



6th, 7th and 8th GRADE SOCIAL STUDIES CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Born On Date: March 15, 2018

Content Area:	Social Studies	Grade(s) 6
Unit Plan Title:	The Stone Ages and Early Cultures	
Unit Topics:	The First People, Early Human Migration, Beginnings of Agriculture	
	Standard(s) Number and Description (Established Goals)	
	6.2.8.A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies 6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. 6.2.8. B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources. 6.2.8. C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies. 6.2.8. D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
	<i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Prehistoric people learn adapt to their environment, to make simple tools, to use fire, and to use language 2. As people migrated around the world, they learned to adapt to new environments 3. The development of agriculture brought great changes to human society 	
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
	<p>How does discovering the tools and early remains of our early ancestors help us to understand how early humans lived?</p> <p>What lessons from early hominid societies' interactions with their environment can we relate to society's present concerns about our environment (i.e. global warming)?</p>	
	Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should	

they eventually be able to do as a result of such knowledge and skill?)

Students will know....

1. The student will be able to evaluate geographical regions conducive to human survival and adaptation.
2. Identify key elements to identify a civilization.
3. Analyze Hominid inventions that have had lasting impact on the world. (Early tools).
4. Students will understand that the early migration of people to all parts of the world led to the countless cultures that exist all over the globe
5. Understand the difference between BC and BCE, and AD and CE.
6. Vocabulary terms that define periods of time.
7. That a primary source is an account of an event by someone who took part in or witnessed the event.
8. That a secondary source is information gathered by someone who did not take part in or witness an event.
9. How prehistoric people learned to adapt to their environment, use tools, fire, and language.

Students will be able to (do)...

- Reading, interpreting, and completing a timeline using BC and BCE, and AD and CE
- Writing using the following terms: decade, century, age, era, and ancient.
- Comparing and contrasting primary and secondary sources.
- Critically examining primary sources

Key Vocabulary and Terms:

prehistory, hominid, ancestor, tool, Paleolithic, society, hunter-gatherers, migrate, ice ages, land bridge, Mesolithic, Neolithic Era, domestication, agriculture, megalithic

Content Area:	Social Studies	Grade(s) 6
Unit Plan Title:	Mesopotamia and the Fertile Crescent	
Unit Topics:	Geography of the Fertile Crescent, The Rise of Sumer, Sumerian Achievements, Later Peoples of the Fertile Crescent	
	Standard(s) Number and Description (Established Goals)	
	<p>6.2.8. A.2.b Explain how codifying laws met the needs of ancient river valley societies. 6.2.8. A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations. 6.2.8. B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. 6.2.8. C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations. 6.2.8. D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. 6.2.8. D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. 6.2.8. D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p>	
	<p>Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)</p>	
	<p>Students will understand that...</p> <ol style="list-style-type: none"> 1. Valley of Tigris/Euphrates Rivers were the site of the world's first civilizations 2. The Sumerians developed the first civilization in Mesopotamia 3. Sumerians made many advances that helped society develop 4. Modern people can learn about cultures by studying primary sources (i.e. Epic of Gilgamesh) 5. After the Sumerians, many cultures ruled in the Fertile Crescent 	
	<p>Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)</p>	
	<ol style="list-style-type: none"> 1. What conditions were necessary for the world's first civilization to develop in Mesopotamia? 2. Why did the Code of Hammurabi play an important role in shaping Mesopotamia? 3. Would America's founding fathers have approved of Hammurabi's system? 4. How did the beliefs of city states differ and influence society? 5. How did their religious beliefs influence daily life? 	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<p><i>Students will know....</i></p> <ol style="list-style-type: none"> 1. Evaluate geographical regions for elements conducive to human survival and adaptation. 2. Identify key elements to identify a civilization: Division of Labor/Social Order, Government and Law, Religion, Architecture, and Literature. 3. Analyze Sumerian inventions that have had lasting impact on the world. (Writing, wheel, division of labor/legal system). 4. Link current conflict in the Middle East to this region of the world/cradle of civilization and origin of monotheistic religion. 5. Compare codes of law from the ancient world of Mesopotamia to laws that rule our society today. 6. Rivers supported the growth of civilization in the Fertile Crescent and other parts of the world. 7. Map Skills: Identifying key geographical features in the region of the Tigris/Euphrates Rivers. 8. Mesopotamians invented farming techniques that led to the growth of cities. 9. Sumerians organized into city-states and advanced their society/developed social order. 10. Religion (polytheism) played a role in nearly every aspect of Sumerian society. 	<p><i>Students will be able to (do)...</i></p> <ol style="list-style-type: none"> 1. Map Skills: Identifying key geographical features in the region of the Tigris/Euphrates Rivers. 2. Note-taking, summarizing, creating high level questions about text 3. Integrate information presented in different media or formats (visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue (Internet sites, e.g. British museum site for ziggurats. http://www.mesopotamia.co.uk/ziggurats/index.html) 4. Read informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (i.e. ziggurat postcards, analysis of Epic of Gilgamesh play). 5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

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| <ol style="list-style-type: none">11. Sumerian culture produced many important contributions in the areas of writing, technology, math, science, and art.12. The Epic of Gilgamesh is a primary source document which gives us information about Sumerian society.13. Code of Hammurabi was the world's first law code.14. Invasions of Mesopotamia changed the region's culture. | |
| Key Vocabulary and Terms: | |
| <i>fertile crescent, silt, irrigation, canals, surplus, division of labor, rural, urban, city-state, Gilgamesh, Sargon, empire, polytheism, priests, social hierarchy, monarch, Hammurabi's Code, chariot, Nebuchadnezzar, cuneiform, alphabet.</i> | |

Content Area:	Social Studies	Grade(s) 6
Unit Plan Title:	Mesopotamia and the Fertile Crescent	
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	Standard(s) Number and Description (Established Goals)	
	<p>6.2.8. A.2.b Explain how codifying laws met the needs of ancient river valley societies. 6.2.8. A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations. 6.2.8. B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. 6.2.8. C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations. 6.2.8. D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. 6.2.8. D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. 6.2.8. D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p>	
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Content Area:	Social Studies	Grade(s) 6
Unit Plan Title:	Ancient China	
Unit Topics:	Geography and Early China, The Zhou Dynasty and New Ideas, The Qin Dynasty, The Han Dynasty, Han Contacts with other Cultures	
	Standard(s) Number and Description (Established Goals)	
	<p>6.2.8. A.2.b Explain how codifying laws met the needs of ancient river valley societies. 6.2.8. A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations. 6.2.8. B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. 6.2.8. C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations. 6.2.8. D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. 6.2.8. D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. 6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies</p>	
	<p>Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)</p>	
	<p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Explain how ancient China's physical geography helped isolate them from the rest of the world. 2. Explain how China's climatic regions impacted the lives of ancient and modern-day Chinese people. (I.e. China's Sorrow, Huang He River or Yellow River, flooded with over 250 inches of rainfall each year.) 3. Students will explain how Buddhism changed the ancient Chinese mentality regarding social order. 4. Explain how Confucianism leads to Socialism and compare that to Western Ideas of Independence and Individual freedoms. 5. Explain why a vast number of Chinese people believe in philosophies rather than a god or a formal religion even today. 6. Students analyze the varying social order in Ancient China, and compare the different structures. Which citizens were most/least valued? Then compare our modern social structure. 	

