Middle Township Middle School Social Studies Curriculum

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

Born on May 2022

ACKNOWLEDGMENTS

Dr. David Salvo, Superintendent of Schools

Dr. Toni Lehman, Director of Curriculum and Instruction

Heather Chew, Middle School Social Studies Department Teacher

PURPOSE

The purpose of the Middle Township Public School's Social Studies Curriculum is to provide an articulated course of instruction aligned with the 2020 New Jersey Student Learning Standards for Social Studies.

It is designed to prepare student learners to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age by providing the knowledge, skills, and perspectives needed to achieve that goal.

GOALS

1. All students will learn to be civic minded, globally aware, and socially responsible.
2. All students will demonstrate fundamental values of American citizenship through active participation in local and global communities.
3. All students will make informed decisions about local, state, national, and global events on inquiry and analysis.
4. All students will consider multiple perspectives, value diversity, and promote cultural understanding.
5. All students will recognize the implications of an interconnected global economy.
6. All students will appreciate the global dynamics between people, places, and resources.
7. All students will utilize emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

6ᵗʰ Grade

Units of Study

Grade 6 Social Studies Scope and Sequence

Units	*Estimated Pacing*
Unit 1: Early Humans & the Rise of Civilization	45 days
Unit 2: Ancient Egypt & Kush	45 days
Unit 3: Ancient Civilizations in India & China	45 days
Unit 4: Ancient Greece	45 days

Grade 6 Unit 1 **Unit Title: Early Humans & the Rise of Civilization**

Standard: 6.2 World History/Global Studies: All Students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Indicators

New Jersey Student Learning Standards for Social Studies:

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

6.2.8.GeoPP.1.b: *[Performance Expectation]* - Use maps to examine the impact of the various migratory patterns of hunter/gatherers that moved from Africa to Eurasia, Australia, and the Americas.

6.2.8.GeoSV.2.a: *[Performance Expectation]* - Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

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

6.2.8.GeoHE.2.a: *[Performance Expectation]* - Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

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

6.2.8.CivicsPI.2.a: *[Performance Expectation]* - Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.CivicsHR.2.a: *[Performance Expectation]* - Determine the role of slavery in the economic and social structures of early river valley civilizations.

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

6.2.8.HistoryCC.1.b: *[Performance Expectation]* - Determine the impact of technological advancements on hunter/gather and agrarian societies.

6.2.8.HIstoryCC.1.c: *[Performance Expectation]* - Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.HistoryCC.1.d: *[Performance Expectation]* - Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.HistorySE.1.a: *[Performance Expectation]* - Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

6.2.8.HistoryCC.2.a: *[Performance Expectation]* - Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.HistoryCC.2.b: *[Performance Expectation]* - Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.HistoryCC.2.c: *[Performance Expectation]* - Explain how the development of written language transformed all aspects of life in early river valley civilizations.

6.2.8.HistoryCA.2.a: *[Performance Expectation]* - Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

6.3.8.CivicsPI.2: *[Performance Expectation]* - Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

Standards that Support Learning

Infused within the units are connections to the New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies, and Key Skills and Computer Science and Design Thinking.

Reading Standards for Informational Text:
RH1- Cite specific textual evidence to support analysis of primary and secondary sources.
RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.
RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH9- Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards:
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

Career Readiness, Life Literacies, and Key Skills Practices:

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

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

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Computer Science and Design Thinking:

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

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

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

Mandates

- Classroom instruction and activities will include, where appropriate, curricula on holocaust and genocide studies and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35:28
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education www.nj.gov/education/holocaust/
- Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to the United States as per 18A:52:16A88
- New Jersey Amistad Commission Resources – NJ Department of Education www.nj.gov/education/amistad

- Classroom instruction and activities will include, where appropriate, curricula on promoting and highlighting the contributions of LGBTQ+ and persons with disabilities as per 18A:35-4.35-6

These mandates contribute to a well-rounded education, and fosters a student population that:
- Values diversity and appreciates different cultural, ethnic, and religious backgrounds
- Recognizes and values differences in abilities and gender.
- Is civic minded, globally aware, and socially responsible
- Exemplifies fundamental values of American citizenship through active participation in local and global communities, including advocating for disenfranchised individuals and groups.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives and promotes tolerance and understanding.
- Recognizes the implications of an interconnected global economy, and how decisions may affect different groups disproportionately.
- Is committed to preventing future acts of genocide.

Core Instructional and Supplemental Materials

- Frey, Wendy, et al. *History Alive! The Ancient World.* Teacher's Curriculum Institute, 2017.
- Curriculum Map
- Atlases, maps, posters, and other materials relevant to lessons
- Primary sources
- BrainPop
- Junior Scholastic
- EdPuzzle
- Flocabulary
- Quizlet
- Quizziz
- Kahoot, Gimkit, Blooket

Evidence of Student Learning

Summative
- History Alive chapter/unit tests
- Teacher created tests
- Quizzes
- Primary Document analysis
- Written response / essays
- Research assessments
- Benchmarks – Fall and Spring

Formative
- Projects

- Times writing response
- Google Forms quizzes
- Peardeck slides
- Webquests
- Hyperdoc activities
- Podcast creation
- Kahoot games
- Quizlet review
- Quizizz review
- Socrative assessment

- Flipgrid video response
- Teacher observation
- Class participation
- Classwork
- Homework
- Journal response

- Google docs/slides/sites creation
- Exit tickets

Alternative
- Portfolios

Instructional Plan

Concepts	Learning Targets
• Historians and archaeologists use many kinds of clues to understand how people lived in the past. • Physical geography and human geography contribute to the study of history. • Prehistoric people learned to adapt to their environment, to make simple tools, to use fire, and to use language. • As people migrated around the world they learned to adapt to new environments. • The development of agriculture brought great changes to human society. • The valleys of the Tigris and Euphrates Rivers were the sight of the world's first civilizations. • The Sumerians developed the first civilization in Mesopotamia. • The Sumerians made many advances that helped their society develop.	Students who understand concepts will be able to: • Explain how life began in Africa and migrated to the rest of the world (NJ Amistad Commission) • Determine how early man interacted and adapted with their environment. • Determine how settling in river valley help early man move from hunter gatherers to complex societies. • Map and evaluate geographical regions conducive to human survival and adaptation. • Identify key elements of a civilization. • Identify adaptations prehistoric people made to survive in their environment and analyze Hominid inventions. • Interpret a timeline utilizing BC, BCE, AD, and CE • Distinguish between primary and secondary sources. • Identify key geographical features in the region of the Tigris/Euphrates Rivers. • Compare codes of laws from Mesopotamia with current laws. • Analyze Sumerian inventions that have had a lasting impact. • Link current conflict in the Middle East to this region of the world. • Compare and contrast monotheism and polytheism.

• After the Sumerians, many cultures ruled parts of the Fertile Crescent.	

Modifications for Diverse Learners

- utilize visual support and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions
- Modified assignments: chunked or reduced work, extended time
- Hands on tasks
- Leveled reading
- Spanish translation of textbook

- Preferential seating
- Flexible groups
- Peer tutoring
- Visual and supplemental videos
- Extended time
- Small group instruction
- Teach study skills
- Provide brain breaks

Enrichment

- Extension Activities
- Opportunities for critical thinking

- Technology integration
- Student choice activities
- Student driven activities
- Group projects
- Tiered activities
- Opportunities for thematic, broad-based, and integrative content

Grade 6 Unit 2
Unit Title: Ancient Egypt & the Middle East

Standard: 6.2 World History/Global Studies: All Students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Indicators

New Jersey Student Learning Standards for Social Studies:

6.2.8.CivicsPI.2.a: *[Performance Expectation]* - Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.CivicsHR.2.a: *[Performance Expectation]* - Determine the role of slavery in the economic and social structures of early river valley civilizations.

