Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 7 Social Studies Curriculum

Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Social Studies

Curriculum Scope and Sequence		
Content Area	Social Studies	**Course Title/Grade Level:** Medieval History/Grade 7

	Topic/Unit Name	Suggested Pacing (Days/Weeks)
Topic/Unit #1	Era 4. Expanding Exchanges and Encounters (500 – 1450) Europe in the Middle Ages 476 CE - 1450 CE	5 weeks
Topic/Unit #2	Era 4. Expanding Exchanges and Encounters (500 – 1450) Origins and Spread of Islam 570 CE - 1453 CE	5 weeks
Topic/Unit #3	Era 4. Expanding Exchanges and Encounters (500 – 1450) Wrath of the Khans - The Mongols 1200 CE - 1300's CE	2 weeks
Topic/Unit #4	Era 4. Expanding Exchanges and Encounters (500 – 1450) West African Empires 300 CE - 1500's CE	3 weeks
Topic/Unit #5	Era 4. Expanding Exchanges and Encounters (500 – 1450) Japanese Society and Feudalism 500 CE - 1600 CE	2 weeks
Topic/Unit #6	Era 4. Expanding Exchanges and Encounters (500 – 1450) Europe's Rebirth and the Age of Exploration 1400 CE - 1600 CE	4 weeks
Topic/Unit #7	Civics Part 1 Foundational Concepts, Principles, & Documents	8 weeks
Topic/Unit #8	Civics Part 2 The Constitution, American Ideal, the American Experience, and the role of the Citizen	8 weeks

Topic/Unit 1 Title	Era 4. Expanding Exchanges and Encounters (500 – 1450) Europe in the Middle Ages 476 CE - 1450 CE	Approximate Pacing	5 weeks

STANDARDS

NJSLS Social Studies

Performance Standards

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

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

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

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

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

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

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

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

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion

6.2.8.EconGE.4.a: 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: 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: Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.HistoryCC.4.b: 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: Assess the demographic, economic, and religious impact of the plague on Europe.

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

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

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

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

Companion Standards

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

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

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

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5 Describe how a text presents information (e.g.,sequentially, comparatively, causally).

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

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

RH.6-8.8. Distinguish among facts, opinion, and reason judgment in a text.

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

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content:
   A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   D. Establish and maintain a formal/academic style, approach, and form.
   E. Provide a concluding statement or section that follows from the supports the argument supports.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:
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.12
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.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Connections:	Career Readiness, Life Literacies & Key Skills:
Standards (ELA) RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events though various cultures). **AAPI** RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	**Standards:** ● 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income. **Activity:** Students participate in a simulation where each student is given a role as a member of ancient Roman society in order to see how taxes and other financial obligations weakened the Roman economy ● 9.1.8.EG.3: Explain the concept and forms of taxation and

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. **AAPI**

Activity
In conjunction with the Language Arts curriculum students digitally research several different individuals or groups from history. The historical figures in these texts face conflicts and obstacles that are caused by the historical context (historical time, place, or situation). These individuals or groups faced the challenges in various ways, resulting in different outcomes. Then students choose one of these historical figures and engage in a class discussion and craft short responses on the following prompt: *What obstacles or challenges did this historical individual or group face, how did they attempt to overcome the obstacles they faced, and what was the outcome?*

Diversity- Activity
Students view "Why did Rome decline and fall?" video in Techbook, Engage activity, and discuss societal acceptance of homosexuality before the rise of Christianity. **LGBTQIA+**

evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
> **Activity:** In learning about the Crusades students learn that the kings borrowed money from their lords in order to support the war effort. Students will examine how the concept of banking began in the Middle Ages and how it has evolved into the modern banking system of today.

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
> **Activity:** Students examine the daily life of people across different social classes in a project called Daily Life in the Middle Ages. One focus of the activity is to learn how peasants improved their life stations by learning news skills and joining craft guilds.
> **Activity:** Students discuss and explain in a graphic organizer how leaders during the Middle Ages began to change their governments in response to people's demands for more rights and better living conditions.

- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
> **Activity** In learning about the Black Death, students learn that the plague created opportunities as skilled laborers and merchants fell victim to it, similar to the COVID pandemic. Students will be comparing and contrasting the Black Death and Covid-19 as well as how the economy changed as a result of the pandemic.