Decide where the value is placed on the people in our society.

7. Students compare modern Chinese communism to policies under Shi Huangdi's legalist government in Qin China.
8. Students will compare and contrast under which Emperor of ancient China they would have preferred to live and then make a make an intelligent rationale about who they would vote for based on the candidate's policies in political elections today.
9. Identify ancient China achievements in writing, art, literature, architecture, and technological inventions that have connections to the modern world (i.e. Seismograph, sundial, paper, gunpowder, acupuncture, machine gun, and the production of silk.)
10. Explain how Chinese technological inventions have changed the lives of the ancient Chinese people (i.e. wheelbarrow) and are still changing the modern world (i.e. iPad).
11. Explain how ancient trade routes led to the exchange of new products and ideas. The fascination with China's ancient Silk Road has increased tourism today and may be a source of fossil fuels along the same route in the future.
12. Why China's physical geography made farming possible, but travel and communication difficult.
13. Civilization began in China along the Huang He and Chang Jiang Rivers.
14. China's first dynasties helped to develop Chinese society.
15. The Chinese made many achievements in art, literature, and science.
16. After the Warring States period, a variety of belief systems developed such as Legalism, Confucianism, and Daoism.
17. The Silk Road was a trade route that also allowed the flow of new ideas between China, Rome and other peoples of the ancient world.
18. Social order of Chinese society varied according to political and social events occurring during the different time periods.

Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)

1. How did China's geography contribute to the country's isolation?
2. How did the ancient Chinese adapt to their environment?
3. How did the political ideas of the Chinese dynasties compare to political systems of other civilizations?
4. How did Chinese inventions alter the course of world history?
5. What characteristics make each Chinese dynasty unique?
6. What characteristics do they have in common?
7. How did the family structure of ancient China influence the development of society?

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<p>Students will know....</p> <ol style="list-style-type: none"> 1. Why China's physical geography made farming possible, but travel and communication difficult. 2. Civilization began in China along the Huang He and Chang Jiang Rivers. 3. China's first dynasties helped to develop Chinese society. 4. The Chinese made many achievements in art, literature, and science. 5. After the Warring States period, a variety of belief systems developed such as Legalism, Confucianism, and Daoism. 6. The Silk Road was a trade route that also allowed the flow of new ideas between China, Rome and other peoples of the ancient world. 7. Social order of Chinese society varied according to political and social events occurring during the different time periods. 8. The policies enacted and the achievements developed under the Xia, Shang, Zhou, Qin, and Han dynasties. 9. Farming and manufacturing grew during the Han dynasty, including the production of silk. 	<p>Students will be able to (do)...</p> <ol style="list-style-type: none"> 1. Map geographical features, weather patterns, dynasties, and major cities of ancient China. 2. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 3. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 4. Read informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 5. Comparing and contrasting different belief systems through charts, graphic organizers, or Venn diagrams. 6. Citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Recommended: use of historical articles, biographies, and primary resource documents in Chapter Resource Files for Holt World History, Chapters 1-23)
Key Vocabulary and Terms:	
<i>jade, oracle, lords, peasants, Confucius, ethics, Confucianism, Daoism, Laozi, Legalism, Shi Huangdi, Great Wall, sundial, seismograph, acupuncture, silk, Silk Road, diffusion</i>	

Content Area:	Social Studies	Grade(s) 6
Unit Plan Title:	Ancient Greece	
Unit Topics:	Geography and the Early, Government in Athens, Greek Mythology and Literature	
	Standard(s) Number and Description (Established Goals)	
	<p>6.2.8. A.3.b Compare the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. 6.2.8. A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. 6.2.8. A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. 6.2.8. A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system. 6.2.8. B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. 6.2.8. B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline. 6.2.8. D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. 6.2.8. D.3.c Evaluate the importance and the enduring legacy of the major achievements of Greece, Rome, India, and China over time. 6.2.8. D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p>	
	<p>Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)</p>	
	<p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Greece's geography and its nearness to the sea strongly influenced the development of trade and the growth of city-states. 2. The people of Athens tried many different forms of government before creating a democracy. 3. The Ancient Greeks created great myths and works of literature that influence the way we speak and write today. 	
	<p>Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)</p>	

1. How did geography influence the development of Greece?
2. What role did religion play in the society and culture of the Greeks?
3. What were the four forms of government that developed in Ancient Greece?
4. What advances in Greek culture influence us today (literature, arts, philosophy, architecture, Euclid mathematics, Hippocrates and medicine)?
5. In a society organized such as Sparta was, why might women have more rights and responsibilities than in a society organized as Athens was?

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

1. Determine how geography helped shape early Greek civilization
2. Explain how trading cultures of Minoan and Mycenaean developed
3. Explain how geography and the availability of natural resources led to both the development of Greek City-states and to their decline
4. Examine how aristocrats and tyrants gained power in early Athens
5. Explain how Athens created the world's first democracy
6. Compare and contrast Ancient democracy and modern democracy
7. Identify why the Greeks created myths
8. Identify and describe the long-lasting impact Greek myths, poems, and stories have had on literature
9. Recognize why Greece fought Persia twice in the Persian Wars
10. Compare and Contrast Athens and Sparta using the

Students will be able to (do)...

1. Map geographical features, weather patterns, and major city-states of Ancient Greece.
2. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
4. Read informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
5. Comparing and contrasting different belief systems through charts, graphic organizers, or Venn diagrams.
6. Citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
(Recommended: use of historical articles, biographies, and primary resource documents in Chapter Resource Files for Holt World History, Chapters 1-23)

	<p>following criteria: government, economy, education, and rights of women and slaves</p> <p>11. Identify the achievements of the Ancient Greece in the arts, the teachings of Socrates, Plato, and Aristotle, the basis of philosophy, and key discoveries in math, medicine, and engineering.</p>	
	Key Vocabulary and Terms:	
	<i>polis classical, acropolis, democracy, aristocrats, oligarchy, citizens, tyrant, Pericles, mythology, Homer, Sapp</i>	

Content Area:	Social Studies	Grade: 7
Unit Plan Title:	Roman World	
Unit Topics:	Roman Republic to the Fall of the Empire	
	Standard(s) Number and Description (Established Goals)	
	6.2.8.A.3.a 6.2.8.B.3.a 6.2.8.D.3.c 6.2.8.A.3.b 6.2.8.C.3.a 6.2.8.D.3.e 6.2.8.A.3.c 6.2.8.C.3.b 6.2.8.D.4.f 6.2.8.A.3.d 6.2.8.D.3.a 6.2.8.A.3.e 6.2.8.D.3.b	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Rome's growth and success was influenced by its geography. ● Roman society created origin stories and myths to establish their identity. ● The Roman Republic evolved from the experience of early Roman kings. ● The United States government is influenced by the model provided by the Roman Republic. ● Rome grew into a Mediterranean empire through trade and wars ● Rome went through several crises that led to the end of the republic. ● Julius Caesar and Octavian took control of the Roman Government during a period of crises? ● Roman society made many accomplishments in science, engineering, art, and language. ● The Roman views on religion changed over time eventually becoming a Christian empire. ● The Roman Empire fell due to a variety of causes, but the Eastern Empire continued to last another 1000 years. 	
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
	<ul style="list-style-type: none"> ● How was Rome's growth and success influenced by its geography? 	

