

Marking Period	Unit 1		Recommended Instructional Days
Marking Period 1	Era 1. The Beginnings of Human Society		35-45 Days
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:			<p><u>Recommended Activities:</u></p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● Archaeological Dig as opener: Students practice being archaeologists by digging chocolate chips out of cookies. ● Virtual field trip to the Cave of Lascaux with guiding questions. ● Otzi CSI: Examine the death of Otzi the IceMan. Students examine evidence and decide on his cause of death. ● Early Man Webquest ● Read the biography of Mary Leakey ● Explore archaeological digs online ● Small group and large group discussions
Core Ideas:	Performance Expectation:		
Relationships between humans and environments impact spatial patterns of settlement and movement.	<p>6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.</p>		
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<p>6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).</p> <p>6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p>		

	6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.	<p><u>Optional Extension Activities:</u></p> <ul style="list-style-type: none"> ● Simulated archaeological dig ● In-depth research comparing and contrasting Neanderthals and early Homo sapiens ● Debate what makes a human a human ● Explore archaeological digs online ● Explore cave art ● Read and discuss David Brooks’s article “Altruism vs Selfishness” <p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> ● Science: Preservation of artifacts and how migratory practices mimic that of animals. ● Math: Understanding population growth over the millenia and the exponential growth following the creation of civilizations. ● Language Arts: Explore the importance of language and how communication was conducted prior to written and spoken language ● Art: Analyze and create primitive paintings and discuss their meaning. <p><u>New Jersey Legislative Statutes and Administrative</u></p> <ul style="list-style-type: none"> ● Climate Change <ul style="list-style-type: none"> ○ 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges <ul style="list-style-type: none"> ■ Read “The Dawn of Agriculture” and analyze the advantages and disadvantages of early civilizations impact on the environment and how that impacts today?
<p>Chronological sequencing helps us track events over time as well as events that took place at the same time.</p>	6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time	
<p>Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.</p>	6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	
<p>The physical and human characteristics of places and regions are connected to human identities and cultures.</p>	6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p>Core Ideas:</p>	<p>Performance Expectation:</p>	
<p>Political and civil institutions impact all aspects of people’s lives</p>	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is	

	<p>necessary, and the purposes government should serve.</p>	
<p>Governments have different structures which impact development (expansion) and civic participation.</p>	<p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</p> <p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information</p>	<p><u>Essential Question/s:</u> <u>Unit Overarching Essential Question:</u></p> <ul style="list-style-type: none"> ● A. Civics, Government, and Human Rights <ul style="list-style-type: none"> ○ How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ○ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? ● B. Geography, People, and the Environment <ul style="list-style-type: none"> ○ How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● C. Economics, Innovation, and Technology <ul style="list-style-type: none"> ○ How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? ○ How have scientific and technological developments over the course of history changed the way people live and economies and governments function? ● D. History, Culture, and Perspectives <ul style="list-style-type: none"> ○ How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? ○ How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
<p>Civic participation and deliberation are the responsibility of every member of society</p>	<p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national</p>	

<p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>	<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints,</p>	
<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p>	
<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: 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</p>	

	<p>balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p>	
<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural</p>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p>	

<p>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p>	<p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p>	
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. 	

	<ul style="list-style-type: none"> ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Utilize positive communication and social skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills. 	
<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● Handouts, discussion and anecdotal records from the archaeological dig activity <ul style="list-style-type: none"> ○ You are the archaeologist who excavated the site. You will:* <ul style="list-style-type: none"> ▪ Write an article for your home-town newspaper about your discoveries, giving an account of the life of the people who lived on the site based on the evidence of field notes and your interpretations of them. Give some idea of the reliability of your conclusions by using words such as “definitely,” “probably,” and “perhaps.” -OR- ▪ Report to the Trustees of the Foundation that supported the excavation. Give an account in as much detail as you can of the way of life of the people whose remains are described. Take as much of the evidence into account as you can. Assign 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Diagnostic Assessment ● District Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Document Analysis - Research various topics of the ● Essay–Life Changed from the Old Stone Age to the Agricultural Revolution ● CSI: Powerpoint / Essay detailing how Otzi died using evidence and argument to support your opinion ● Document Analysis - Research various topics of the ● Tests/Assessments 	