- 9.4.8.GCA.1: Model how to navigate cultural differences with

	sensitivity and respect (e.g., 1.5.8.C1a). ○ Activity: During current events discussions with students will practice speaking to each other with respect. Current Events will be based on the following topics: ■ War Technology ■ Region of Study (Europe and Middle East) ■ Geography ■ Politics ■ World Religions ■ LGBTQIA+ ■ AAPI ● 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. **Activity**: Students will engage in discussions of different ideas from class throughout the year. Students will be challenged with new ideas and different points of view and perspectives ● 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. **Activity:** Students will plan and create a project based on content information to present to the class using Google apps for education.
Computer Science & Design Thinking **Technology Standards:**	
Standard 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. **Activity:** Students differentiate between reliable and unreliable internet resources.	

Standard

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

Activities:

● Middle ages: Students analyze the technologies available during the Hundred Years War. Students compare and contrast the difference in technology between the English and the French and how this led to success and failure.

Standard:

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

Activities: Students will examine how gunpowder brought about the end of the middle ages and examine the ethical implications of guns/gun powder/explosives.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Question

What factors shaped daily life and continent-wide trends, including climate change, in medieval Europe? How did changes in farming practices impact the population?

Enduring Objective

The economic and social system of feudalism as well as factors such as nation-states, various conflicts, and disease changed the way power was structured and how many people lived their lives.

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: ● How power and social class impacted life in Medieval Europe. ● The Black Death sparked social, political and social change throughout Europe. ● Examine how farming practices increased Europe's population during the Middle Ages and how that impacted society and the environment.	*Students will be able to:* ● Explain the fall of Rome and the rise of medieval Europe and the Byzantine Empire ● Explain how Europe's population grew as a result of farming and the impact that had on Europe's society and the environment. ● Describe social structures during the Middle Ages, including feudalism and manorialism. ● Explain the emergence of nation-states (France and

	England) and their political structures. ● Analyze the effects of various conflicts (i.e., Crusades and the Hundred Years War) among Eurasian powers. ● Describe the Black Death and its effect on Eurasia and the world ● Identify patterns related to the spread and recovery of people suffering from the Black Death ● Analyze the effects of the Black Death had on the economy of Europe.
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	● Chapter Test and Quizzes
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Formative assessments (ticket-out-the-door, google forms surveys, etc) will be used frequently to assess student understanding. ● Quizzes ● Main Idea Webs for reading ● Mind Map for key terms ● Graphic organizer on the structure of feudalism ● Comparison Charts on the rise of kingdoms ● Map annotation of the spread of the plague along trade routes ● Cause/Effect/Event Chart for the Crusades ● Graphs and charts to examine Europe's population growth
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Obituary for Charlemagne ● Pitch Your Idea assignment for a lord's manor ● Role play the signing of Magna Carta ● Simulate feudalism in the roles of peasants, knights, lords, and monarchs ● Create a map showing the relationship between the Byzantine Empire before and after Justinian's rule ● Design a presentation on Medieval farming techniques.
Benchmark Assessments (used to establish baseline achievement data and measure	Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives

progress towards grade level standards; given 2-3 X per year)	Resources: DBQ Project: Rise of Kings and The Fall of Rome

RESOURCES

Core instructional materials:
- Discovery Ed Techbook

Supplemental materials:
- Atlas (Online and physical)
- HistoryAlive! Medieval World
- Primary sources
- Websites
  - EyeWitness to History
  - PBS
  - YouTube
  - EdSitement
  - Medievalists
  - Boston Debate League
  - BIE

Modifications for Learners

See appendix

Topic/Unit 2 Title	Era 4. Expanding Exchanges and Encounters (500 – 1450) Origins and Spread of Islam 570 CE - 1453 CE	Approximate Pacing	5 weeks

STANDARDS

NJSLS Social Studies

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6.2.8.GeoPP.4.c Use maps to show the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts

6.2.8. HistoryCC.4.f. Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

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6.2.8. HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

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C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from the supports the argument supports.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:

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.

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WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Connections:	Career Readiness, Life Literacies & Key Skills:

Standard
Visual Arts - 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
ELA W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 	
Activity
● Students use Access Lenses to examine Islamic architecture and art forms (eg: minarets, Dome of the Rock) and arabesques; students then create new patterns based on those of existing arabesques. **AAPI**
● Students study stories from *1,001 Arabian Nights* and create their own stories to add to the compilation. **AAPI**
	Standards:
	● 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer services, and charities in community development and the quality of life in a variety of cultures.
	    Activity: In learning about the pillars of Islam, students analyze the wording of the pillars and how they are interpreted in real life. Students complete a graphic organizer and matching activity to show their understanding.
	● 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
	● 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
	● 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event
	    Activity: Students work in groups to examine how trade, war, and cultural diffusion spread Islam around the Middle East and beyond. Muslims were able to acquire vast amounts of wealth due to trade and understanding the concept of supply and demand. Many Arabs became involved in trade to some degree or another and the acquisition of these skills helped them to improve their lives.