- What are the stories and myths related to the establishing of Rome?
- How did the Roman Republic evolve from the experience of early Roman Kings?
- How is the United States influenced by the model provided by the Roman Republic?
- What are some of the crises that led to the end of the Roman Empire?
- What are some of the accomplishments made in science, engineering, art and language?
- What were some of the views on religion and how did they change to become a Christian empire?
- Why did the Roman Empire fall but the Eastern Empire continue to last another 1000 years?

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- Differences between a monarchy and republic.
- How checks and balances keep one person or group from obtaining too much power.
- The importance of the Roman Forum
- The impact of the Punic Wars on the growth of the Roman Republic.
- Augustus led the Roman Empire into the period of Pax Romana
- Arches, aqueducts and roads are examples of the engineering skills of the Romans.
- Romans clashed with the monotheistic religions of Judaism and Christianity before Constantine.
- Rome declined as a result of invasions, political, and economic problems.
- The eastern empire created a new society and religious

Students will be able to (do)...

- Distinguish between primary and secondary sources
- Analyze historical evidence using primary and secondary sources
- Write informational essay using formal style
- Analyze sources for credibility
- Develop an opinion on the legacy of the Ancient Romans
- Organize notes in order to process new knowledge

	traditions.	
	Key Vocabulary and Terms:	
	<i>republic, plebeians, Spartacus, consuls, Roman Senate patricians, forum, veto, dictator, legions, Messiah, Paul of Tarsus, Justinian Caesar, Augustus, Cicero, Byzantium, Constantine, Pax Romana, aqueduct, triumvirate, Christianity, Jesus of Nazareth, Diocletian, Atilla</i>	

Content Area:	Social Studies			Grade: 7
Unit Plan Title:	Feudalism and Europe			
Unit Topics:	European Geography, Christianity and Medieval Europe, Feudalism, Crusades, Political and Social Changes in the Late Middle Ages			
	Standard(s) Number and Description (Established Goals)			
	6.2.8.A.4.a	6.2.8.B.4.a	6.2.8.C.4.b	6.2.8.D.4.c
	b 6.2.8.A.4.b	6.2.8.B.4.f	6.2.8.D.4.a	6.2.8.D.4.d
	6.2.8.A.4.c	6.2.8.C.4.a	6.2.8.D.4.b	6.2.8.D.4.g
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)			
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Europe has various geographical and climate differences that impacted each region. • The collapse of Rome led to a period of disunity and chaos in Europe. • Christianity and Charlemagne brought some unity back to Europe. • Vikings and other Non-Christian invaders created the need for a system for protection. • The system of feudalism and the feudal pyramid brought order and protection to Europe during the middle Ages. • The church and kings engaged in a power struggle. • The medieval Christian church impacted all aspects of life for Europeans in the middle Ages. • The Crusades had both positive and negative impacts for Christians, Muslims, and Jews. • Magna Carta and the 100 Years War brought major political changes to Europe. • The Black Death brought about economic and social changes to Europe in the middle Ages. 			
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)			
	<ul style="list-style-type: none"> • What are Europe's geographical and climate distinctive that impact each region? • How did the collapse of Rome lead to a period of disunity and chaos in Europe? 			

- How did Christianity and Charlemagne bring a measure of unity back to Europe?
- How did the system of feudalism and the feudal pyramid bring order and protection to Europe during the middle Ages?
- What was the nature of the relationship between the church and the kings?
- How did the medieval Christian church impact all aspects of life for Europeans in the middle Ages?
- What were the Crusades and what were the positive and negative impacts for Christians, Muslims and Jews?
- How did the Magna Carta and the 100 years' war bring changes to Europe?
- How did the Black Death bring about economic and social changes to Europe in the middle Ages?

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- Geography shapes the way all societies live.
- How bodies of water and mountains affect the climate of a region.
- The Franks forged a kingdom that evolved into the Carolingian Empire.
- Popes, missionaries, and monks contributed to the spread of Christianity.
- The feudal pyramid consisted of Peasants, Knights, Lords, and Monarchs.
- Similar systems of feudalism existed in Europe and Japan.
- Popes used the power of excommunication to influence monarchs.
- Christians declared several Crusades during the Middle Ages that influenced all three western religions
- The Christian Church shaped society and politics in Europe.

Students will be able to (do)...

- Integrate visual information with other information in print and digital texts.
- Distinguish among fact, opinion, and reasoned judgement in a text.
- Analyze historical evidence using primary and secondary sources
- Write informational essay using formal style
- Analyze sources for credibility
- Organize notes in order to process new knowledge
- Gather relevant information from multiple print or digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- Magna Carta put Europe on a path of establishing the rights of citizens.
- The 100 Years War changed the influence of the monarchy in France and England.
- The Black Death killed nearly ⅓ of Europe's population, but brought about social changes that brought down the manorial system.

Key Vocabulary and Terms:

Eurasia topography Middle Ages medieval St. Patrick monks monasteries Saint Benedict Charlemagne knights vassal feudalism William the Conqueror manor serfs Eleanor of Aquitaine chivalry

Content Area:	Social Studies	Grade: 7
Unit Plan Title:	Renaissance and Reformation	
Unit Topics:	Italian Renaissance, Northern Renaissance, Protestant Reformation, Counter-Reformation	
	Standard(s) Number and Description (Established Goals)	
	6.2.12.A.2.a 6.2.12.B.2.b 6.2.12.B.2.e 6.2.12.A.2.b 6.2.12.B.2.c 6.2.12.B.2.a 6.2.12.B.2.d	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Increased trade with Asia by way of the Silk Road and with the Islamic world brought wealth and knowledge to Italian city-states that sparked the Renaissance. ● Italian writers and artists produced great works during the Renaissance. ● The Renaissance spread from Italy into Northern Europe. ● Humanism changes the philosophical perspective of Renaissance art and education. ● The printing press revolutionized the spread of ideas and education. ● Reformers called for change in the Catholic Church. ● The Catholic Church instituted reform in response to the Protestant movement called the Counter-Reformation. 	
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
	<ul style="list-style-type: none"> ● How did increased trade with Asia by way of the Silk Road and with the Islamic world bring wealth and knowledge to Italian city-states that sparked the Renaissance? ● Who are some of the Italian writers and artists who produced great works during the Renaissance and what were their major pieces? ● How and where did the Renaissance spread? 	