<p>reliability values (where 10 is certain and 1 is a plausible guess) to your statements. (For instance, “Women did the cooking” might be given a 4. “People deliberately buried their dead” might be given a 10”). In a concluding paragraph, sketch what characteristics of the way of life of these people might have foreshadowed the possibilities of civilizations.</p> <ul style="list-style-type: none"> • Short writing assignments: Compare and contrast Old Stone Age to New Stone Age • In-depth research comparing and contrasting Neanderthals and early Homo sapiens • Read and discuss David Brooks’s article “Altruism vs Selfishness” • Read and debate “The Dawn of Agriculture” (CLIMATE CHANGE STANDARD) • Debate what makes a human a human • Explore archaeological digs online • Explore cave art • Quizzes • Flip Books • Debates/Discussions • Data Based Questions • Persuasive/Expository Writing Prompts 			
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • McGraw Hill, <i>World History & Geography</i> • Pearson, <i>The African-American Odyssey</i> • Pearson’s Pacemaker Series, World History • Amistad Curriculum 	<ul style="list-style-type: none"> • Skill building activities • Pearson’s Pacemaker Series • DBQ Online • ProEd Shorts • NewsELA • Videos • Leveled Assessments 	<ul style="list-style-type: none"> • Bilingual dictionary • Modified assessments and/or rubric • Videos in their native language • Pearson’s Pacemaker Series • ProEd Shorts 	<ul style="list-style-type: none"> • Leveled readings • Novels; periodicals • Leveled Assessments • Enrichment activities & projects • Choice Boards • Inquiry projects

<ul style="list-style-type: none"> • Holocaust & Genocide Education Curriculum • DBQ Online • JStor • NewsELA • Cicero: History Beyond the Textbook • ArcGIS • American Reading Company Thematic Text Sets: World Mythology & Ancient Civilizations 	<ul style="list-style-type: none"> • Choice Boards • McGraw Hill, <i>World History & Geography</i> • Pearson, <i>The African-American Odyssey</i> • Pearson's Pacemaker Series, World History • Amistad Curriculum • Holocaust & Genocide Education Curriculum • DBQ Online • JStor • NewsELA • Cicero: History Beyond the Textbook • ArcGIS • American Reading Company Thematic Text Sets: World Mythology & Ancient Civilizations 	<ul style="list-style-type: none"> • NewsELA 	<ul style="list-style-type: none"> • Genius Hour Projects • McGraw Hill, <i>World History & Geography</i> • Pearson, <i>The African-American Odyssey</i> • Pearson's Pacemaker Series, World History • Amistad Curriculum • Holocaust & Genocide Education Curriculum • DBQ Online • JStor • NewsELA • Cicero: History Beyond the Textbook • ArcGIS • American Reading Company Thematic Text Sets: World Mythology & Ancient Civilizations
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, <p>Other:</p> <ul style="list-style-type: none"> • Novels, Periodicals, Maps, artifacts, JStor, ARC's Research Lab, NewsELA, DBQ Online 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core

<ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic ● Provide individual instruction as needed ● Modify assessments and/or rubrics ● Repeat instructions as needed 	<ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments ● Choice Boards ● Multi-sensory (VAKT) approach during instruction ● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify test content and/or format ● Retakes ● Additional time ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides ● Break assignments into segments of shorter tasks ● Oral rather than written answers 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating ● Checks for understanding/review ● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary ● Modified assessments and/or rubric ● Reading materials in the native language ● Watching videos in the native language 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> ● Standard 9.1 Personal Financial Literacy ● Standard 9.2 Career Awareness, Exploration, Preparation and Training ● Standard 9.3: Career and 	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Financial health ● Financial Landscape ● Money Management ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Digital Citizenship ● Global and Cultural Awareness ● Information and Media Literacy
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<ul style="list-style-type: none"> • Technical Education • Standard 9.4 Life Literacies and Key Skills 	<ul style="list-style-type: none"> • Technology Literacy 	
	<p>Core Ideas:</p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>
	<p>Performance Expectation/s:</p>	<p>Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)</p>
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<p>Continually self-reflects and seek to improve historical thinking skills:</p> <ul style="list-style-type: none"> • Critical Thinking & Problem Solving • Creativity and Innovation • Collaboration, Teamwork and Leadership • Cross-Cultural Understanding and Interpersonal Communications • Communication and Media Fluency • Accountability, Productivity and Ethics <p>Evaluate resources, understand author bias, and evaluate echo chambers; Uses effective communication and collaboration skills and resources to interact with a global society; Plans, executes, and alters goals in response to changing societal and economic conditions;</p>	

Content Area: Social Studies (NJSLS-CHPE 6.1, 6.3) Grades K - 12
Grade: 7

Dev. Date:

Seeks to attain skill and content mastery to achieve success in a chosen career path.

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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