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- Hyperdoc activities
- Podcast creation
- Kahoot games
- Quizlet review
- Quizizz review
- Socrative assessment
- Google docs/slides/sites creation
- Exit tickets

Alternate
- Portfolios

Instructional Plan

Concepts	Learning Targets
• The water, fertile soils, and protected setting of the Nile Valley allowed a great civilization to arise in Egypt around 3200BC. • Egyptian government and religion were closely connected during the Old Kingdom. • During the Middle and New Kingdoms, order and greatness were restored in Egypt. • The Egyptians made lasting achievements in writing, architecture, and art • The Kingdom of Kush, which arose south of Egypt, in a land called Nubia, developed an advanced civilization with a large trading network. (NJ Amistad Commission)	Students who understand concepts will be able to: • Determine how the geography of Egypt influenced where people settled and how they lived. • Compare and contrast physical and political maps of early river valley civilizations. • Determine how Egypt formed their government and religion and evolved into a civilization • Describe the major inventions of Egypt and how they influence the world today. • Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in Ancient Egypt. • Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Modifications for Diverse Learners

- utilize visual support and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions
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Enrichment

- Extension Activities
- Opportunities for critical thinking

- Technology integration
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- Group projects
- Tiered activities
- Opportunities for thematic, broad-based, and integrative content

Grade 6 Unit 3
Unit Title: Ancient Civilizations of India and China

Standard: **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Indicators

New Jersey Student Learning Standards for Social Studies:

6.2.8.CivicsPI.3.a: *[Performance Expectation]* - Compare and contrast the methods (i.e, autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.CivicsHR.3.a: *[Performance Expectation]* - Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.GeoSV.2.a: *[Performance Expectation]*- Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

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- Considers multiple perspectives and promotes tolerance and understanding.
- Recognizes the implications of an interconnected global economy, and how decisions may affect different groups disproportionately.
- Is committed to preventing future acts of genocide.

Core Instructional and Supplemental Materials

- Frey, Wendy, et al. *History Alive! The Ancient World.* Teacher's Curriculum Institute, 2017.
- Curriculum Map
- Atlases, maps, posters, and other materials relevant to lessons
- Primary sources
- BrainPOP
- Junior Scholastic
- EdPuzzle
- Flocabulary
- Quizlet
- Quizziz
- Kahoot, Gimkit, Blooket

Evidence of Student Learning

Summative
- History Alive chapter/unit tests
- Teacher created tests
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- Benchmarks – Fall and Spring

Formative
- Projects
- Flipgrid video response
- Teacher observation
- Class participation
- Classwork
- Homework
- Journal response
- Times writing response
- Google Forms quizzes
- Peardeck slides
- Webquests
- Hyperdoc activities
- Podcast creation
- Kahoot games
- Quizlet review
- Quizizz review
- Socrative assessment
- Google docs/slides/sites creation
- Exit tickets

Alternative
- Portfolios

Instructional Plan

Concepts	Learning Targets
• Indian civilization first developed on the Indus River. • Hinduism and Buddhism developed out of ancient Indian beliefs and practices. • The Mauryas and Guptas built great empires in India. • The people of Ancient India made great contributions to the arts and sciences. • Chinese civilization began with the Shang Dynasty along the Huang He and Chang Jiang Rivers. • A variety of belief systems developed such as Legalism, Confucianism and Daoism that taught ways to deal with political and social problems in Ancient China. • The Silk Road was a trade route that also allowed the flow of new ideas between China, Rome and other peoples in the ancient world. • The Qin Dynasty unified China with a strong government and a system of standardization. • The Han Dynasty created a new form of government that valued family, art, and learning.	Students who understand concepts will be able to: • Determine how the geography of India influenced where people settled and how they lived • Determine how the people of India formed their government and evolved into a civilizations • Describe the major inventions of the people of India and how they influence the world today. • Compare and contrast the tenets of major world religions that developed during this time period. • Determine how the climatic geography of China influenced where people settled and how they lived. • Explain how China's physical geography isolated them from the rest of the world. • Evaluate the belief systems that led to social order. • Determine how the people of China formed their government and evolved into a civilization. • Identify the major achievements of the people of China and how they influence the world today.

Modifications for Diverse Learners

• utilize visual support and graphic organizers	• Preferential seating

- use prompts and model directions
- provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions
- Modified assignments: chunked or reduced work, extended time
- Hands on tasks
- Leveled reading
- Spanish translation of textbook

- Flexible groups
- Peer tutoring
- Visual and supplemental videos
- Extended time
- Small group instruction
- Teach study skills
- Provide brain breaks

Enrichment

- Extension Activities
- Opportunities for critical thinking
- Technology integration
- Student choice activities
- Student driven activities
- Group projects
- Tiered activities
- Opportunities for thematic, broad-based, and integrative content

Grade 6 Unit 4
Unit Title: Ancient Greece

Standard: **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Indicators

New Jersey Student Learning Standards for Social Studies:
6.2.8.CivicsPI.3.a: *[Performance Expectation]* - Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.CivicsHR.3.a: *[Performance Expectation]* - Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.CivicsDP.3.a: [*Performance Expectation*] - Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

6.2.8.CivicsDP.3.b: [*Performance Expectation*] - Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution.

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

6.2.8.GeoPP.3.b: [*Performance Expectation*] - Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

6.2.8.EconEM.3.a: [*Performance Expectation*] - Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.EconGE.3.a: [*Performance Expectation*] - Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.HistoryCC.3.a: [*Performance Expectation*] - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.HistoryUP.3.a: [*Performance Expectation*] - Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth and equality.

6.2.8.HistoryUP.3.b: [*Performance Expectation*] - Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8.HistoryUP.3.c: [*Performance Expectation*] - Compare and contrast the tenets of various world religions that developed in or around this time period (I.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.HistoryCA.3.a: [*Performance Expectation*] - Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.HIstoryCA.3.b: [*Performance Expectation*] - Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.3.8.CivicsPI.1: [*Performance Expectation*] - Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPI.2: [*Performance Expectation*] - Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.CivicsPR.1: [*Performance Expectation*] - 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

Standards that Support Learning

Infused within the units are connections to the New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies and Key Skills and Computer Science and Design Thinking.

Reading Standards for Informational Text:
RH1- Cite specific textual evidence to support analysis of primary and secondary sources.
RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.
RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards:
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form.
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies and Key Skills Practices:
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Computer Science and Design Thinking:
8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2: Compare how technologies have influenced society over time.

Mandates

- Classroom instruction and activities will include, where appropriate, curricula on holocaust and genocide studies and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35:28
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education www.nj.gov/education/holocaust/
- Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to the United States as per 18A:52:16A88
- New Jersey Amistad Commission Resources – NJ Department of Education www.nj.gov/education/amistad
- Classroom instruction and activities will include, where appropriate, curricula on promoting and highlighting the contributions of LGBTQ+ and persons with disabilities as per 18A:35-4.35-6

These mandates contribute to a well-rounded education, and fosters a student population that:
- Values diversity and appreciates different cultural, ethnic, and religious backgrounds
- Recognizes and values differences in abilities and gender.
- Is civic minded, globally aware, and socially responsible
- Exemplifies fundamental values of American citizenship through active participation in local and global communities, including advocating for disenfranchised individuals and groups.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives and promotes tolerance and understanding.
- Recognizes the implications of an interconnected global economy, and how decisions may affect different groups disproportionately.
- Is committed to preventing future acts of genocide.