- How did “humanism” affect philosophical perspectives of Renaissance art and education?
- What changes in the church were Reformers calling for in the Catholic Church?
- What events and why did the Catholic Church institute reform in response to the Protestant movement called the Counter-Reformation?

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- *how this time period increased trade with Asia and how it brought wealth to Italian trade cities, leading to the Renaissance*
- *Italian writers and artists contribute great works during the Renaissance*
- *during the Renaissance advances in science and education were made*
- *new ideas from the Renaissance spread across Europe through the development of paper, printing and new universities*
- *Reformers called for change in the Catholic church but some broke away to form new churches*
- *the Catholic Reformation was an attempt to reform the church from within*
- *the political impact of the Reformation included religious wars and social change*

Students will be able to (do)...

- Determine central ideas or information of a primary and secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Identify key steps in a text’s description of a process related in history
- Analyze the relationship between primary and secondary sources on the same topic
- Write informational essay using formal style
- Analyze sources for credibility
- Organize notes in order to process new knowledge

Key Vocabulary and Terms:

*Marco Polo Renaissance humanism Dante Alighhieri Niccolo Machiavelli Michelangelo Leonardo da Vinci Petrarch federalism
Johann Gutenberg Desiderius Erasmus Albrecht Durer Miguel de Cervantes William Shakespeare Catholic Reformation Jesuits
Protestants Martin Luther Reformation*

Content Area:	Social Studies			Grade: 7
Unit Plan Title:	Middle Ages Around the World			
Unit Topics:	Africa in the Middle Ages, Islamic World in the Middle Ages, China in the Middle Ages, Japan in the Middle Ages			
	Standard(s) Number and Description (Established Goals)			
	6.2.8.D.3.d	6.2.8.B.4.a	6.2.8.C.4.a	6.2.8.D.4.f
	6.2.8.B.4.d	6.2.8.B.4.b	6.2.8.C.4.b	6.2.8.D.4.g
	6.2.8.B.4.e	6.2.8.B.4.c	6.2.8.D.4.a	
	6.2.8.A.4.b	6.2.8.B.4.f	6.2.8.D.4.e	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)			
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Muslim empires expanding through trade and conquest. • Muslim scholars made lasting contributions in science and philosophy. • Muslim artists made lasting contributions in literature and architecture. • Geography and climate impacted the culture and economy of early African civilizations. • Empires such as Ghana, Mali, and Songhai used their dominance over the Gold-Salt trade to establish their power in West Africa. • West African societies had a rich tradition of oral histories, art, music and dance. • China was ruled by several dynasties with each dynasty achieving its own accomplishments. • Much advancement in science and the arts were accomplished during the Tang and Song dynasties. • The Mongols established the Yuan dynasty and opened China to connections with Europe by way of the Silk Road. • Geography helped create a unique culture in the islands of Japan. • Although isolated from the outside world, Japan experienced a system of feudalism similar to that of Europe in the same time period. 			
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)			
	<ul style="list-style-type: none"> • What was the effect of Muslim empires expanding through trade and conquest? • What were some of the lasting contributions that were made in science and philosophy made by Muslim scholars? 			

- What were some of the lasting contributions made in literature and architecture made by Muslims?
- How did geography and climate impact the culture and economy of early African civilizations?
- What were some of the effects of empires such as Ghana, Mali, and Songhai?
- What were some of the effects that West African societies had and their rich tradition of oral histories, art, music and dance?
- How was China ruled by several dynasties with each dynasty achieving its own accomplishments?
- What was the much advancement in science and the arts were accomplished during the Tang and Song dynasties?
- How did the Mongols establish the Yuan dynasty and opened China to connections with Europe by way of the Silk Road?
- How did geography help create a unique culture in the islands of Japan?
- Although isolated from the outside world, how did Japan experience a system of feudalism similar to that of Europe in the same time period?

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- the methods of expansion and accomplishments of the Safavid, Ottoman, and Mughal Empires
- the advancements made by the Muslim world such as improving the astrolabe, the foundations of algebra, and the medical contributions of Avicenna
- the methods of building mosques with domes and minarets along with literary contributions such as 1001 Nights and calligraphy
- the geographical challenges to survival and travel presented by the Sahara Desert
- the origins and accomplishments of the Ghana, Mali, and Songhai Empires
- the significance of oral history to the West African society along with the cultural contributions of West Africa to art,

Students will be able to (do)...

- Integrate visual information with other information in print and digital texts.
- Determine the meaning of words and phrases as they are used in a text, including specific to domains related to history/social studies.
- Draw evidence from informational texts to support analysis, reflection, research
- Analyze historical evidence using primary and secondary sources
- Compare and contrast the system of feudalism between Europe and Japan
- Compare and contrast the methods of establishing a world empire and the reasons for their decline.
- Analyze sources for credibility
- Organize notes in order to process new knowledge

	<p>music, and dance</p> <ul style="list-style-type: none"> • the contributions of the Sui, Tang, Song, Yuan, and Ming dynasties of China • specific inventions of China in this period including, woodblock printing, gunpowder, paper money, and a magnetic compass • The Mongols ruthlessly conquered the world's largest empire, but also opened contact with the west by protecting the Silk Road • Japan was isolated by the sea and its many volcanic mountains, but eventually was influenced by its proximity to China and Korea • Japan adopted a system of feudalism similar to that of Europe consisting of an emperor, shogun, daimyo, samurai and peasants 	
	Key Vocabulary and Terms:	
	<i>oasis, caravan, pilgrimage, mosque, jihad, rift, sub-Saharan Africa, savannah, Mansa Musa, griots, kente, bureaucracy, civil-service, Genghis Khan, Kublai Khan, Zheng He, isolationism, Yuan Dynasty, Ming Dynasty, clan, regent, Prince Shotoku, Lady Murasaki Shikibu, daimyo, Bushido, samurai shogun, figurehead</i>	

Content Area:	Social Studies	Grade: 7
Unit Plan Title:	Active Citizens in the 21st Century	
Unit Topics:	Civics	
	Standard(s) Number and Description (Established Goals)	
	6.3.8.A.1 6.3.8.B.1 6.3.8.A.2 6.3.8.C.1 6.3.8.A.3 6.3.8.D.1	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The United States system of government allows opposing views to express their ideas to citizens who have the right to elect representatives who share their views. • Federal, state, and local governments have legislative bodies that consider the views of their constituents. • Citizens from other countries view the issues of our world from diverse perspectives based on their unique experiences. • The governments of the world must determine how to best utilize and maintain the limited resources of our planet. • Government agencies are charged with determining the allocation of funds for the benefit of the society, but not all parties will agree on how these funds shall be allocated. • Government organizations have developed processes to address opposing views and work towards an agreed solution in diplomatic and effective manners. 	
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
	<ul style="list-style-type: none"> • What is the process the United States system of government uses to allow opposing views to express their ideas to citizens who have the right to elect representatives who share their views? • How and why does a federal, state, and local government have legislative bodies that consider the views of their constituents? • How do citizens from other countries view the issues of our world from diverse perspectives based on their unique experiences? 	