Computer Science & Design Thinking Technology Standards:	
Standards **8.2.8.ITH.1** Explain how the development and use of technology influences economic, political, social, and cultural issues. **Activity**	

● Students create a project that examines how Muslim Empires made innovations in many different fields (eg.: medicine, astronomy, science, math, and public health) and research how innovations have an impact on society today using digital resources. ● Students examine how Muslim Empires made innovations in many different fields (eg.: medicine, astronomy, science, math, and public health) and research how innovations have an impact on society today.	● 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). ● 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. **Activity**: Students will host and model debates and arguments in a respectful socratic seminar format, using research and facts to support their claim in a small group.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
How did Islam grow so rapidly in its scope and power?

Enduring Understanding:
The religion of Islam and its culture spread and developed through trade, conquest, education, and learning.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● How Islam developed. ● The factors that led to the rapid growth of Islam around Africa, Asia, and Eastern Europe. ● How trade, religion, and innovation shaped Islamic society in Islamic culture.	*Students will be able to:* ● Identify the origins of Islam. ● Describe the significance of Mecca. ● Examine the impact of Islam on the Middle East as a region. ● Identify important figures and then analyze their significance to the development, spread, and division of Islam. ● Trace Islamic expansion throughout Asia and Africa as a result of military conquests and unprepared adversaries. ● Describe the encounters between Muslims and Christians during the expansion of the Islamic world.

	● Explain how the development of trade routes led to the growth of cities and the economy in Islamic society ● Analyze how the Islamic religion affected life for men and women in the region ● Connect important innovations under Islamic empires to the expansion of global trade and cultural diffusion

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	● Tests ● Islamic Achievements Project
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Formative assessments (ticket-out-the-door, google forms surveys, etc) will be used frequently to assess student understanding. ● Quizzes ● Main Idea Webs for reading ● Mind Map for key terms ● Sequencing chart of Muhammad's life ● Timeline of the spread of Islam
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Map creating showing the spread of Islam ● Storyboarding of the spread of Islam ● Role Play to explain the split in Islam ● Create a Wikipedia-type entry of an important person in medieval Islamic art, education, or medicine ● Document Based Question: the influences of Islam
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	See Units 1 and 3
RESOURCES	
Core instructional materials: ● Discovery Ed Techbook	

Supplemental materials:

- Atlas (Online and physical)
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- Primary sources
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  - EyeWitness to History
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Modifications for Learners
See appendix

Topic/Unit 3 Title	Era 4. Expanding Exchanges and Encounters (500 – 1450) Wrath of the Khans - The Mongols 1200 CE - 1300's CE	Approximate Pacing	2 Weeks
STANDARDS			
NJSLS Social Studies			

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

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

6.2.8.GeoHE.4.c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.EconGE.4.a. 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.HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time**.**

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  B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  D. Establish and maintain a formal/academic style, approach, and form.
  E. Provide a concluding statement or section that follows from the supports the argument supports.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:
  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.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Connections:	Career Readiness, Life Literacies & Key Skills:

Standard
ESS3.C: Human Impacts on Earth Systems
Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.   Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.
 	
Activity
Students work individually to digitally research and present information in various formats (slideshow, video, model, review game) how the Mongol conquest of Asia and Europe impacted the environment by reducing the carbon footprint of humans. The impact of the Mongol conquests on the environment was similar to that of the Black Death.
	Standards:
	● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
	● 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
	   Activity: Students will use digital research tools to assist with citing relevant information to support their claim when writing written responses.
	● 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.
	   Activity:Discussion protocols Students will

Computer Science & Design Thinking Technology Standards:	host and model debates and arguments in a respectful setting, using research and facts to support their claim in a small group.
Standard: **8.2.8.ITH.1** Explain how the development and use of technology influences economic, political, social, and cultural issues. **Activity:** Students complete a graphic organizer about the Mongols' strategies in battle, and how the technological changes Mongols made to their battle strategies helped in their conquests.	● 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. **Activity** In pairs students examine the financial benefits of the Mongols' conquest of Asia and Europe, specifically looking at the control of the Silk Road. Once pairs have identified a benefit and note 3 advantages, students share their research with each other using a digital tool.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions
How did developments in Asia shape the medieval world and the environment/climate?