Core Instructional and Supplemental Materials

- Frey, Wendy, et al. *History Alive! The Ancient World.* Teacher's Curriculum Institute, 2017.
- Riordan, Rick. *The Lightning Thief.* Miramax, 2009.
- Curriculum Map
- Atlases, maps, posters, and other materials relevant to lessons
- Primary sources
- BrainPOP
- Junior Scholastic
- EdPuzzle
- Flocabulary
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Evidence of Student Learning

- History Alive chapter/unit tests
- Teacher created tests
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- Primary Document analysis
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- Webquests
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- Podcast creation
- Kahoot games
- Quizlet review
- Quizizz review
- Socrative assessment
- Google docs/slides/sites creation
- Exit tickets
- Portfolios

Instructional Plan

Concepts	Learning Targets
• Geography of Greece and its nearness to the sea strongly influenced the development of trade and the growth of city-states. • The people of Athens tried many different forms of government before creating a democracy. • The Ancient Greeks created myths and works of literature that influence the way we speak and write today. • Over time the Persians came to rule a great empire which eventually brought them into conflict with the Greeks. • The two most powerful city-states, Athens and Sparta, had very different cultures and	Students who understand concepts will be able to: • Determine how the geography of Greece influenced where people settled and how they lived. • Determine how the people of Greece formed their government and evolved into a civilization. • Describe the major inventions of the people of Greece and how they influence the world today. • Compare Ancient Athens democracy and that of United States democracy.

became bitter enemies in the 400s BC. • Alexander the Great built a huge empire and helped spread Greek culture into Egypt and Asia. • Ancient Greeks made lasting contributions in the arts, philosophy, and science.	

Modifications for Diverse Learners

- utilize visual support and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions
- Modified assignments: chunked or reduced work, extended time
- Hands on tasks
- Leveled reading
- Spanish translation of textbook

- Preferential seating
- Flexible groups
- Peer tutoring
- Visual and supplemental videos
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- Small group instruction
- Teach study skills
- Provide brain breaks

Enrichment

- Extension Activities
- Opportunities for critical thinking
- Technology integration
- Student choice activities
- Student driven activities
- Group projects
- Tiered activities
- Opportunities for thematic, broad-based, and integrative content
-

7th Grade

Units of Study

Grade 7 Social Studies Scope and Sequence

Units	Estimated Pacing
Unit 1: Ancient Rome	45 days
Unit 2: Europe During Medieval Times	45 days
Unit 3: Islamic and African Civilizations	45 days
Unit 4: Civilizations of the Americas and Asia	45 days

Grade 7 Unit 1
Unit Title: Ancient Rome

Standard: **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Indicators

New Jersey Student Learning Standards for Social Studies:

6.2.8.CivicsPI.3.a: *[Performance Expectation]* - Compare and contrast the methods (i.e, autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

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- Classroom instruction and activities will include, where appropriate, curricula on promoting and highlighting the contributions of LGBTQ+ and persons with disabilities as per 18A:35-4.35-6

These mandates contribute to a well-rounded education, and fosters a student population that:
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- Is civic minded, globally aware, and socially responsible

- Exemplifies fundamental values of American citizenship through active participation in local and global communities, including advocating for disenfranchised individuals and groups.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives and promotes tolerance and understanding.
- Recognizes the implications of an interconnected global economy, and how decisions may affect different groups disproportionately.
- Is committed to preventing future acts of genocide.

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- Kahoot, Gimkit, Blooket

Evidence of Student Learning

Summative
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Formative
- Projects
- Flipgrid video response
- Teacher observation
- Class participation
- Classwork

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- Google Forms quizzes
- Peardeck slides
- Webquests
- Hyperdoc activities
- Podcast creation
- Kahoot games
- Quizlet review
- Quizizz review
- Socrative assessment
- Google docs/slides/sites creation
- Exit tickets

Alternative
- Portfolios

- Homework
- Journal response

Instructional Plan

Concepts	Learning Targets
• Roman society created origin stories and myths to establish their identity. • Rome's location and government helped it become a major power in the ancient world. • Rome's tripartite government and written laws helped create a stable society. • The later period of the Roman Republic was marked by wars of expansion and political crises. • After changing from a republic to an empire, Rome grew politically and economically, and developed a culture that influenced later civilizations. • People in the Roman Empire practiced many religions before Christianity spread and became Rome's official religion. • Problems from both inside and outside caused the Roman Empire to split into a western half, which collapsed, and an eastern half that prospered for hundreds of years.	• Determine how the geography of Rome influenced where people settled and how they lived. • Determine how the people of Rome formed their government and evolved into a civilization. • Explain that Roman civilization reached its height shortly after AD 100, after 800 years. • Describe the major inventions of the people of Rome and how they influence the world today. • Describe how personal wealth correlates with placement within social class divisions. • Compare and contrast the Roman Republic and United States government.

Modifications for Diverse Learners

• utilize visual support and graphic organizers	• Preferential seating

• use prompts and model directions • provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions • Modified assignments: chunked or reduced work, extended time • Hands on tasks • Leveled reading • Spanish translation of textbook	• Flexible groups • Peer tutoring • Visual and supplemental videos • Extended time • Small group instruction • Teach study skills • Provide brain breaks

Enrichment

- Extension Activities
- Opportunities for critical thinking
- Technology integration
- Student choice activities
- Student driven activities
- Group projects
- Tiered activities
- Opportunities for thematic, broad-based, and integrative content

Grade 7 Unit 2
Unit Title: Europe During Medieval Times

Standard: **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Indicators

New Jersey Student Learning Standards for Social Studies:

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

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

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

6.2.8.GeoHP.4.c: *[Performance Expectation]* - Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

6.2.8.GeoHE.4.b: *[Performance Expectation]* - Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

6.2.8.GeoHE.4.c: *[Performance Expectation]* - Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.GeoSV.4.a: *[Performance Expectation]* - Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty

6.2.8.EconNE.4.a: *[Performance Expectation]* - Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.HistoryCC.4.a: *[Performance Expectation]* - Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.HistoryCC.4.b: *[Performance Expectation]* - Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.HistoryCC.4.c: *[Performance Expectation]* - Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.HistoryCC.4.d: *[Performance Expectation]* - Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.HistoryCC.4.e: *[Performance Expectation]* - Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.**2.8.HistoryCC.4.f:** *[Performance Expectation]* - Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCC.4.g: *[Performance Expectation]* - Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

6.3.8.CivicsPI.1: *[Performance Expectation]* - Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPI.2: *[Performance Expectation]* - Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.CivicsPR.1: *[Performance Expectation]* - 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

Standards that Support Learning

Infused within the units are connections to the New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies and Key Skills and Computer Science and Design Thinking.

Reading Standards for Informational Text:
RH1- Cite specific textual evidence to support analysis of primary and secondary sources.
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RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards:
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form.
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies and Key Skills Practices:
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
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9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.
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Computer Science and Design Thinking:
8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
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8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2: Compare how technologies have influenced society over time.