- How and why does the government of the world determine how to best utilize and maintain the limited resources of our planet?
- How does a government agency execute their charge with determining the allocation of funds for the benefit of the society, but not all parties will agree on how these funds shall be allocated?
- How have government organizations developed processes to address opposing views and work towards an agreed solution in diplomatic and effective manners?

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- legislative bodies will propose and vote on issues that affect our society
- how citizens affect decisions that are made at the local, state and federal levels of government
- the process nations use to determine how to best utilize and maintain the limited resources of our planet
- how government agencies execute their charge of determining the allocation of funds for the benefit of society even though all parties may not agree on how these funds should be allocated
- how government organizations develop processes to address opposing views and work towards an agreed solution in diplomatic and effective manner.

Students will be able to (do)...

- Compare and contrast opposing views on public issues
- Compile formal-informational text expressing a view on a public issue
- Communicate with individuals from different cultural backgrounds
- Analyze the economic benefits vs the environmental consequences of various public policies
- Evaluate the credibility of sources used for research.
- Utilize technology as a tool to communicate with public stakeholders and the international community.

Key Vocabulary and Terms:

checks and balances, executive branch, judicial branch, legislative branch, electoral, constituency, federal, state, municipality, geothermal, hydrologic cycle, commercial, fiscal, monetary, industrial,

Content Area:	Social Studies	Grade(s) 8
Unit Plan Title:	Colonial America	
Unit Topics:	Thirteen Colonies	
	Standard(s) Number and Description (Established Goals)	
	6.1.8.A.2.a 6.1.8..C.2.a 6.1.8.A.2.b 6.1.8.C.2.b 6.1.8.A.2.c 6.1.8.C.2.c 6.1.8.B.2.a 6.1.8.D.2.a 6.1.8.B.2.b	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Many people were willing to take serious risks and endure great hardships for opportunity to have a better life, particularly a life with political and religious freedom The 13 Colonies were founded for different reasons, and were unique in their own way The colonists' decision on where to settle was based in large part to geographic factors, such as available resources for economic benefit (mercantilism) With the growing dependency on cash crops, slavery developed over time in British colonial America. 	
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
	<ul style="list-style-type: none"> What hardships do civilizations face when settling into new areas? Why do civilizations develop in certain geographic regions? How does a geography cause civilization differ from one another? Would society have been different today had slavery not existed? 	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<i>Students will know....</i> <ul style="list-style-type: none"> The identity of the 13 colonies, their regional similarities, and why immigrants desired to settle in one colony over another. 	<i>Students will be able to (do)...</i> <ul style="list-style-type: none"> Utilizing research materials (textbook, computer, primary source documents) to gain in depth knowledge on the 13 colonies.
Key Vocabulary and Terms:	
cash crops, staple crops, John Smith, Pocahontas, John Rolfe, Bacon's Rebellion, Olaudah Equiano, Toleration Act of 1649, slave codes, indentured servants, mercantilism, Triangular Trade, Mayflower Compact, charter colony, proprietary colony, royal colony, slave trade/Middle Passage	

Content Area:	Social Studies	Grade(s) 8
Unit Plan Title:	Road to Revolution	
Unit Topics:	Causes of the American Revolution	
	Standard(s) Number and Description (Established Goals)	
	6.1.8.B.3.a 6.1.8.D.3.a 6.1.8.C.3.a 6.1.8.C.3.b	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Religious, economic, territorial, and political issues caused the French & Indian War. ● The French and Indian War changed the future of North America and contributed to the tensions causing the American Revolution. ● British efforts to raise taxes on colonists spark protests resulting in mounting tensions. ● The desire for self-government can lead to revolution. ● A revolution is often a complete change in political thinking. 	
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
	<ul style="list-style-type: none"> ● How might the world and North America had the French been victorious? ● Why do wars often have negative/positive effects on the economy of the country where it is fought and the countries participating? ● How did actions by the British government between 1763 and 1775 build resentment and divide the colonists in their feelings about British rule? 	
	Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	

<p><i>Students will know....</i></p> <ul style="list-style-type: none"> • Reasons why colonists began to search for new settlement in the Ohio Valley. • That the French & Indian War led to British debt, Proclamation of 1763, and increased control over colonial governments. • British efforts to raise taxes on colonists spark protests and cause tensions to mount and ideas of revolution to grow. 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> • Utilizing research materials (textbook, computer, primary source documents) to gain in depth knowledge on the events leading to the American Revolution. • Analyzing the effects of Proclamation of 1763 and British efforts to raise taxes and control colonial governments. • Synthesize how these events will lead to the American Revolution.
<p>Key Vocabulary and Terms:</p>	
<p>French & Indian War, Treaty of Paris 1763, Proclamation Line of 1763, Sons of Liberty, Boston Massacre, Boston Tea Party, Stamp Act, Tea Act, Intolerable/Coercive Acts, Sugar Act, Townshend Acts</p>	

Content Area:	Social Studies	Grade(s) 8
Unit Plan Title:	American Revolution	
Unit Topics:	Events of the American Revolution	
	Standard(s) Number and Description (Established Goals)	
	6.1.8.A.3.a 6.1.8.D.3.e 6.1.8.D.3.b 6.1.8.D.3.f 6.1.8.D.3.d 6.1.8.B.3.c 6.1.8.B.3.d 6.1.8.D.3.c	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Economic, political and social connections exist between a people and their government. • People often seek to revolt and change their government and their society in order to seek self-government. • The philosophy of government in the Declaration of Independence by worldly thinkers. • Important factors such as strong leadership, strategy, propaganda and foreign help all contributed to an American victory. 	
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
	<ul style="list-style-type: none"> • How do people seek to change their government? • What problems can arise when the citizenry of a nation live a great distance from one another and have different lifestyles? • How did the Declaration of Independence impact the relationship between the American colonists and the British? • How important is leadership in the morale of a country or army? • Do revolutions bring about total change? 	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> • The costs of revolution; monetary, life, sacrifice, retaliation, neighbor against neighbor. • Early struggles of the Continental Army. • Advantages/disadvantages for the British and the Americans. • Strategy for both sides at the outset of the war and how strategies changed throughout. • The bold ideals presented in the Declaration of Independence and its impact on the world. • Decisions made by those in leadership positions that proved to be miscalculated or advantageous. • Important battles and/or turning points in the war and in New Jersey: Trenton, Princeton, Saratoga, Valley Forge, Yorktown. • Treaty of Paris 1783 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> • Determine the role of American Patriots and draw conclusions about how the war influenced their development as military/political leaders. • Summarize the unfolding of events that led to an American victory. • Interpret maps and role of geography in the war. • Compare and contrast the perspectives of the British and Americans in the war for independence. • Analyze the importance of foreign alliances in the success of the American victory.
Key Vocabulary and Terms:	
militia/minutemen, liberty, natural rights, petition, Declaration of Independence, Common Sense, patriots, loyalists, First Continental Congress, Second Continental Congress, redcoats, mercenaries, Hessians, guerilla warfare, Treaty of Paris 1763	