Enduring Objectives
Early in its development the Mongol Empire conquered from the Pacific Ocean in the east to the Black Sea in the west; later, trade and cultural exchanges were promoted throughout and beyond the Empire to Europe and Africa.

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: ● How Mongol conquest changed relations between regional societies. ● How did Mongols conquests help to reduce man's carbon footprint.	*Students will be able to:* ● Explain the establishment and expansion of the Mongolian Empire.

		● Trace the expansion of the Mongol empire after Genghis Khan. ● Analyze the impact of Mongol rule on Chinese civilization and other cultures. ● Describe how trade flourished under the Mongols.

ASSESSMENT OF LEARNING		
Summative Assessment (Assessment at the end of the learning period)		● Tests ● Mongols project
Formative Assessments (Ongoing assessments during the learning period to inform instruction)		● Formative assessments (ticket-out-the-door, google forms surveys, etc) will be used frequently to assess student understanding. ● Quizzes ● Main Idea Webs for reading ● Mind Map for key terms ● Map annotation of the spread of the Mongol empire
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)		● Role Play as a reporter interviewing a survivor of a Mongol attack ● Student Sleuth activity investigating Mongol stereotypes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)		Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives Resources: DBQ: The Mongol conquest

RESOURCES
Core instructional materials: ● Discovery Ed Techbook ● HistoryAlive! Medieval World

Supplemental materials:
- Atlas (Online and physical)
- Primary sources
- Websites
  - EyeWitness to History
  - PBS
  - YouTube
  - EdSitement
  - Medievalists
  - Boston Debate League
  - BIE

Modifications for Learners
See appendix

Topic/Unit 4 Title	Era 4. Expanding Exchanges and Encounters (500 – 1450) West African Empires 300 CE - 1500's CE	Approximate Pacing	3 weeks
STANDARDS			
NJSLS Social Studies			
6.2.8.GeoHE.4.c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.			

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

6. 2.8.GeoPP.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

6. 2.8.GeoGI.4.a Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6. 2.8.GeoPP.4.a Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia

6.2.8. HistoryCC.4.b 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.gEvaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Companion Standards

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

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

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

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g.,sequentially, comparatively, causally).

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

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

RH.6-8.8. Distinguish among facts, opinion, and reason judgment in a text.

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

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content:

    A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from the supports the argument supports.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:

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.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Connections:	Career Readiness, Life Literacies & Key Skills:

Amistad: N.J.S.A. 18A 52:16A-88

ELA: NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Activity: Students read and act out a traditional African Fable. Students work in groups to read the text, assign roles, rehearse their performance and present their assigned fable to the class.

Activity: Students create diary entries from the perspective of a West African Trader. Students use various sources to respond to the prompts.   Students use information about West Africa's geography, culture, and people to respond to and create their journal entries. The entries must use details to add a layer of authenticity to their journal.

Standards:
- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios
    Activity: Students participate in a Salt and Gold Trade simulation. Students use the silent barter system to trade with each other.

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
    Activity: Students will discuss the ways in which Mansa Musa gave away vast amounts of his wealth and influence financial markets around the region.

Computer Science & Design Thinking Technology Standards:

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

Activity:
Students use text, video, images, and maps to describe the features of Africa, how geography impacted the lives of Africans, and various roles of Africans in the trans-Saharan trades using primary and secondary sources.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Question:

How did geography influence the development of empires and trade in Africa?

Enduring Understanding:

The people of Africa were both inhibited by and benefited from the geography of the continent.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● How the geography of Africa affected its settlement patterns and commerce ● How trade influenced the politics and culture of African empires	*Students will be able to:* ● Locate boundaries, important cities, and bodies of water of Africa on a map. ● Describe how the geography of the region shaped the way of life of the people living there. ● Trace the growth of the empires of Ghana, Mali, and Songhai. ● Describe the cultural, social, economic, and political characteristics of African empires. ● Describe the indigenous religions practiced in Africa before the spread of Christianity and Islam. ● Trace the influences of Islam and Christianity on African cultures.