Mandates

- Classroom instruction and activities will include, where appropriate, curricula on holocaust and genocide studies and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35:28
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education www.nj.gov/education/holocaust/
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- Classroom instruction and activities will include, where appropriate, curricula on promoting and highlighting the contributions of LGBTQ+ and persons with disabilities as per 18A:35-4.35-6

These mandates contribute to a well-rounded education, and fosters a student population that:
- Values diversity and appreciates different cultural, ethnic, and religious backgrounds
- Recognizes and values differences in abilities and gender.
- Is civic minded, globally aware, and socially responsible
- Exemplifies fundamental values of American citizenship through active participation in local and global communities, including advocating for disenfranchised individuals and groups.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives and promotes tolerance and understanding.
- Recognizes the implications of an interconnected global economy, and how decisions may affect different groups disproportionately.
- Is committed to preventing future acts of genocide.

Core Instructional and Supplemental Materials

- Frey, Wendy, et al. *History Alive! The Ancient World.* Teacher's Curriculum Institute, 2017.
- Curriculum Map
- Avi. *Crispin - Cross of Lead*. Hyperion Books for Children, 2002.
- Osborne, Mary Pope. *Knights and Castles: A Nonfiction Companion to Magic Tree House #2: The Knight at Dawn.* Random House, 2000.
- Atlases, maps, posters, and other materials relevant to lessons
- Primary sources
- BrainPOP
- Junior Scholastic
- EdPuzzle
- Flocabulary
- Quizlet

- Quizziz
- Kahoot, Gimkit, Blooket

Evidence of Student Learning

Summative
- History Alive chapter/unit tests
- Teacher created tests
- Quizzes
- Primary Document analysis
- Written response / essays
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- Benchmarks – Fall and Spring

Formative
- Projects
- Flipgrid video response
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- Times writing response
- Google Forms quizzes
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- Hyperdoc activities
- Podcast creation
- Kahoot games
- Quizlet review
- Quizizz review
- Socrative assessment
- Google docs/slides/sites creation
- Exit tickets

Alternative
- Portfolios

Instructional Plan

Concepts	Learning Targets
- Europe has various geographical and climate differences that impact each region. - The collapse of Rome led to a period of disunity and chaos in Europe. - Christianity and Charlemagne brought some unity to Europe. - Vikings and other non-Christian invaders created the need for a system of protection. - The system of feudalism and the feudal pyramid brought	Students who understand concepts will be able to: - Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. - Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e.: Magna Carta, parliament, etc.) - Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world - Use maps to show how the interaction between the Islamic World and medieval Europe increased trade,

- 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 bought about economic and social changes to Europe in the Middle Ages.

- enhanced technology innovation and impacted science, thought and the arts.
- Explain how the geographies and climate of Europe influenced their economic development and interaction or isolation with other societies.
- Compare and Contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- Determine which events led to the rise and eventual decline of European feudalism.
- Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia Americas).
- Assess the demographic, economic, and religious impact of the plague on Europe.
- Analyze the causes and outcomes of the Crusades from different perspectives, including perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
- Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa, Europe, and the Americas over time

Modifications for Diverse Learners

- utilize visual support and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions
- Modified assignments: chunked or reduced work, extended time
- Hands on tasks
- Leveled reading
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- Preferential seating
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- Peer tutoring
- Visual and supplemental videos
- Extended time
- Small group instruction
- Teach study skills
- Provide brain breaks

Enrichment
- Extension Activities   - Opportunities for critical thinking   - Technology integration   - Student choice activities   - Student driven activities   - Group projects   - Tiered activities   - Opportunities for thematic, broad-based, and integrative content

Grade 7 Unit 3 **Unit Title: Islamic and African Civilizations**
Standard: **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. **Standard: 6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Indicators
New Jersey Student Learning Standards for Social Studies: **6.2.8.CivicsPI.4.a:** *[Performance Expectation]* - Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. **6.2.8.CivicsDP.4.a:** *[Performance Expectation]* - Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary). **6.2.8.GeoHE.4.a:** *[Performance Expectation]* - Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. **6.2.8.GeoHP.4.c:** *[Performance Expectation]* - Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts. **6.2.8.GeoHE.4.b:** *[Performance Expectation]* - Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. **6.2.8.GeoHE.4.c:** *[Performance Expectation]* - Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. **6.2.8.GeoSV.4.a:** *[Performance Expectation]* - Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty **6.2.8.EconNE.4.a**: *[Performance Expectation]* - Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.HistoryCC.4.a: *[Performance Expectation]* - Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.HistoryCC.4.b: *[Performance Expectation]* - Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.HistoryCC.4.c: *[Performance Expectation]* - Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.HistoryCC.4.d: *[Performance Expectation]* - Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.HistoryCC.4.e: *[Performance Expectation]* - Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.HistoryCC.4.f: *[Performance Expectation]* - Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCC.4.g: *[Performance Expectation]* - Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

6.3.8.CivicsPI.2: *[Performance Expectation]* - Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

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- Hyperdoc activities
- Podcast creation
- Kahoot games
- Quizlet review
- Quizizz review

Formative
- Projects
- Flipgrid video response
- Teacher observation
- Class participation
- Classwork
- Homework
- Journal response

- Socrative assessment
- Google docs/slides/sites creation
- Exit tickets

Alternative
- Portfolios

Instructional Plan

Concepts	Learning Targets
- Muhammed, a merchant from Mecca, introduced Islam to the Arabian Peninsula. - Sacred texts called the Qur'an and the Sunnah guide Muslims in their religion, daily life, and laws. - Three large Muslim empires formed and expanded 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.	Students who understand concepts will be able to: - Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. - Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. - Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts. - Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. - Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. - Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). - Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. - Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

- Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Modifications for Diverse Learners

- utilize visual support and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions
- Modified assignments: chunked or reduced work, extended time
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- Preferential seating
- Flexible groups
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- Extended time
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- Teach study skills
- Provide brain breaks

Enrichment

- Extension Activities
- Opportunities for critical thinking
- Technology integration
- Student choice activities
- Student driven activities
- Group projects
- Tiered activities
- Opportunities for thematic, broad-based, and integrative content

Grade 7 Unit 4
Unit Title: Civilizations of the Americas and Asia

Standard: **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the

American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Indicators

New Jersey Student Learning Standards for Social Studies:

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

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

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6.2.8.GeoHE.4.c: *[Performance Expectation]* - Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.GeoHP.4a: *[Performance Expectation]* - Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe and Asia.

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

6.2.8.GeoHP.4.c: *[Performance Expectation]* - Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

6.2.8.GeoSV.4.a: *[Performance Expectation]* - Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty

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- Journal response

- Times writing response
- Google Forms quizzes
- Peardeck slides
- Webquests
- Hyperdoc activities
- Podcast creation
- Kahoot games
- Quizlet review
- Quizizz review
- Socrative assessment
- Google docs/slides/sites creation
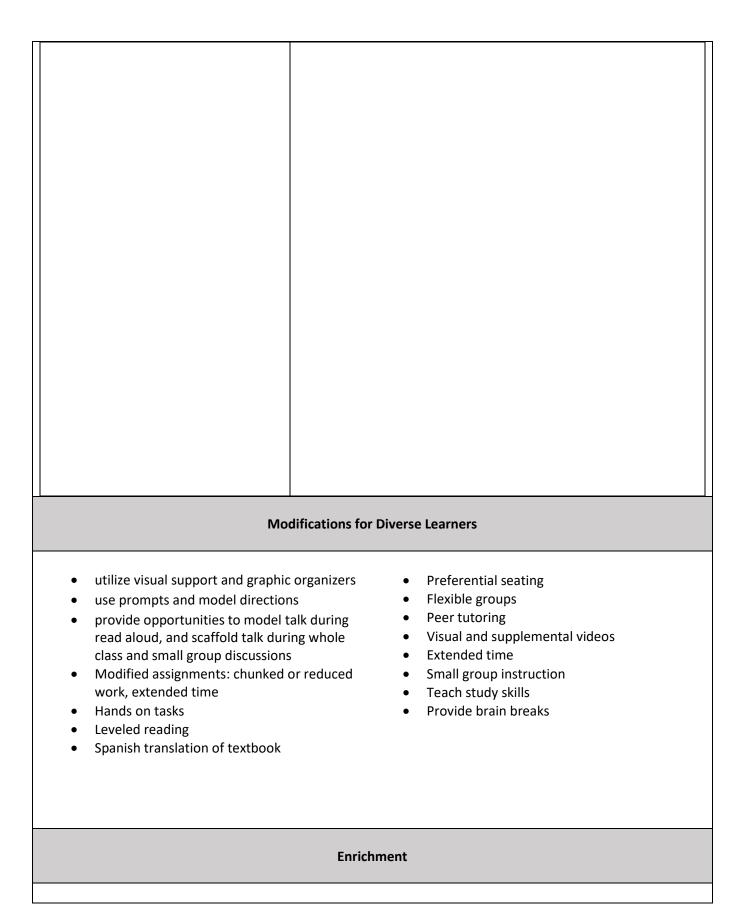- Exit tickets