Content Area:	Social Studies	Grade(s) 8
Unit Plan Title:	United States Constitution	
Unit Topics:	Creating the Constitution	
	Standard(s) Number and Description (Established Goals)	
	6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.B.3.b 6.1.8.A.3.b 6.1.8.A.3.g	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Following the American Revolution, the newly independent country felt the need to strengthen its national government. ● States differed in their approach and opinion on how a new government should be constructed. ● The lack of national unity established under the Articles of Confederation led to the emergence of federalism and a stronger constitution with a separation of powers and checks and balances. ● Ideas presented in the United States Constitution were in part adapted from British constitutional experiences, early colonial governments, and ancient cultures. ● The Constitution is a “living document” that can be viewed in different ways with debate and discussion. ● The Bill of Rights was provided to protect citizens. 	
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
	<ul style="list-style-type: none"> ● Why the meaning of the Constitution often is debated? ● What role do American citizens play in the proper function of the American government? ● Is a strong national government necessary to hold a nation together? ● Do citizens lose freedom when a national government has power? ● What compromises emerged from the Constitutional Convention? 	

- What rights and freedoms does the Bill of Rights protect and why are they important?

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- Shortcoming of the Articles of Confederation and how the national government was weak resulting in the need to call a Constitutional Convention.
- Issues faced by delegates at the Constitutional Convention.
- Why states addressed issues at the Convention in different ways.
- Goals and purposes of the Constitution outlined in the preamble.
- The structure of the Constitution; Articles I - VII.
- Powers of the legislative, executive, and judicial branches.
- The individual rights of Americans enumerated in the Bill of Rights.
- The idea that the Constitution is a “living document” that can be changed through the addition or elimination of amendments.

Students will be able to (do)...

- Indicate the strengths and weaknesses of the Articles of Confederation and compare and contrast the Articles of Confederation with United States Constitution.
- Explain origin and purpose of the constitution.
- Analyze the need for a separation of powers and checks and balances.
- Comparing viewpoints of federalism.
- Apply the Bill of Rights to current issues.

Key Vocabulary and Terms:

Articles of Confederation, Northwest Ordinance, Constitutional Convention, republic, constitution, Great Compromise, Three-fifths Compromise, electoral college, ratify, federalist, anti-federalist, enumerate, ordain, prosperity, checks and balances, separation of powers, Federalist Papers, amendments, Bill of Rights, warrant, double jeopardy, self-incrimination, due process, defendant

Content Area:	Social Studies	Grade(s) 8
Unit Plan Title:	Launching the Nation	
Unit Topics:	Early Republic	
	Standard(s) Number and Description (Established Goals)	
	6.1.8.C.4.a 6.1.8.D.3.g 6.1.8.D.3.c 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.4.a	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • President Washington and members of Congress established a new national government. • Treasury secretary Alexander Hamilton developed a financial plan for the national government. • The United States faced significant foreign challenges under Washington. • Washington's tenure set the precedent for future presidencies. • The development of political parties in the United States contributed to differing ideas about the role of the federal government. 	
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
	<ul style="list-style-type: none"> • How did Congress and the President organize the executive and judicial branches of government? • What were the expectations Americans had for the new nation and were they fulfilled? • What strategies did Hamilton use for solving the national and state debt? • Why did Jefferson oppose Hamilton's views on government and the economy? • How did the rise of political parties impact the election of 1796? • What important precedents and events define the presidencies of George Washington and John Adams? 	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> • The important events that occurred during the terms of the first two presidents. • How the federal government was organized in accordance with the United States Constitution. • The significant foreign and domestic challenges faced by Washington and Adams. • How the development of political parties contributed to differing ideas about the role of the federal government. • Hamilton solved economic challenges with the establishment of the National Bank and a financial plan for the new government. 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> • Explain the important events of George Washington’s presidency. • Explain the important events of John Adam’s presidency. • Evaluate the challenges faced by the new nation. • Analyze the role of the U.S. Constitution over the formation of the early republic. • Explore the debates involving the national bank, uniform currency and tariffs and determine the extent to which these tools met economic challenges of the new nation. • Explain the emergence of political parties impact on the office of the presidency.
Key Vocabulary and Terms:	
inauguration, precedent, Whiskey Rebellion, Judiciary Act of 1789, political parties, national debt, Alien and Sedition Acts, bonds, nullify, loose construction, strict construction, Neutrality Proclamation, XYZ Affair, impressment, embargo, privateer, doctrine, Jay’s Treaty	

Content Area:	Social Studies	Grade(s) 8
Unit Plan Title:	The New Republic	
Unit Topics:	Jefferson through Monroe	
	Standard(s) Number and Description (Established Goals)	
	6.1.8.A.4.a 6.1.8.A.4.b 6.1.8.B.4.a 6.1.8.B.4.b	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The Louisiana Purchase enabled the nation to be expanded and explored. ● The impact of the US Constitution on the purchase of the Louisiana territory. ● Expeditions by Lewis and Clark increased understanding of the West. ● The effects of the War of 1812 included prosperity and national pride. ● The Marbury v. Madison case established the principle of judicial review. ● The Monroe Doctrine strengthens the relationship between the US and Latin America. 	
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
	<ul style="list-style-type: none"> ● How was the identity and economy of the US strengthened by the War of 1812? ● How were Constitutional civil liberties impacted by acts of government such as the purchase of the Louisiana territory? ● How were alliances and conflicts with European nations and Native Americans impacted by western expansion? ● What effect did the revolutions in Latin America have on U.S. foreign policy? ● How did the ruling in Marbury v Madison establish the Supreme Court's power to check the power of other branches of government? 	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> • The forces and events that affected national unity and growth. • The United States grew and expanded through treaties, conflicts, and compromise. • The purchase of the Louisiana Territory expanded the United States and opened up western movement. • The Monroe Doctrine strengthened US relationships with Latin America. • The War of 1812 solidified the United States position on the world stage. 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> • Evaluate the significance of Marbury v Madison. • Analyze why Napoleon sold Louisiana to the United States. • Compare and contrast similarities and differences in Jefferson's Republican government with the previous Federalists. • Describe the foreign policy challenges that Jefferson faced and analyze how treaties, conflicts and compromise solidified the US position in the world. • Evaluate the effects of the War of 1812 on foreign policy and national identity. • Understand the significance of the Lewis and Clark expedition on further expansion of the west.
Key Vocabulary and Terms:	
Marbury v Madison, Republicans, Federalists, Monroe Doctrine, Louisiana Purchase, nationalism, judicial review, embargo, impressment, Embargo, Non-Intercourse Act, War Hawks, Treaty of Ghent, Missouri Compromise, sectionalism, American System	

