledge and skills and affects politics, economics, and culture.
- Societies can be transformed by technology, the push to develop it can have unintended effects.
- Communities of believers can influence culture and government and provide stability to a society.
- Religious expression as art may add value to a culture.
- Religious disagreements may lead to conflict.
- Religious conflict may lead to oppression and intolerance.
- Geography includes people as well as places and how their environments interact.

Essential Questions

- What are the consequences of technology?
- How are religion and culture connected?
- How much does geography affect people's lives?
- What are the consequences of trade?

• Geographic regions share certain characteristics. • Geography affects how people and things move and where civilizations develop. • Trade has positive and negative consequences which may include the sharing of ideas and customs. • Trade networks led to new ways of doing business. • Trade on a global scale is now common.	
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<u>Ancient India Children's Book</u> - You have been chosen to create the next great children's book. The purpose of this book is to inform the children of American about ancient cultures of their world. The first new book in this series will be about the nation of ancient India and its history and culture. Your job is to produce a colorful, interesting, and factual children's ABC book using Google Slides using Indian terms and pictures that will help kids to better understand the nation of ancient India. Use the vocabulary words from your unit and the many ideas you have learned to create this informative book. Focus your book on the five topics you feel are most important from this unit.	Formative Assessments • Teacher Observations • Performance Assessments • Exit Slips/Slate Assessments • Daily Class work • Pre-Assessments • Project based activities • Class discussions and participation Summative Assessments • Tests • Quizzes • National/State/District Wide Assessments • Performance Assessments

	Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Participation Rubric • Modified Tests/Quizzes/Classwork • Social Studies notebook
Vocabulary Subcontinent, monsoon season, subsistence farming, brahmin, sudra, reincarnation, caste, meditation, enlightenment	
Knowledge and Skills	
Content: <i>Students will know....</i>	Skills: Students will be able to ...
• Geography of the Indian subcontinent. How Indus Valley civilization was organized. Mysteries remain about ancient India. Theories about the origins of the Indo • Information the Vedas provide about Aryan life. Groups that evolved into a caste system.	• Identify physical features of South Asia. • Draw inferences about Indus Valley civilization. Compare theories about the Aryans. • Describe the Vedas and caste system.

• How Hinduism evolved from Vedic beliefs and practices. • Hindu teaching about life after death. • How Hinduism spread throughout India. • Buddha's search for truth led to spiritual enlightenment. • Teachings of the Buddha. • Two forms of Buddhism emerged. • Chandragupta used strategy to unite India. • Chandragupta created a bureaucracy, tax system, and spy network. • Asoka improved the lives of his subjects. • The Gupta dynasty created the second Indian empire. • India made advances in the arts, sciences, and mathematics under the Gupta.	• Sequence the development of Hinduism. Comprehend Hindu beliefs. • Compare and contrast Buddhism with Hinduism. Synthesize knowledge of Buddhism. • Determine Chandragupta's rise to power. • Evaluate the reigns of Chandragupta and Asoka by asking questions. • Summarize achievements of the Gupta dynasty. • Create a booklet highlighting India's advances in learning.
Instructional Plan	
Suggested Activities	Resources
Create a booklet or brochure describing India's advances in learning.	Paper for booklet or brochure, drawing and decorating supplies
Create a venn diagram to compare and contrast Buddhism and Hinduism beliefs. Students can use interactive, online graphic organizer to sort ideas.	Venn diagram (https://my.hrw.com/nsmedia/intgos/html/igo.htm or use MyVocab through Schoolwide if Buddhism and Hinduism are vocabulary words on your list)