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	● Tests ● Project
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Formative assessments (ticket-out-the-door, google forms surveys, etc) will be used frequently to assess student understanding. ● Quizzes ● Main Idea Webs for reading ● Mind Map for key terms ● Sequencing chart of the migrations trends ● Compare similarities and differences between African empires ● Compare the importance of early trade routes to today.
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to	● Use photographs of Africa's landscape to draw conclusions ● Simulate the gold-salt trade ● Journal entry describing Timbuktu in the 1500s

demonstrate their knowledge, understanding and proficiency)	● Document Based Investigation on the effects of trade on early African empires
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	See Units 1 and 3

RESOURCES

Core instructional materials:
- Discovery Ed Techbook
- HistoryAlive! Medieval World

Supplemental materials:

- Atlas (Online and physical)
- Primary sources
- Websites
  - EyeWitness to History
  - PBS
  - YouTube
  - EdSitement
  - Medievalists
  - Boston Debate League
  - BIE

Modifications for Learners

See appendix

Topic/Unit 5 Title	Era 4. Expanding Exchanges and Encounters (500 – 1450) Japanese Society and Feudalism 500 CE - 1600 CE	Approximate Pacing	2 Weeks

STANDARDS
NJSLS Social Studies

6.2.8.EconNE.4.a Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8. GeoHE.4. c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8. HistoryCC.4. f Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8. HistoryCC.4. g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Companion Standards

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

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

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

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g.,sequentially, comparatively, causally).

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

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

RH.6-8.8. Distinguish among facts, opinion, and reason judgment in a text.

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

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content:

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
D. Establish and maintain a formal/academic style, approach, and form.
E. Provide a concluding statement or section that follows from the supports the argument supports.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:
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.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Connections:	Career Readiness, Life Literacies & Key Skills:

Standards

ELA RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Activity

Students use numerous sources (videos and texts) to analyze to create a T-Chart about the similarities and differences between Samurai and Knights. (**AAPI**)

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

Activity

Students create haiku poems about the Japanese Feudal System.

Computer Science & Design Thinking Technology Standards:

Standards:

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Activity:

Students choose a class within the Japanese feudal system and conduct research in order to compare and contrast them to their European counterparts in a Socratic Seminar Format.

Standards:
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
   > **Activity: (**AAPI) Students compare and contrast the feudal system in Europe to the Japanese feudal system based on research using online tools and digital resources.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
   > **Activity:** Students complete stations about political and cultural development in Japan. Students complete a graphic organizer using illustrations and notes.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions

How did geographic isolation and cultural diffusion shape society in Japan?

Enduring Objective:

Japanese feudalism resembles European Feudalism even though the two cultures had no significant contact or interaction.
Japanese isolation maintained a culture and society that left the Japanese behind in technology, science, and medicine.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● The influence of Japan's physical geography on its cultural development. ● The effect of power and social status on Japan's feudal society.	*Students will be able to:* ● Locate Japan's boundaries, import cities, and bodies of water on a map. ● Describe how the geography of the region shaped the way of life of the people living there. ● Trace the major political, economic, and religious developments in Japanese society. ● Analyze the relationship between feudal power, military rank, and social status in shogunate Japan. ● Understand the connection between Zen Buddhism and Bushido

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	● Tests and Quizzes ● Projects
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Formative assessments (ticket-out-the-door, google forms surveys, etc) will be used frequently to assess student understanding. ● Quizzes ● Main Idea Webs for reading ● Mind Map for key terms ● Stations Explorations to investigate the cultural and political development of Japan in isolation ● Comparison Chart to show similarities and differences between peasants, merchants, and artisans
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Use a fictional passage to identify prior knowledge and misconceptions ● Debate the positive and negative geographic features of the island of Japan ● Summary frames to explain feudalism ● Document Based Investigation on the impact of Japan's geography on its culture
Benchmark Assessments (used to establish baseline	See Units 1 and 3

achievement data and measure progress towards grade level standards; given 2-3 X per year)	
RESOURCES	
Core instructional materials: ● Discovery Ed Techbook ● HistoryAlive! Medieval World	

Supplemental materials:
● Atlas (Online and physical)
● Primary sources
● Websites
   ○ EyeWitness to History
   ○ PBS
   ○ YouTube
   ○ EdSitement
   ○ Medievalists
   ○ Boston Debate League
   ○ BIE	

Modifications for Learners	
See appendix	

Topic/Unit 6 Title	Era 4. Expanding Exchanges and Encounters (500 – 1450) Europe's Rebirth and the Age of Exploration 1400 CE - 1600 CE	Approximate Pacing	4 weeks

STANDARDS

NJSLS Social Studies

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

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

6.2.8. CivicsPP.4.c Use maps to show the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

6.2.8. HistoryCC.4.a. Determine which events led to the rise and eventual decline of European feudalism.

6.2.8 HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Companion Standards

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

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

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

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g.,sequentially, comparatively, causally).