Content Area:	Social Studies	Grade(s) 8
Unit Plan Title:	Manifest Destiny, Sectionalism and Division	
Unit Topics:	Andrew Jackson, Westward Expansion and Native American Conflict	
	Standard(s) Number and Description (Established Goals)	
	6.1.8.A.4.a 6.1.8.A.4.c 6.1.8.A.4.b 6.1.8.B.4.b	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The far reaching consequences of the political and economic decisions made by Andrew Jackson during his two terms as president. • Westward expansion and its political, economic and social effects on the development of the nation. • The Indian Removal Act authorized the relocation of Native Americans to the west and its resulting conflicts and casualties. • Manifest destiny was justification for Americans to expansion west in order to spread democracy. • The California gold rush changed the future of the West. 	
	Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
	<ul style="list-style-type: none"> • Why did Americans of European descent feel so compelled to expand the country westward? • What impact did Andrew Jackson's presidency have on the nation? • How did Andrew Jackson's Indian Removal policy affect relations with Native Americans? • How was the idea of manifest destiny used to justify westward expansion? • What push pull factors impacted westward expansion? • What were some of the early important agreements between the United States and Mexico, and why were they significant? • What political effect resulted from California's rapid population growth? 	

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● Population growth, exploration, trade, and legislation facilitated the expansion of the United States. ● The significance of the California gold rush. ● The patterns of interactions between settlers, the US government and Native Americans. ● The concept of Manifest Destiny contributed to westward expansion. ● The role of women, African Americans and immigrants in westward expansion and frontier life. ● Andrew Jackson's political and economic policies had far reaching consequences. 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> ● Evaluate Jacksonian democracy and the expansion of voting rights. ● Evaluate Jackson's Indian removal policy and describe the impact on Native Americans. ● Compare and contrast the differing perspectives regarding the positives and negatives of westward expansion. ● Argue how westward expansion may have been different had no gold or precious minerals been discovered. ● Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
Key Vocabulary and Terms:	
Indian Removal Act, nullification crisis, Trail of Tears, Jacksonian Democracy, Oregon Trail, manifest destiny, Missouri Compromise	

Content Area:	Social Studies	Grade(s) 8
Unit Plan Title:	Causes of the Civil War	
Unit Topics:	North & South, Social Movements	
	Standard(s) Number and Description (Established Goals)	
	6.1.8.C.4.a 6.1.8.D.4.b 6.1.8.C.4.b 6.1.8.D.4.c 6.1.8.D.4.a 6.1.8.D.5.a	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The era of reform brought about changes in education, mental health, temperance, and human rights for women and African Americans. • The spread of the Industrial Revolution transformed the culture, daily life and the economy of the North as well as the South. • The growth of agriculture allowed for the expansion of slavery. • Events in the 1850s led to a growing rift between the north and south over the issue of slavery. • Advances in technology to new inventions that continued to change daily life and work. • The population of the United States grew rapidly in the early 1800s with the arrival of millions of immigrants. 	
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
	<ul style="list-style-type: none"> • How did the economies of the North and South differ? • How did the Compromise of 1850, Kansas-Nebraska Act and the Dred Scott decision lead to the Civil War? • What effects did the Lincoln-Douglas debates have on Lincoln's political career? • What impact John Brown's Raid have on Harper's Ferry? • How did the cotton gin make the South a one crop economy dependent on slave labor? • How did rapid immigration affect the growth of urban areas? • Why did the Second Great Awakening result in reform movements such as temperance, abolition, mental health, education and 	

	women's rights?
	Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● Reform movements in the early 1800s affected religion, education and society. ● The population grew rapidly in the 1800s due to an increase in immigration. ● Technological advances had a great effect on factory life and slave life. ● The Underground Railroad led to freedom from enslavement for some African Americans. ● Multiple factors impacted the growing rift between the North and South that resulted in the Civil War. ● The growing rift between the north and south led to the south's secession. 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> ● Explain how the Second Great Awakening led to reform movements in America. ● Define social reform and justify why some Americans believed reforms were needed. ● Analyze how the Industrial Revolution changed daily life, culture and economy of the nation. ● Evaluate the cotton gin's role in the South's dependence on cotton and the expansion of slavery in the South. ● Determine how the many agreements, treaties and compromises made to alleviate the growing rift between North and South actually led to the South's secession. ● Explain how differences in the scarcity of resources, transportation and technological advances in the North and South define the economic system in the U.S. ● Summarize the events that led to the outbreak of the Civil War.
	Key Vocabulary and Terms:
	Industrial Revolution, mass production, cotton gin, textiles, Eli Whitney, technology, interchangeable parts, assembly line, trade unions, Lowell Girls, urbanization, strikes, cotton belt, Nat Turner's Rebellion, abolitionists, temperance movement, common school movement, middle class, antebellum, Underground Railroad, Compromise of 1850, Dred Scott case, Kansas Nebraska Act, Abraham Lincoln, Stephen Douglas, secession,

union, emancipation, Confederate States of America, Jefferson Davis, Uncle Tom's Cabin, Election of 1860, popular sovereignty, sectionalism, Wilmot Proviso, Fugitive Slave Act, John Brown's Raid

Content Area:	Social Studies	Grade(s) 8
Unit Plan Title:	Civil War and Reconstruction	
Unit Topics:	North/South Weaknesses & Strengths, Daily Life, Battles and Aftermath of Civil War	
	Standard(s) Number and Description (Established Goals)	
	6.1.8.A.5.a 6.1.8.D.5.a 6.1.8.A.5.b 6.1.8.D.5.b 6.1.8.B.5.a 6.1.8.D.5.c 6.1.8.C.5.a 6.1.8.D.5.d 6.1.8.C.5.b	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Civil War broke out between the North and South in 1861 affecting the lives of many Americans. • While some states were clearly aligned with the north or the south, the loyalties of many states were divided and battles spread to include western states. • Both North and South faced economic hardships as a result of the American Civil War. • New weapons technology made fighting the war more dangerous. • Abraham Lincoln instituted the Emancipation Proclamation freeing enslaved people with the addition of the 13th Amendment. • African Americans contributed to the Union in several ways. • The nation faced many postwar challenges in rebuilding the Union. • As Reconstruction ended, African Americans faced new hurdles. 	
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
	<ul style="list-style-type: none"> • What led to the secession of Southern States and the Civil War? • In what ways did the Civil War transform the Nation? • What were the strengths and weaknesses of the north and south in the American Civil War? 	