Create a biography poster presentation about Chandragupta and his important in ancient India	Information about Chandragupta, poster paper, writing utensils
Create a Google Slides presentation about the Gupta dynasty achievements	Google Slides, information about the achievements of the Gupta dynasty
Have a class debate about the reigns of Chandragupta and Asoka by asking questions and evaluating their importance	Background knowledge about the reigns of Chandragupta and Asoka
Literature	
<i>Hands-On History! Ancient India</i> By: Daud Ali <i>Ancient India (The Ancient World)</i> By: Allison Lassieur <i>Elephant's Friend and Other Tales from Ancient India</i> By: Marcia Williams <i>Taj Mahal</i> By: Raz-Kids	
Websites	
BBC	http://www.bbc.co.uk/schools/primaryhistory/indus_valley/
The British Museum	http://www.ancientindia.co.uk/
Time for Kids	http://www.timeforkids.com/TFK/kids/hh/goplaces/main/0,28375,610558,00.html
KidsPast	http://www.kidspast.com/world-history/0102-civilizations-of-india.php
Kids Konnect	http://www.kidskonnect.com/subject-index/26-countriesplaces/313-india.html

History for Kids	http://historyforkids.org/learn/india/
Mr. Donn	http://india.mrdonn.org/
Snaith Primary	http://home.freeuk.net/elloughton13/india.htm
Discovery Education: Video: World's Best: Magnificent Beasts Segment: Indian Subcontinent Video: Mystic Lands: Taj Mahal: Heaven on Earth Segment: Welcome to the Taj Mahal	http://www.discoveryeducation.com
CMS Curriculum Companion	http://www.socialstudiescms.com/ancient-india
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if</i>	
Suggested Options for Differentiation	
ELL • Pre-teach vocabulary • Meet prior to working independently to ensure directions/expectations are understood	

- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills/Economically Disadvantaged/Students at Risk

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student

- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Outline/Notes
- Frequently monitor understanding
- Provide manipulatives or the opportunity to draw solution strategies

Unit 6 will address the following 21st Century Life and Careers skills:

X all that apply 21st Century Themes		Career Ready Practices ✓		
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		✓	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management			CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility		✓	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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

Technology

8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8. A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8. A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information

Unit 6: The Civil War	Duration: 3-4 weeks (April /May)
Unit Summary The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The war cost the lives of many Americans, the Southern economy was in ruins, and regional hostility remained, yet the war brought an end to slavery in the South.	
NJ Student Learning Standards 6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. 6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War. 6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South. 6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives. 6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war. 6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.	
Interdisciplinary Skills RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Technology

8.1.8. A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8. A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one

or more digital applications to be critiqued by professionals for usability.

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

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

Essential Understandings

Students will understand that...

- Technology is the use of knowledge and skills and affects politics, economics, and culture.
- Societies can be transformed by technology, the push to develop it can have unintended effects.
- Communities of believers can influence culture and government and provide stability to a society.
- Religious expression as art may add value to a culture.
- Religious disagreements may lead to conflict.
- Religious conflict may lead to oppression and intolerance.
- Geography includes people as well as places and how their environments interact.

Essential Questions

- What are the consequences of technology?
- How are religion and culture connected?
- How much does geography affect people's lives?
- What are the consequences of trade?

• Geographic regions share certain characteristics. • Geography affects how people and things move and where civilizations develop. • Trade has positive and negative consequences which may include the sharing of ideas and customs. • Trade networks led to new ways of doing business. • Trade on a global scale is now common.	
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<u>Ancient India Children's Book</u> - You have been chosen to create the next great children's book. The purpose of this book is to inform the children of American about ancient cultures of their world. The first new book in this series will be about the nation of ancient India and its history and culture. Your job is to produce a colorful, interesting, and factual children's ABC book using Google Slides using Indian terms and pictures that will help kids to better understand the nation of ancient India. Use the vocabulary words from your unit and the many ideas you have learned to create this informative book. Focus your book on the five topics you feel are most important from this unit.	Formative Assessments • Teacher Observations • Performance Assessments • Exit Slips/Slate Assessments • Daily Class work • Pre-Assessments • Project based activities • Class discussions and participation Summative Assessments • Tests • Quizzes • National/State/District Wide Assessments • Performance Assessments

	Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Participation Rubric • Modified Tests/Quizzes/Classwork • Social Studies notebook
Vocabulary Subcontinent, monsoon season, subsistence farming, brahmin, sudra, reincarnation, caste, meditation, enlightenment	
Knowledge and Skills	
Content: <i>Students will know....</i>	Skills: Students will be able to ...
• Geography of the Indian subcontinent. How Indus Valley civilization was organized. Mysteries remain about ancient India. Theories about the origins of the Indo • Information the Vedas provide about Aryan life. Groups that evolved into a caste system.	• Identify physical features of South Asia. • Draw inferences about Indus Valley civilization. Compare theories about the Aryans. • Describe the Vedas and caste system.