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

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

RH.6-8.8. Distinguish among facts, opinion, and reason judgment in a text.

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

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content:

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
D. Establish and maintain a formal/academic style, approach, and form.
E. Provide a concluding statement or section that follows from the supports the argument supports.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:
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.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Connections:	Career Readiness, Life Literacies & Key Skills:

Standards:
(Visual and Performing Arts)
1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
Activity
Students research the life and career of one artist from the Renaissance. Students create an illuminated letter drawing based on the researched artist.

1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

Activity
Students take the role of or showcase one significant contributor of the Renaissance in the following categories:
(Art) Artists i.e. Leonardo da Vinci and Michelangelo
(STEM) Scientists i.e. Galileo Galilei and Nicolaus Copernicus
(ELA) Leaders i.e. Elizabeth I and Medici Family
(ELA) Scholars/Writers i.e. William Shakespeare and Danta Alighieri
(STEM) Inventors i.e. Johannes Gutenberg
(STEM) Explorers i.e. Christopher Columbus and Ferdinand Magellan

Computer Science & Design Thinking Technology Standards:

Standard:
8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Activity: Students take the role of or showcase one significant contributor of the Renaissance, research his/her contributions to

Standards:
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
  Activity: Students examined art from the Uffizi Gallery in Italy using Access Lenses.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas
  Activity: Students analyze how trade allowed the Renaissance to take place in Italy, how the increase in merchant's wealth allowed the kings to tax them and increase their own wealth and power; it allowed artists like DaVinci to specialize in specific types of art (painting, sculpture, frescos, etc..) using digital online tools and resources to complete a graphic organizer.

society, and present their findings using a digital application of their choice. **LGBTQIA+**

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Question:

How did the Renaissance impact Europe and the world?

Enduring Understanding:
As a result of the Renaissance, Europe experienced a rebirth in learning, knowledge, and creativity that helped push mankind into the modern world.
We appreciate great works of music and art today created by the masters of the Renaissance.

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: ● The social and cultural changes created by global contact during the Renaissance ● How the innovations of the Renaissance influenced the development of Western Civilization.	*Students will be able to:* ● Define Renaissance and discuss its impact on society. ● Trace the origins and growth of the Renaissance from Italy throughout Europe. ● Identify important Renaissance figures (Machiavelli, Leonardo da Vinci, Shakespeare, and Gutenberg) and developments. Analyze the impact of these people and developments on European society.

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	● Tests ● Projects
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Formative assessments (ticket-out-the-door, google forms surveys, etc) will be used frequently to assess student understanding. ● Quizzes ● Main Idea Webs for reading ● Mind Map for key terms ● Sequence the societal changes from the Middle Ages to the Renaissance

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	- Diagram the comparisons and contrasts of the types of governments among the Italian city-states - Role play as a northern European or Italian - Jigsaw the artists, writers, and thinkers of the Renaissance - Document Based Investigation on how the Renaissance still impacts the modern world. (DBQ)
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	See Units 1 and 3

<table>
<tr><td colspan="2" align="center">RESOURCES</td></tr>
</table>

Core instructional materials:

- Discovery Ed Techbook
- HistoryAlive! Medieval World

Supplemental materials:

- Atlas (Online and physical)
- Primary sources
- Websites
    - EyeWitness to History
    - PBS
    - YouTube
    - EdSitement
    - Medievalists
    - Boston Debate League
    - BIE

<table>
<tr><td align="center">Modifications for Learners</td></tr>
</table>

See appendix

| Topic/Unit 7 Title | Civics Part 1

Foundational Concepts, Principles of the Constitution, The Bill of Rights, The First Amendment, Equal Protection, Making Informed Decisions, and Citizenship | Approximate Pacing | 8 Weeks |
|---|---|---|---|

NJSLS Social Studies

Standards
6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve
6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
6.3.8.CivicsPI.3 Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
6.3.8.CivicsPI.4 Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information
6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies
6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.Civics PR. 3 Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.Civics PR. 4 Use evidence and quantitative data to propose or defend a public policy related to climate change.