Alternative
- Portfolios

Instructional Plan

Concepts	Learning Targets
• The period of Disunion was followed by reunification by rulers of the Sui, Tang, and Song dynasties. • The Tang and Song dynasties were periods of economic, cultural, and technological accomplishments. • Confucian thought influenced the Song government. • The Chinese were ruled by foreigners during the Yuan dynasty, but they threw off Mongol rule and prospered during the Ming dynasty. • Geography helped create a unique culture in Japan. • Japan was isolated by the sea and its many volcanic mountains, but eventually was influenced by its proximity to China and Korea. • Japan experienced a golden age during the Heian period. • Japan experienced a system of feudalism like that of Europe in the same time period. • The Maya developed an advanced civilization that thrived in Mesoamerica from about 250 until the 900s. • The strong Aztec Empire, founded in Central Mexico in 1325, lasted until the Spanish conquest in 1521. • The Incas controlled a huge empire in South America that was also conquered by the Spanish.	Students who understand concepts will be able to: • Explain the cultural and technological advancements made during the Tang and Song dynasties. • Evaluate how Confucian thought influenced the Song government. • Analyze the role of philosophy and religion in China and Japan. • Explain how geography influenced the development of Japan. • Compare and contrast the Japanese and European systems of feudalism. • Discuss the advancements made during the Heian Golden Age. • Discuss the development of agriculture in Mesoamerica.

Modifications for Diverse Learners

- utilize visual support and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions
- Modified assignments: chunked or reduced work, extended time
- Hands on tasks
- Leveled reading
- Spanish translation of textbook

- Preferential seating
- Flexible groups
- Peer tutoring
- Visual and supplemental videos
- Extended time
- Small group instruction
- Teach study skills
- Provide brain breaks

Enrichment

- Extension Activities
- Opportunities for critical thinking
- Technology integration
- Student choice activities
- Student driven activities
- Group projects
- Tiered activities
- Opportunities for thematic, broad-based, and integrative content

8th Grade

Units of Study

Grade 8 Social Studies Scope and Sequence

Units	*Estimated Pacing*
U.S History	90 days
Unit 1: Colonial Separation & The American Revolution Unit 2: Expanding Nation Unit 3: The Union Challenged	
Civics	90 days
Unit 1: Foundational Concepts and Principals Unit 2: Foundational Documents Unit 3: The Constitution, American Ideals and the American Experience Unit 4: The Role of the Citizen in a Democratic Society	

Grade 8 U.S. History Unit 1
Unit Title: Colonial Separation and the American Revolution

Standard: **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Indicators

New Jersey Student Learning Standards for Social Studies:

SOC.6.1.8.CivicsDP.3.a - *[Performance Expectation] - Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.*

SOC.6.1.8.CivicsHR.3.b - *[Performance Expectation] - Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.*

SOC.6.1.8.CivicsHR.3.c - *[Performance Expectation] - Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.*

SOC.6.1.8.GeoSV.3.a - *[Performance Expectation] - Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.*

SOC.6.1.8.HistoryCC.3.a - *[Performance Expectation] - Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.*

SOC.6.1.8.HistoryCC.3.c - *[Performance Expectation] - Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.*

SOC.6.1.8.HistoryUP.3.a - *[Performance Expectation] - Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.*

SOC.6.1.8.HistoryUP.3.b - *[Performance Expectation] - Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.*

SOC.6.1.8.HistoryUP.3.c - *[Performance Expectation] - Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.*

SOC.6.1.8.HistorySE.3.a - [Performance Expectation] - Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy
SOC.6.1.8.HistorySE.3.b - [Performance Expectation] - Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

Standards that Support Learning

Infused within the units are connections to the New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies and Key Skills and Computer Science and Design Thinking.

Reading Standards for Informational Text:
RH1- Cite specific textual evidence to support analysis of primary and secondary sources.
RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.
RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH9- Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards:
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form.
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies and Key Skills Practices:
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Computer Science and Design Thinking:
8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2: Compare how technologies have influenced society over time.

Mandates

- Classroom instruction and activities will include, where appropriate, curricula on holocaust and genocide studies and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35:28
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education www.nj.gov/education/holocaust/
- Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to the United States as per 18A:52:16A88
- New Jersey Amistad Commission Resources – NJ Department of Education www.nj.gov/education/amistad
- Classroom instruction and activities will include, where appropriate, curricula on promoting and highlighting the contributions of LGBTQ+ and persons with disabilities as per 18A:35-4.35-6

These mandates contribute to a well-rounded education, and fosters a student population that:
- Values diversity and appreciates different cultural, ethnic, and religious backgrounds
- Recognizes and values differences in abilities and gender.
- Is civic minded, globally aware, and socially responsible
- Exemplifies fundamental values of American citizenship through active participation in local and global communities, including advocating for disenfranchised individuals and groups.

- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives and promotes tolerance and understanding.
- Recognizes the implications of an interconnected global economy, and how decisions may affect different groups disproportionately.
- Is committed to preventing future acts of genocide.

Core Instructional and Supplemental Materials

- Alavosus, Laura, et al. *History Alive! The United States through Industrialism.* Teacher's Curriculum Institute, 2017.
- Curriculum Map
- The Declaration of Independence
- BrainPOP
- Junior Scholastic
- Google for Education
- EdPuzzle
- Flocabulary
- Quizlet
- Quizziz
- Kahoot, Gimkit, Blooket
- www.icivics.org
- www.constitutioncenter.org
- Billofrightsinstute.org

Evidence of Student Learning

Summative
- History Alive chapter/unit tests
- Teacher created tests
- Quizzes
- Primary Document analysis
- Written response / essays
- Research assessments
- Benchmarks – Fall and Spring

Formative
- Projects
- Flipgrid video response

- Times writing response
- Google Forms quizzes
- Peardeck slides
- Webquests
- Hyperdoc activities
- Podcast creation
- Kahoot games
- Quizlet review
- Quizizz review
- Socrative assessment
- Google docs/slides/sites creation
- Exit tickets

- Teacher observation
- Class participation
- Classwork
- Homework
- Journal response