• How Hinduism evolved from Vedic beliefs and practices. • Hindu teaching about life after death. • How Hinduism spread throughout India. • Buddha's search for truth led to spiritual enlightenment. • Teachings of the Buddha. • Two forms of Buddhism emerged. • Chandragupta used strategy to unite India. • Chandragupta created a bureaucracy, tax system, and spy network. • Asoka improved the lives of his subjects. • The Gupta dynasty created the second Indian empire. • India made advances in the arts, sciences, and mathematics under the Gupta.	• Sequence the development of Hinduism. Comprehend Hindu beliefs. • Compare and contrast Buddhism with Hinduism. Synthesize knowledge of Buddhism. • Determine Chandragupta's rise to power. • Evaluate the reigns of Chandragupta and Asoka by asking questions. • Summarize achievements of the Gupta dynasty. • Create a booklet highlighting India's advances in learning.
Instructional Plan	
Suggested Activities	Resources
Create a booklet or brochure describing India's advances in learning.	Paper for booklet or brochure, drawing and decorating supplies
Create a venn diagram to compare and contrast Buddhism and Hinduism beliefs. Students can use interactive, online graphic organizer to sort ideas.	Venn diagram (https://my.hrw.com/nsmedia/intgos/html/igo.htm or use MyVocab through Schoolwide if Buddhism and Hinduism are vocabulary words on your list)

Create a biography poster presentation about Chandragupta and his important in ancient India	Information about Chandragupta, poster paper, writing utensils
Create a Google Slides presentation about the Gupta dynasty achievements	Google Slides, information about the achievements of the Gupta dynasty
Have a class debate about the reigns of Chandragupta and Asoka by asking questions and evaluating their importance	Background knowledge about the reigns of Chandragupta and Asoka
Literature	
<i>Hands-On History! Ancient India</i> By: Daud Ali <i>Ancient India (The Ancient World)</i> By: Allison Lassieur <i>Elephant's Friend and Other Tales from Ancient India</i> By: Marcia Williams <i>Taj Mahal</i> By: Raz-Kids	
Websites	
BBC	http://www.bbc.co.uk/schools/primaryhistory/indus_valley/
The British Museum	http://www.ancientindia.co.uk/
Time for Kids	http://www.timeforkids.com/TFK/kids/hh/goplaces/main/0,28375,610558,00.html
KidsPast	http://www.kidspast.com/world-history/0102-civilizations-of-india.php
Kids Konnect	http://www.kidskonnect.com/subject-index/26-countriesplaces/313-india.html

History for Kids	http://historyforkids.org/learn/india/
Mr. Donn	http://india.mrdonn.org/
Snaith Primary	http://home.freeuk.net/elloughton13/india.htm
Discovery Education: Video: World's Best: Magnificent Beasts Segment: Indian Subcontinent Video: Mystic Lands: Taj Mahal: Heaven on Earth Segment: Welcome to the Taj Mahal	http://www.discoveryeducation.com
CMS Curriculum Companion	http://www.socialstudiescms.com/ancient-india
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if</i>	
Suggested Options for Differentiation	
ELL • Pre-teach vocabulary • Meet prior to working independently to ensure directions/expectations are understood	

- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills/Economically Disadvantaged/Students at Risk

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student

- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Outline/Notes
- Frequently monitor understanding
- Provide manipulatives or the opportunity to draw solution strategies

Unit 7 will address the following 21st Century Life and Careers skills:

X all that apply 21st Century Themes		Career Ready Practices √		
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management			CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility		√	CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.
Technology			
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.		
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.		