6.3.8.Civics PD.3 : 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

6.3.8.Civics DP.1 Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body

6.3.8.Civics DP.2 : Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

6.3.8.Civics DP.3 Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

6.1.8.HistoryUP.3.a: 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

6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administration of the national government met the goals established in the Constitution.

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

6.1.8.CivicsPI3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

Companion Standards

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

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

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

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g.,sequentially, comparatively, causally).

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

RH.6-8.9. Analyze the relationship between a primary and secondary sources on the same topic.
RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources
RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).
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RH.6-8.5. Describe how a text presents information (e.g.,sequentially, comparatively, causally).
RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (eg., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or map) with other information in print digital texts.
RH.6-8.8. Distinguish among facts, opinion, and reason judgment in a text.
RH.6-8.9. Analyze the relationship between a primary and secondary sources on the same topic.
RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
WHST.6-8.1. Write arguments focused on discipline-specific content:
- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the supports the argument supports.
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:
- 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.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Interdisciplinary Connections:	Career Readiness, Life Literacies & Key Skills:
Standard ELA RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **Activity** Students research a current event of their choice and complete a graphic organizer. Then, they write a summary in their own words about their article. Finally, the students present their current event to the class to be discussed and debated respectfully. **(Amistad, LGBTQ, and AAPI)**	**Standards:** **Career Readiness, Life Literacies, and Key Skills** 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media 9.4.8.IML.10: Examine the consequences of the uses of media 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
Computer Science & Design Thinking Technology Standards:	

Standard:	Activity: Students view a digital media presentation on the effects of mass media on individuals in our current society. Together with their partner, students complete guided questions on their graphic organizer. After, the class shares their responses in a large group discussion.
8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. **Activity:** Students differentiate between reliable and unreliable internet resources.	
8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). **Activity**: Students participate in an online simulation game about knowledge of their constitutional rights in real-world situations.	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.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
	Activity: Students participate in a Stranded Island Simulation to understand the important role of government.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Question
How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
How are current events connected to the past and how do they shape our future?

Enduring Objectives
- Every human being is entitled to certain "natural" rights. The concept of natural or human rights arises from basic common religious or philosophical concepts about the dignity of each human being.
- Natural rights were defined by John Locke as "life, liberty and property".
- The Declaration of Independence is based on the concept of human rights
- Modern events shape our future and are often connected to our past.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

Students will know:	Students will be able to:
- How world events impact their daily life. - How historical events are connected to and impact current events. - Why we need government - What makes government legitimate - To what extent the founding documents (Declaration of Independence, Constitution, Bill of Rights) articulate and establish American Ideals	- Analyze how historical events have had a direct impact on events happening now. - Examine how geo-political events affect the economy. - Develop an opinion based on fact. - Explain how major events are related to one another in time. - Compare and contrast differing interpretations of current and historical events. - Debate individual rights, states' rights, and federal laws.

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	- Tests - Projects
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	- Formative assessments (ticket-out-the-door, google forms surveys, etc) will be used frequently to assess student understanding. - Quizzes - Main Idea Webs for reading - Mind Map for key terms .
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	Formal and informal debates
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	See Units 1 and 3

RESOURCES

Core instructional materials: Discovery Ed Techbook	

- Ch. 1: Purpose and Forms of Government
- Ch. 2: Principles of the Constitution
- Ch. 3: The Bill of Rights, The First Amendment, Equal Protection
- Ch. 4: Making Informed Decisions, Citizenship

Supplemental materials:
- Atlas (Online and physical)
- Primary sources
- Newspaper (NY Times, Courier News, Star Ledger, Wall Street Journal, etc)
- Magazines (Time, Newsweek, National Geographic, etc)
- Internet New Sites (CNN, NBC, Reuters, BBC, etc)
- Video News Stories
- Social Media (Facebook, Twitter, Instagram, etc)
- Rutgers Civics Unit Resource
- IXL Civics

Modifications for Learners
See appendix

Topic/Unit 8 Title	Civics Part 2 The Political Parties and Interest Groups, Congress at Work, Executive Branches and the Presidency, Judicial Processes, and State Government	Approximate Pacing	8 weeks
STANDARDS			
NJSLS Social Studies			

Insert Civics Standards
6.1.8.CivicsDP.3.a: 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.
democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.

6.3.8.Civics DP.1 Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

6.3.8.Civics PD.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a resonated conclusion.