Alternative
- Portfolios

Instructional Plan

Concepts	Learning Targets
- The identity of the 13 colonies, regional differences, and why immigrants desired to settle in one colony of another. - Colonial self-government, religious tolerance, and economies of the new world - Slavery, slave trade and the Middle Passage - Reasons why colonists began to search for new settlements in the Ohio Valley - The French & Indian War led to British debt, Proclamation of 1763, and increased control over colonial governments. - British efforts to raise taxes spark protests and cause tensions to mount and ideas of revolution grow. - Early struggles of the Continental Army - Advantages and disadvantages for the British and the Americans - Challenges presented to and the role of African Americans and Native Americans in the war - Strategy for both sides at the outset of the war and how strategy changed throughout - The bold ideals presented in the Declaration of Independence and its impact on the world	Students who understand concepts will be able to: - Utilize research materials (textbook, computer, primary source documents) to gain in depth knowledge of the 13 British colonies. - Explain how slavery spread in the colonies. - Compare and contrast the regional differences of the southern, middle and New England colonies. - Identify the roots American values such as self-government and religious tolerance. - Utilize research materials (textbook, computer, primary source documents) to gain in-depth knowledge on the events leading to the American Revolution) - Analyze the effects of the Proclamation of 1763 and British efforts to raise taxes and control colonial governments - Synthesize how these events will lead to the American Revolution - Summarize the strategies employed by both sides and the role of Native Americans in the Revolutionary War - Identify colonial grievances against the British and explain why independence was declared along with the ideals laid out in the Declaration of Independence. - Describe the contributions of African Americans to the success of the American Revolution. - Evaluate the leadership of George Washington. - Analyze the importance of foreign alliances in the success of the American victory. - Analyze the final stages of the war and why Americans won the war. Summarize the results and costs of the war.

• Impact of foreign alliances on the outcome of the war • Important battles and/or turning points in the war • New Jersey in the American Revolution • Treaty of Paris 1763	

Modifications for Diverse Learners

• utilize visual support and graphic organizers • use prompts and model directions • provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions • Modified assignments: chunked or reduced work, extended time • Hands on tasks • Leveled reading • Spanish translation of textbook	• Preferential seating • Flexible groups • Peer tutoring • Visual and supplemental videos • Extended time • Small group instruction • Teach study skills • Provide brain breaks

Enrichment

• Extension Activities
• Opportunities for critical thinking
• Technology integration
• Student choice activities
• Student driven activities
• Group projects
• Tiered activities
• Opportunities for thematic, broad-based, and integrative content

Grade 8 Unit 2
Unit Title: Expanding Nation

Standard: **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment

shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Indicators

New Jersey Student Learning Standards for Social Studies:

SOC.6.1.8.CivicsPI.3.a - *[Performance Expectation] - Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.*

SOC.6.1.8.CivicsPI.3.b - *[Performance Expectation] - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.*

SOC.6.1.8.CivicsHR.3.a - *[Performance Expectation] -Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).*

SOC.6.1.8.CivicsHR.3.b - *[Performance Expectation] - Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.*

SOC.6.1.8.CivicsHR.3.c - *[Performance Expectation] - Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.*

SOC.6.1.8.GeoSV.4.a - *[Performance Expectation] - Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.*

SOC.6.1.8.EconET.4.a - *[Performance Expectation] - Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.*

SOC.6.1.8.EconET.4.a - *[Performance Expectation] - Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.*

SOC.6.1.8.EconNE.4.a - *[Performance Expectation] - Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.*

SOC.6.1.8.EconNE.4.b - *[Performance Expectation] - Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.*

SOC.6.1.8.HistoryCC.4.a - *[Performance Expectation] - Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.*

SOC.6.1.8.HistoryCC.4.b - *[Performance Expectation] - Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.*

SOC.6.1.8.HistoryCC..4.c - *[Performance Expectation] - Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.*

SOC.6.1.8.HistoryCC.4.d - *[Performance Expectation] - Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.*

Standards that Support Learning

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- Is civic minded, globally aware, and socially responsible
- Exemplifies fundamental values of American citizenship through active participation in local and global communities, including advocating for disenfranchised individuals and groups.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives and promotes tolerance and understanding.
- Recognizes the implications of an interconnected global economy, and how decisions may affect different groups disproportionately.
- Is committed to preventing future acts of genocide.

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- Hyperdoc activities
- Podcast creation
- Kahoot games
- Quizlet review
- Quizizz review
- Socrative assessment
- Google docs/slides/sites creation
- Exit tickets

Alternative
- Portfolios

Instructional Plan

Concepts	Learning Targets
- Important events that occurred during the terms of the first two presidents - How the federal government was organized in accordance	Students who understand concepts will be able to: - Explain the important events of George Washington's presidency - Explain the important events of John Adam's presidency

- with the United States Constitution
- The significant foreign and domestic challenges faced by Washington and Adams
- The development and role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.
- The establishment of the National Bank and financial plan for the new government
- 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.
- Population growth, exploration, trade, and legislation facilitated the expansion of the United States
- The significance of the California gold rush
- The Trail of Tears and forced displacement of Native Americans as a result of western expansion.
- The concept of Manifest Destiny and how it contributed to western expansion

- Evaluate the challenges faced by the new nation
- Analyze the role of the US 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
- Identify the boundaries of the Louisiana Purchase and explain how it changed the United States including the events of the Lewis and Clark expedition
- Evaluate the significance of Marbury v Madison
- 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
- Compare the Trail of Tears and the Holocaust and other genocides.
- Describe the challenges of the Oregon Trail and tools settlers used to reach their destination.
- Explain how the growth of the nation impacted social, economic, and political interests.
- Analyze the role of immigrants and the challenges they faced in the 1800s.

• The role of women, African Americans and immigrants in western expansion and frontier life • Andrew Jackson's political and economic policies had far reaching consequences. • The impact of the war with Mexico on expansion. • The challenges faced by immigrant groups of the mid- 1800s. • Compare social issues of the 1800s with current social issues including climate change.	

Modifications for Diverse Learners

- utilize visual support and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions
- Modified assignments: chunked or reduced work, extended time
- Hands on tasks
- Leveled reading
- Spanish translation of textbook

- Preferential seating
- Flexible groups
- Peer tutoring
- Visual and supplemental videos
- Extended time
- Small group instruction
- Teach study skills
- Provide brain breaks

Enrichment

- Extension Activities
- Opportunities for critical thinking
- Technology integration
- Student choice activities
- Student driven activities
- Group projects
- Tiered activities

- Opportunities for thematic, broad-based, and integrative content

Grade 8 Unit 3
Unit Title: The Union Challenged

Standard: **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Indicators

New Jersey Student Learning Standards for Social Studies:

SOC.6.1.8.EconNE.4.a - *[Performance Expectation] - Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.*
SOC.6.1.8.EconNE.4.b - *[Performance Expectation] - Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.*
SOC.6.1.8.HistoryCC.4.a - *[Performance Expectation] - Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.*
SOC.6.1.8.HistoryCC.4.b - *[Performance Expectation] - Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.*
SOC.6.1.8.HistoryCC.5.a - *[Performance Expectation] - Prioritize the causes and events that led to the Civil War from different perspectives.*
SOC.6.1.8.HistoryCC.5.b - *[Performance Expectation] - Analyze critical events and battles of the Civil War from different perspectives.*
SOC.6.1.8.HistoryCC.5.d- *[Performance Expectation] - Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).*
SOC.6.1.8.HistoryCC.5.e - *[Performance Expectation] - Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.*
SOC.6.1.8.HistoryCC.5.f - *[Performance Expectation] - Analyze the economic impact of Reconstruction on the South from different perspectives.*
SOC.6.1.8.HistoryCC.5.g - *[Performance Expectation] - Construct and argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.*
SOC.6.1.8.HistoryUP.5.c - *[Performance Expectation] -Asses the human and material costs of the Civil War in the North and South.*
SOC.6.1.8.HistoryUP.5.a - *[Performance Expectation] - Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.*
SOC.6.1.8.HistoryUP.5.b - *[Performance Expectation] - Examine the roles of women, African Americans, and Native Americans in the Civil War.*
SOC.6.1.8.HistoryUP.5.c - *[Performance Expectation] - Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.*

Standards that Support Learning

Infused within the units are connections to the New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies and Key Skills and Computer Science and Design Thinking.