8.1.8. A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information
Unit 7: Genocide/The Holocaust	Duration: 2 weeks (April)
Unit Summary There are multiples causes and effects of prejudice on individuals, groups, and society. People's inhumanity to others has occurred in the past and continues today. In a free society laws protect the infringement of civil rights for individuals or groups.	
NJ Student Learning Standards 6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. 6.2.12.A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese. 6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II. 6.1.12.C11.b Relate new wartime inventions to scientific and technological advancements in the civilian world. 6.2.12.D.4.j Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved	

Interdisciplinary Skills

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the

same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Technology

8.1.8. A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8. A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

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

Essential Understandings

Students will understand that...

- Technology is the use of knowledge and skills and affects politics, economics, and culture.
- Societies can be transformed by technology, the push to develop it can have unintended effects.
- Communities of believers can influence culture and government and provide stability to a society.

Essential Questions

- What are the consequences of technology?
- How are religion and culture connected?
- How much does geography affect people's lives?
- What are the consequences of trade?

• Religious expression as art may add value to a culture. • Religious disagreements may lead to conflict. • Religious conflict may lead to oppression and intolerance. • Geography includes people as well as places and how their environments interact. • Geographic regions share certain characteristics. • Geography affects how people and things move and where civilizations develop. • Trade has positive and negative consequences which may include the sharing of ideas and customs. • Trade networks led to new ways of doing business. • Trade on a global scale is now common.	
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<u>Ancient India Children's Book</u> - You have been chosen to create the next great children's book. The purpose of this book is to inform the children of American about ancient cultures of their world. The first new book in this series will be about the nation of ancient India and its history and culture. Your job is to produce a colorful, interesting, and factual children's ABC book using Google Slides using Indian terms and pictures that will help kids to better understand the nation	Formative Assessments • Teacher Observations • Performance Assessments • Exit Slips/Slate Assessments • Daily Class work • Pre-Assessments • Project based activities • Class discussions and participation

of ancient India. Use the vocabulary words from your unit and the many ideas you have learned to create this informative book. Focus your book on the five topics you feel are most important from this unit.	Summative Assessments • Tests • Quizzes • National/State/District Wide Assessments • Performance Assessments Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Participation Rubric • Modified Tests/Quizzes/Classwork • Social Studies notebook
Vocabulary Subcontinent, monsoon season, subsistence farming, brahmin, sudra, reincarnation, caste, meditation, enlightenment	
Knowledge and Skills	
Content: <i>Students will know....</i>	Skills: Students will be able to ...

● Geography of the Indian subcontinent. How Indus Valley civilization was organized. Mysteries remain about ancient India. Theories about the origins of the Indo ● Information the Vedas provide about Aryan life. Groups that evolved into a caste system. ● How Hinduism evolved from Vedic beliefs and practices. ● Hindu teaching about life after death. ● How Hinduism spread throughout India. ● Buddha's search for truth led to spiritual enlightenment. ● Teachings of the Buddha. ● Two forms of Buddhism emerged. ● Chandragupta used strategy to unite India. ● Chandragupta created a bureaucracy, tax system, and spy network. ● Asoka improved the lives of his subjects. ● The Gupta dynasty created the second Indian empire. ● India made advances in the arts, sciences, and mathematics under the Gupta.	● Identify physical features of South Asia. ● Draw inferences about Indus Valley civilization. Compare theories about the Aryans. ● Describe the Vedas and caste system. ● Sequence the development of Hinduism. Comprehend Hindu beliefs. ● Compare and contrast Buddhism with Hinduism. Synthesize knowledge of Buddhism. ● Determine Chandragupta's rise to power. ● Evaluate the reigns of Chandragupta and Asoka by asking questions. ● Summarize achievements of the Gupta dynasty. ● Create a booklet highlighting India's advances in learning.
Instructional Plan	
Suggested Activities	Resources
Create a booklet or brochure describing India's advances in learning.	Paper for booklet or brochure, drawing and decorating supplies