- How did new technologies alter the scope of war?
- Why and how did Abraham Lincoln issue the Emancipation Proclamation?
- What domestic hardships and crisis' did the north and south face during the American Civil War?
- How did the north overcome and subdue the armies of the Confederacy?
- What were the short-term and long-term effects of the American Civil War?

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- Unsatisfactory compromises surrounding slavery and the election of Abraham Lincoln led the southern states to secede from the Union.
- The hardships and challenges the north and south faced during the American Civil War as well as the advantages.
- Advancements in weapons technology led to a more destructive and deadly war resulting in 620,000 deaths.
- The various ways women, Native Americans and African Americans supported the war.
- Conflicting ideas about Reconstruction contributed to postwar challenges.
- The destruction of the south as a result of a total war strategy.
- Following Reconstruction, African Americans experienced new challenges including Jim Crow laws and the rise of the Ku Klux Klan.

Students will be able to (do)...

- Understand why the southern states seceded from the Union.
- Evaluate the strengths and weaknesses of the North and South and compare the different strategies used by them.
- Identify the states the supported the north and the south and the states whose loyalties were divided.
- Identify the technological advances that made the Civil War more dangerous than previous wars.
- Describe the conditions soldiers faced in camp as well as the changes in daily life for civilians.
- Explain why Lincoln issued the Emancipation Proclamation and identify the effects of the proclamation.
- Describe the domestic and economic hardships the north and south faced during the American Civil War.
- Analyze the postwar challenges the nation faced following the war.
- Compare early conflicting plans for Reconstruction.
- Identify the hurdles and challenges African Americans experienced as Reconstruction came to an end.

	Key Vocabulary and Terms:
	<p>Fort Sumter, border states, cotton diplomacy, Thomas “Stonewall” Jackson, First Battle of Bull Run, George B. McClellan, Robert E. Lee, Seven Days’ Battle, Second Battle of Bull Run, Battle of Antietam, ironclads, Ulysses S. Grant, Battle of Shiloh, Siege of Vicksburg, emancipation, Emancipation Proclamation, contrabands, habeas corpus, 54th Massachusetts Infantry, Battle of Gettysburg, William Tecumseh Sherman, Appomattox Courthouse, Confederacy, civil war, draft, Massachusetts 54th Regiment, total war, reconstruction, freedmen, Civil Rights Act of 1866, 13th Amendment, 14th Amendment, scalawags, carpetbaggers, Jim Crow laws, segregation, sharecropping. <i>Plessy v Ferguson</i></p>

Content Area:	Social Studies	Grade(s): 6-8
Unit Plan Title:	Active Citizens in the 21st Century	
Unit Topics:	Civics	
	Standard(s) Number and Description (Established Goals)	
	6.3.8.A.1 6.3.8.B.1 6.3.8.A.2 6.3.8.C.1 6.3.8.A.3 6.3.8.D.1	
	Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The United States system of government allows opposing views to express their ideas to citizens who have the right to elect representatives who share their views. • Federal, state, and local governments have legislative bodies that consider the views of their constituents. • Citizens from other countries view the issues of our world from diverse perspectives based on their unique experiences. • The governments of the world must determine how to best utilize and maintain the limited resources of our planet. • Government agencies are charged with determining the allocation of funds for the benefit of the society, but not all parties will agree on how these funds shall be allocated. • Government organizations have developed processes to address opposing views and work towards an agreed solution in diplomatic and effective manners. 	
	Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
	<ul style="list-style-type: none"> • What is the process the United States system of government uses to allow opposing views to express their ideas to citizens who have the right to elect representatives who share their views? • How and why does a federal, state, and local government have legislative bodies that consider the views of their constituents? • How do citizens from other countries view the issues of our world from diverse perspectives based on their unique experiences? • How and why does the government of the world determine how to best utilize and maintain the limited resources of our planet? • How does a government agency execute their charge with determining the allocation of funds for the benefit of the society, but 	

	<p>not all parties will agree on how these funds shall be allocated?</p> <ul style="list-style-type: none"> How have government organizations developed processes to address opposing views and work towards an agreed solution in diplomatic and effective manners? 		
	<p>Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)</p>		
	<table> <tr> <td data-bbox="205 459 1066 1122"> <p>Students will know....</p> <ul style="list-style-type: none"> legislative bodies will propose and vote on issues that affect our society how citizens affect decisions that are made at the local, state and federal levels of government the process nations use to determine how to best utilize and maintain the limited resources of our planet how government agencies execute their charge of determining the allocation of funds for the benefit of society even though all parties may not agree on how these funds should be allocated how government organizations develop processes to address opposing views and work towards an agreed solution in diplomatic and effective manner. </td><td data-bbox="1066 459 1982 1122"> <p>Students will be able to (do)...</p> <ul style="list-style-type: none"> Compare and contrast opposing views on public issues Compile formal-informational text expressing a view on a public issue Communicate with individuals from different cultural backgrounds Analyze the economic benefits vs the environmental consequences of various public policies Evaluate the credibility of sources used for research. Utilize technology as a tool to communicate with public stakeholders and the international community. </td></tr> </table>	<p>Students will know....</p> <ul style="list-style-type: none"> legislative bodies will propose and vote on issues that affect our society how citizens affect decisions that are made at the local, state and federal levels of government the process nations use to determine how to best utilize and maintain the limited resources of our planet how government agencies execute their charge of determining the allocation of funds for the benefit of society even though all parties may not agree on how these funds should be allocated how government organizations develop processes to address opposing views and work towards an agreed solution in diplomatic and effective manner. 	<p>Students will be able to (do)...</p> <ul style="list-style-type: none"> Compare and contrast opposing views on public issues Compile formal-informational text expressing a view on a public issue Communicate with individuals from different cultural backgrounds Analyze the economic benefits vs the environmental consequences of various public policies Evaluate the credibility of sources used for research. Utilize technology as a tool to communicate with public stakeholders and the international community.
<p>Students will know....</p> <ul style="list-style-type: none"> legislative bodies will propose and vote on issues that affect our society how citizens affect decisions that are made at the local, state and federal levels of government the process nations use to determine how to best utilize and maintain the limited resources of our planet how government agencies execute their charge of determining the allocation of funds for the benefit of society even though all parties may not agree on how these funds should be allocated how government organizations develop processes to address opposing views and work towards an agreed solution in diplomatic and effective manner. 	<p>Students will be able to (do)...</p> <ul style="list-style-type: none"> Compare and contrast opposing views on public issues Compile formal-informational text expressing a view on a public issue Communicate with individuals from different cultural backgrounds Analyze the economic benefits vs the environmental consequences of various public policies Evaluate the credibility of sources used for research. Utilize technology as a tool to communicate with public stakeholders and the international community. 		
	<p>Key Vocabulary and Terms:</p>		
	<p>checks and balances, executive branch, judicial branch, legislative branch, electoral, constituency, federal, state, municipality, commercial, fiscal, monetary, industrial</p>		