Reading Standards for Informational Text:
RH1- Cite specific textual evidence to support analysis of primary and secondary sources.
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RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH9- Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards:
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form.
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies and Key Skills Practices:
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
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Mandates

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- Classroom instruction and activities will include, where appropriate, curricula on promoting and highlighting the contributions of LGBTQ+ and persons with disabilities as per 18A:35-4.35-6

These mandates contribute to a well-rounded education, and fosters a student population that:
- Values diversity and appreciates different cultural, ethnic, and religious backgrounds
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- Exemplifies fundamental values of American citizenship through active participation in local and global communities, including advocating for disenfranchised individuals and groups.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives and promotes tolerance and understanding.
- Recognizes the implications of an interconnected global economy, and how decisions may affect different groups disproportionately.
- Is committed to preventing future acts of genocide.

Core Instructional and Supplemental Materials

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Evidence of Student Learning

Summative
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- Kahoot games
- Quizlet review
- Quizizz review
- Socrative assessment
- Google docs/slides/sites creation
- Exit tickets

Alternative
- Portfolios

Instructional Plan

Concepts	Learning Targets
• The Industrial Revolution created great changes in the	Students who understand concepts will be able to:

economy, social and political norms of the north.

- The significance of the institution of slavery was important to the agriculture of the south and the impact of slavery on southern culture.
- African Americans face slavery and discrimination in the 1800s.
- The extent in which social reform movements improved the lives of Americans.
- How and why use of slave labor became an issue that divided the American people and the events that led to Civil War.
- The factors and events that influenced the outcome of the Civil War.
- The extent in which reconstruction brought African Americans closer to full citizenship.

- Identify factors that led to the Industrial Revolution and explain the spread of new manufacturing methods and inventions.
- Explain the cotton boom and its effect on slavery including the daily life of slaves in the plantation system.
- Summarize the social and cultural changes that transformed America in the mid-1800s.
- Investigate the history of the LGBTQIA movement and the reforms that were achieved.
- Investigate the history of educational reforms and how they compare to education today.
- Analyze the differences in economic activity in the two regions of the nation and how they caused great polarization on political, social, and economic levels.
- Identify the goals of Reconstruction and summarize its successes and failures

Modifications for Diverse Learners

- utilize visual support and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions
- Modified assignments: chunked or reduced work, extended time
- Hands on tasks
- Leveled reading
- Spanish translation of textbook

- Preferential seating
- Flexible groups
- Peer tutoring
- Visual and supplemental videos
- Extended time
- Small group instruction
- Teach study skills
- Provide brain breaks

Enrichment

- Extension Activities
- Opportunities for critical thinking
- Technology integration
- Student choice activities
- Student driven activities
- Group projects
- Tiered activities
- Opportunities for thematic, broad-based, and integrative content

Grade 8 Civics Unit 1
Foundational Concepts and Principals

Standard: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Indicators

New Jersey Student Learning Standards for Social Studies:

SOC.6.3.8.CivicsHR.1 - [Performance Expectation] - Construct an argument as to the source of human rights and how they are best protected.

SOC.6.3.8.CivicsPl.1 - [Performance Expectation] - Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

SOC.6.3.8.CivicsPR.1 - [Performance Expectation] - 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.

SOC.6.3.8.CivicsPR.5 - [Performance Expectation] - Engage in simulated democratic processes (e.g., legislative hearing, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Standards that Support Learning

Infused within the units are connections to the New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies and Key Skills and Computer Science and Design Thinking.

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- Exit tickets

Alternative
- Portfolios

Sample Assessment: Student mock election and an analysis of the benefits of democratic government

Instructional Plan

Essential Questions: How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

Concepts	Learning Targets

	Students who understand concepts will be able to:
• How natural rights/human rights can be protected • Why we need government and what makes authority legitimate • Common good and civic virtue is necessary for a democracy to survive • The idea of the common good gives rise to the social contract • The social contract limits individual freedom for the common good • What are American Ideals • Conflict resolution • The right to vote is critical to a democratic republic	• Explain what natural/human rights are and assess how natural rights represent the dignity of each human being. • Understand the different forms of government and compare and contrast the advantages and disadvantages of each. • Understand the difference between power and authority. • Understand that the idea of the "consent of the governed" lends legitimacy to a government • Understand that the "rule of law" lends legitimacy to a government. • Understand and explain what the common good and civic virtue are and provide examples of civic virtue. • Describe how the government maintains safety and order and protects individual rights. • Analyze our founding documents and the ideals expressed within. • Summarize the strategies to peaceful conflict resolution. • Research our elected representatives and evaluate candidates for positions of authority. • Determine the role of political parties and interest groups. • Explore strategies for determining the accuracy of what we read and view.

Modifications for Diverse Learners

- utilize visual support and graphic organizers
- use prompts and model directions
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- Modified assignments: chunked or reduced work, extended time
- Hands on tasks
- Leveled reading
- Spanish translation of textbook

- Preferential seating
- Flexible groups
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Enrichment

- Extension Activities
- Opportunities for critical thinking
- Technology integration
- Student choice activities
- Student driven activities
- Group projects
- Tiered activities
- Opportunities for thematic, broad-based, and integrative content

Grade 8 Civics Unit 2 Foundational Documents

Standard: **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Indicators

New Jersey Student Learning Standards for Social Studies:
SOC.6.1.8.HistoryUP.3.a - [Performance Expectation] - Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
SOC.6.1.8.HistoryCC.3.d - [Performance Expectation] - Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
SOC.6.1.8.CivicsPI.3.d - [Performance Expectation] - Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
SOC.6.1.8.CivicsPD.3.a - [Performance Expectation] - Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

SOC.6.3.8.CivicsPR.5 *- [Performance Expectation] - 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.*

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- Google docs/slides/sites creation
- Exit tickets

Alternative
- Portfolios

Sample Assessment: Simulated Federal Convention

Instructional Plan

Essential Question: How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Concepts	Learning Targets
- The extent in which the founding documents (Declaration of Independence, Constitution, Bill of Rights) articulates, establishes and ensures American ideals - The extent that democracy depends on citizens and elected and appointed officials having civic virtue and working toward the common good - The concepts of popular sovereignty, separation of powers, and federalism - Three branches of government (legislative, judicial, and executive) and their responsibilities - The Bill of Rights protects individual rights	Students who understand concepts will be able to: - Explain the events that preceded the writing of the Declaration of Independence - Explain the ideals and influences on the writing of the Declaration of Independence - Analyze the methods the constitution included to prevent abuses of power and authority - Define federalism and explain the powers delegated to the national government and the powers retained or shared by state governments. - Summarize how the U.S. Constitution balances the interests of individuals and states with the need for a strong national government. - Explain the powers, responsibilities, limits and role of the legislative, executive, and judicial branches of government. - Explain the purpose of the Bill of Rights and how they protect individuals. - Summarize the process for amending the U.S. Constitution.