Create a venn diagram to compare and contrast Buddhism and Hinduism beliefs. Students can use interactive, online graphic organizer to sort ideas.	Venn diagram (https://my.hrw.com/nsmedia/intgos/html/igo.htm or use MyVocab through Schoolwide if Buddhism and Hinduism are vocabulary words on your list)
Create a biography poster presentation about Chandragupta and his important in ancient India	Information about Chandragupta, poster paper, writing utensils
Create a Google Slides presentation about the Gupta dynasty achievements	Google Slides, information about the achievements of the Gupta dynasty
Have a class debate about the reigns of Chandragupta and Asoka by asking questions and evaluating their importance	Background knowledge about the reigns of Chandragupta and Asoka
Literature	
<i>Hands-On History! Ancient India</i> By: Daud Ali <i>Ancient India (The Ancient World)</i> By: Allison Lassieur <i>Elephant's Friend and Other Tales from Ancient India</i> By: Marcia Williams <i>Taj Mahal</i> By: Raz-Kids	
Websites	
BBC	http://www.bbc.co.uk/schools/primaryhistory/indus_valley/
The British Museum	http://www.ancientindia.co.uk/
Time for Kids	http://www.timeforkids.com/TFK/kids/hh/goplaces/main/0,28375,610558,00.html

KidsPast	http://www.kidspast.com/world-history/0102-civilizations-of-india.php
Kids Konnect	http://www.kidskonnect.com/subject-index/26-countriesplaces/313-india.html
History for Kids	http://historyforkids.org/learn/india/
Mr. Donn	http://india.mrdonn.org/
Snaith Primary	http://home.freeuk.net/elloughton13/india.htm
Discovery Education: Video: World's Best: Magnificent Beasts Segment: Indian Subcontinent Video: Mystic Lands: Taj Mahal: Heaven on Earth Segment: Welcome to the Taj Mahal	http://www.discoveryeducation.com
CMS Curriculum Companion	http://www.socialstudiescms.com/ancient-india
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if</i>	

Suggested Options for Differentiation

ELL

- Pre-teach vocabulary
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills/Economically Disadvantaged/Students at Risk

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Outline/Notes
- Frequently monitor understanding
- Provide manipulatives or the opportunity to draw solution strategies

Unit 8 will address the following 21st Century Life and Careers skills:

X all that apply 21st Century Themes		Career Ready Practices √	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

			√	
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.
Technology				
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.			

8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.		
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.		
8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information		
<table border="1"> <tr> <td>Unit 8: Reconstruction</td><td>Duration: 3-4 weeks (May/June)</td></tr> </table>		Unit 8: Reconstruction	Duration: 3-4 weeks (May/June)
Unit 8: Reconstruction	Duration: 3-4 weeks (May/June)		
Unit Summary There were many challenges facing the nation in rebuilding and reuniting after the Civil War. Reconstruction had a lasting impact on the development of the United States and its citizens.			
NJ Student Learning Standards 6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. 6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. 6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War. 6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives 6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.			

Interdisciplinary Skills

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with

scaffolding as needed.

Technology

8.1.8. A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8. A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

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

Essential Understandings

Students will understand that...

- Technology is the use of knowledge and skills and affects politics, economics, and culture.
- Societies can be transformed by technology, the push to develop it can have unintended effects.
- Communities of believers can influence culture and government and provide stability to a society.
- Religious expression as art may add value to a culture.
- Religious disagreements may lead to conflict.

Essential Questions

- What are the consequences of technology?
- How are religion and culture connected?
- How much does geography affect people's lives?
- What are the consequences of trade?

● Religious conflict may lead to oppression and intolerance. ● Geography includes people as well as places and how their environments interact. ● Geographic regions share certain characteristics. ● Geography affects how people and things move and where civilizations develop. ● Trade has positive and negative consequences which may include the sharing of ideas and customs. ● Trade networks led to new ways of doing business. ● Trade on a global scale is now common.	
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<u>Ancient India Children's Book</u> - You have been chosen to create the next great children's book. The purpose of this book is to inform the children of American about ancient cultures of their world. The first new book in this series will be about the nation of ancient India and its history and culture. Your job is to produce a colorful, interesting, and factual children's ABC book using Google Slides using Indian terms and pictures that will help kids to better understand the nation of ancient India. Use the vocabulary words from your unit and the many ideas you have learned to create this informative	Formative Assessments ● Teacher Observations ● Performance Assessments ● Exit Slips/Slate Assessments ● Daily Class work ● Pre-Assessments ● Project based activities ● Class discussions and participation Summative Assessments

book. Focus your book on the five topics you feel are most important from this unit.	• Tests • Quizzes • National/State/District Wide Assessments • Performance Assessments Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Participation Rubric • Modified Tests/Quizzes/Classwork • Social Studies notebook
Vocabulary Subcontinent, monsoon season, subsistence farming, brahmin, sudra, reincarnation, caste, meditation, enlightenment	
Knowledge and Skills	
Content: <i>Students will know....</i>	Skills: Students will be able to ...
• Geography of the Indian subcontinent. How Indus Valley civilization was organized. Mysteries remain	• Identify physical features of South Asia.

about ancient India. Theories about the origins of the Indo • Information the Vedas provide about Aryan life. Groups that evolved into a caste system. • How Hinduism evolved from Vedic beliefs and practices. • Hindu teaching about life after death. • How Hinduism spread throughout India. • Buddha's search for truth led to spiritual enlightenment. • Teachings of the Buddha. • Two forms of Buddhism emerged. • Chandragupta used strategy to unite India. • Chandragupta created a bureaucracy, tax system, and spy network. • Asoka improved the lives of his subjects. • The Gupta dynasty created the second Indian empire. • India made advances in the arts, sciences, and mathematics under the Gupta.	• Draw inferences about Indus Valley civilization. Compare theories about the Aryans. • Describe the Vedas and caste system. • Sequence the development of Hinduism. Comprehend Hindu beliefs. • Compare and contrast Buddhism with Hinduism. Synthesize knowledge of Buddhism. • Determine Chandragupta's rise to power. • Evaluate the reigns of Chandragupta and Asoka by asking questions. • Summarize achievements of the Gupta dynasty. • Create a booklet highlighting India's advances in learning.
Instructional Plan	
Suggested Activities	Resources
Create a booklet or brochure describing India's advances in learning.	Paper for booklet or brochure, drawing and decorating supplies

Create a venn diagram to compare and contrast Buddhism and Hinduism beliefs. Students can use interactive, online graphic organizer to sort ideas.	Venn diagram (https://my.hrw.com/nsmedia/intgos/html/igo.htm or use MyVocab through Schoolwide if Buddhism and Hinduism are vocabulary words on your list)
Create a biography poster presentation about Chandragupta and his important in ancient India	Information about Chandragupta, poster paper, writing utensils
Create a Google Slides presentation about the Gupta dynasty achievements	Google Slides, information about the achievements of the Gupta dynasty
Have a class debate about the reigns of Chandragupta and Asoka by asking questions and evaluating their importance	Background knowledge about the reigns of Chandragupta and Asoka
Literature	
<i>Hands-On History! Ancient India</i> By: Daud Ali <i>Ancient India (The Ancient World)</i> By: Allison Lassieur <i>Elephant's Friend and Other Tales from Ancient India</i> By: Marcia Williams <i>Taj Mahal</i> By: Raz-Kids	
Websites	
BBC	http://www.bbc.co.uk/schools/primaryhistory/indus_valley/
The British Museum	http://www.ancientindia.co.uk/
Time for Kids	http://www.timeforkids.com/TFK/kids/hh/goplaces/main/0,28375,610558,00.html

KidsPast	http://www.kidspast.com/world-history/0102-civilizations-of-india.php
Kids Konnect	http://www.kidskonnect.com/subject-index/26-countriesplaces/313-india.html
History for Kids	http://historyforkids.org/learn/india/
Mr. Donn	http://india.mrdonn.org/
Snaith Primary	http://home.freeuk.net/elloughton13/india.htm
Discovery Education: Video: World's Best: Magnificent Beasts Segment: Indian Subcontinent Video: Mystic Lands: Taj Mahal: Heaven on Earth Segment: Welcome to the Taj Mahal	http://www.discoveryeducation.com
CMS Curriculum Companion	http://www.socialstudiescms.com/ancient-india
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if</i>	

Suggested Options for Differentiation

ELL

- Pre-teach vocabulary
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills/Economically Disadvantaged/Students at Risk

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Outline/Notes
- Frequently monitor understanding
- Provide manipulatives or the opportunity to draw solution strategies