Modifications for Diverse Learners

- utilize visual support and graphic organizers
- use prompts and model directions
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- Teach study skills
- Provide brain breaks

Recommendations for Enrichment

- Extension Activities
- Opportunities for critical thinking
- Technology integration
- Student choice activities
- Student driven activities
- Group projects
- Tiered activities
- Opportunities for thematic, broad-based, and integrative content

Grade 8 Civics Unit 3
The Constitution, American Ideals, and the American Experience

Standard: **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Indicators

New Jersey Student Learning Standards for Social Studies:

SOC.6.1.8.CivicsPl.3.a - [Performance Expectation] - Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

SOC.6.1.8.CivicsDP.3.a - [Performance Expectation] - Use primary and secondary sources to assess whether or not the ideals found the Declaration of Independence were fulfilled for women, African Americans and Native Americans during this time period.

SOC.6.1.8.CivicsHR.3.a - [Performance Expectation] - Explain how and why constitutional civil liberties were impacted by acts of government during the early Republic (i.e.., Alien and Sedition Acts).

SOC.6.1.8.CivicsHR.3.b - [Performance Expectation] - Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

SOC.6.1.8.CivicsHR.3.c - [Performance Expectation] - Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

SOC.6.1.8.CivicsHR.4.a - [Performance Expectation] - Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

SOC.6.1.8.CivicsDP.4.a - [Performance Expectation] - Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.

SOC.6.1.8.HistoryUP.5.a - [Performance Expectation] - Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

SOC.6.3.8.CivicsPR.2 - [Performance Expectation] - Evaluate the effectives of the fundamental principles of the Constitution (i.e.., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances and individual rights) in establishing a federal government that allows for growth and change over time.

SOC.6.3.8.CivicsDP.2 - [Performance Expectation] - Make a claim based on evidence to determine the extent and limitations of First Amendment Rights (e.g., Supreme Court decisions).

SOC.6.3.8.CivicsDP.3 - [Performance Expectation] - 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.

SOC.6.3.8.CivicsPR.3 - [Performance Expectation] - Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

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

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- Considers multiple perspectives and promotes tolerance and understanding.
- Recognizes the implications of an interconnected global economy, and how decisions may affect different groups disproportionately.

- Is committed to preventing future acts of genocide.

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Evidence of Student Learning

Summative
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- Primary Document analysis
- Written response / essays
- Research assessments
- Benchmarks – Fall and Spring

Formative
- Projects
- Flipgrid video response
- Teacher observation
- Class participation
- Classwork
- Homework
- Journal response

- Times writing response
- Google Forms quizzes
- Peardeck slides
- Webquests
- Hyperdoc activities
- Podcast creation
- Kahoot games
- Quizlet review
- Quizizz review
- Socrative assessment
- Google docs/slides/sites creation
- Exit tickets

Alternative
- Portfolios

Sample Assessment: We the People: The Citizen and the Constitution and/or other simulated legislative hearing or judicial hearing about current day issues.

Instructional Plan

Essential Question: How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Concepts	Learning Targets
- American ideals established in the United States Constitution. - Due process, fairness, and justice in protecting individual rights. - The extent to which the idea of "all men are created equal" has been achieved. - The 14th amendment and "equal protection under the law." - First amendment freedoms and limits. - The balance between order (domestic tranquility) and the protection of individual rights (liberty).	Students who understand concepts will be able to: - Explain how federalism and checks and balances prevent abuses by the national government. - Provide examples of how the U.S. has expanded or limited individual rights. - Understand due process and how it protects individual rights. - Apply the concepts of justice and fairness to debate and discuss how criminal actions can be fairly addressed. - Analyze how the language and ideas of the Declaration of Independence promote equality and the extent to which these ideas have been attained. - Understand the 14th amendment and evaluate its relevance in an increasingly diverse nation. - Explain the first amendment freedoms and debate the limits on such freedoms. - Research first amendment court cases and evaluate how they have been applied to contemporary events. - Posit various ways to address the spreading of propaganda and lies in social media with respect to first amendment freedom of speech. - Explain the difference between "the establishment of religion" and "free exercise of religion." - Define liberty, domestic tranquility, and privacy and explain how the fourth amendment protects privacy and liberty. - Research fourth amendment court cases and explain how they have been applied to contemporary events.

Modifications for Diverse Learners

- utilize visual support and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions
- Modified assignments: chunked or reduced work, extended time
- Hands on tasks
- Leveled reading
- Spanish translation of textbook

- Preferential seating
- Flexible groups
- Peer tutoring
- Visual and supplemental videos
- Extended time
- Small group instruction
- Teach study skills
- Provide brain breaks

Recommendations for Enrichment

- Extension Activities
- Opportunities for critical thinking
- Technology integration
- Student choice activities
- Student driven activities
- Group projects
- Tiered activities
- Opportunities for thematic, broad-based, and integrative content

Grade 8 Civics Unit 4
The Role of the Citizen in a Democratic Society

Standard: **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Indicators

New Jersey Student Learning Standards for Social Studies:
SOC.6.1.8.CivicsPI.3.c - *[Performance Expectation] - Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.*
SOC.6.3.8.CivicsPR.7 - [Performance Expectation] - Compare how ideas become laws at the local, state, and national level.
SOC.6.3.8.CivicsPI.4 - [Performance Expectation] - Investigate the role of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from it.
SOC.6.3.8.CivicsPD.1- [Performance Expectation] - Deliberate on a public issue affecting an upcoming election, consider opposing arguments and develop a reasoned conclusion.
SOC.6.3.8.CivicsPD.2 - [Performance Expectation] - Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
SOC.6.3.8.CivicsDP.1 - [Performance Expectation] - Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
SOC.6.3.8.CivicsPR.4 - [Performance Expectation] - Use evidence and quantitative data to propose or defend a public policy related to climate change.
SOC.6.3.8.CivicsPR.6 - [Performance Expectation] - Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
SOC.6.3.8.CivicsPR.5 - [Performance Expectation] - 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.
SOC.6.3.8.CivicsPD.3 - [Performance Expectation] - Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints and willing to take action on public issues.

Standards that Support Learning

Infused within the units are connections to the New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies and Key Skills and Computer Science and Design Thinking.

Reading Standards for Informational Text:
RH1- Cite specific textual evidence to support analysis of primary and secondary sources.
RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.
RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards:
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form.
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies and Key Skills Practices:
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Computer Science and Design Thinking:
8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

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Sample Assessment: Project Citizen, Generation Citizen, YPAR or other citizen action activity, service-learning project

Instructional Plan

Essential Question: How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

Concepts	Learning Targets
• Rights and responsibilities of citizenship.	Students who understand concepts will be able to: • Define citizenship and explain the rights and responsibilities of citizens.

• Three branches of government at the local and state level in New Jersey. • The influence of individuals and civil society on public policy. • Skills necessary for effective informed citizenship. • Active citizenship and civic participation in a democracy	• Compare the rights and responsibilities of citizens to those of non-citizens. • Identify ways in which those without full political rights (women before 1920, minorities before the Civil Rights movement) have affected change. • Summarize how ideas become laws or rules at local, state and national levels. • Understand how government functions in New Jersey and in the local community. • Define public policy and evaluate how civil society influences public policy. • Research important problems and identify the appropriate branch or agency of government with authority to address the problem. • Identify challenges facing the local community and develop and propose solutions. • Use the Universal Declaration of Human Rights to identify important issues at the state, local or national level. • Identify issues involving climate change and determine why they are important. • Assess the credibility and bias of online and printed material. • Identify ways in which democracies fail. • Explore ways that individuals can help to ensure that the American experiment with democracy continues.

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