6.3.8.Civics PD.2 Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

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

6.3.8.Civics PR.6 Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.

6.3.8.Civics PR. 7 Compare how ideas become laws at the local, state, and national level.

6.3.8.EconET.1: using quantitative data, evaluate the opportunity cost of a proposed economic action and take a position and support it (e.g…healthcare, education, transportation)

6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g…patents, protections of private property, taxes).

6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

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

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

6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.

6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th and 15th Amendments to the United State Constitution from multiple perspectives.

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

6.3.8.CivicsPR.1: Analyze primary sources to explain how de

Companion Standards
RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources
RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g.,sequentially, comparatively, causally).

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

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

RH.6-8.8. Distinguish among facts, opinion, and reason judgment in a text.

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

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content:
  A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  D. Establish and maintain a formal/academic style, approach, and form.
  E. Provide a concluding statement or section that follows from the supports the argument supports.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:
  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.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Connections:	Career Readiness, Life Literacies & Key Skills:
Standard **ELA W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **Activity:** Students research various ways to improve voter turnout. Students create an advertisement for the most effective way to increase voter turnout and short response to show their understanding. **ELA RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **Activity** Students research a current event of their choice and complete a graphic organizer. Then, they write a summary in their own words about their article. Finally, the students present their current event to the class to be discussed and debated respectfully. **(Amistad, LGBTQ, and AAPI)**	**Standards:** **Career Readiness, Life Literacies, and Key Skills** 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media **Activity:** Students worked on a project about the 3 branches of government. They needed to research each branch and then use that information to create a project chosen off of a choice board. Choices included things such as creating a Google website, creating a poster, or a podcast about a specific branch of government.

Computer Science & Design Thinking Technology Standards:	
Standards **8.1.8, DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose. **Activity:** Students used various digital sources to research the three branches of government. Students showcased their data in the form of a creative project. **8.1.8.IC.2:** Describe issues of bias and accessibility in the design of existing technologies. **Activity:** Students differentiate between reliable and unreliable internet resources.	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions
How are current events connected to the past and how do they shape our future?
How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and the respect for human dignity?

Enduring Understanding
- Modern events shape our future and are often connected to our past.
- One of the great successes of the American experience is demonstrating to the world that citizens could establish a government based on a social contract with the "consent of the governed". A founding generation drafted a Constitution that joined political ideas and practical experience, making real what had previously only been a theory.
- The Constitution addressed many of the deficiencies of the Articles of Confederation.
- The right to vote, initially granted to a limited segment of the population, has gradually been extended to different groups enhancing the concept of "the consent of the governed".
- Ensuring the right to vote is an essential component of a successful democracy.

- The desire for "fairness" or "justice" is a primary reason why people are willing to create a government. These concepts are difficult to precisely define. The Constitution and state constitutions establish a court system to help decide questions of justice.
- The right to "due process" is considered one of the most fundamental guarantees of individual rights.
- Domestic tranquility refers to the expectation by citizens that the government will ensure an orderly society based on due process and an inviolate/minimum sphere of personal liberty.
- Democracy places a high value on the right to privacy, which is the basis for many of the more specific protections enshrined in the Bill of Rights.

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STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● How world events impact their daily life. ● How historical events are connected to and impact current events. ● Responsibilities of the 3 branches of government. ● The powers, responsibilities, limits and role of the President	*Students will be able to:* ● Analyze how historical events have had a direct impact on events happening now. ● Examine how geo-political events affect the economy. ● Develop an opinion based on fact. ● Explain how major events are related to one another in time. ● Compare and contrast differing interpretations of current and historical events. ● Define the roles and qualifications of the President ● Analyze the 3 branches of government and be able to define the roles and responsibilities of each branch.

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	● Tests ● Project ● Summaries and reflection
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Formative assessments (ticket-out-the-door, google forms surveys, etc) will be used frequently to assess student understanding. ● Quizzes ● Main Idea Webs for reading ● Mind Map for key terms ● Classroom and peer discussion
Alternative Assessments (Any learning activity or assessment	● Formal and informal debates

that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	See Units 1 and 3

RESOURCES

Core instructional materials:
- Discovery Ed Techbook
    - Ch. 5: Political Parties and Interest Groups
    - Ch. 6: Congress at Work
    - Ch. 7: Executive Branches and the Presidency
    - Ch. 8: Judicial Processes
    - Ch. 9: State Government

Supplemental materials:
- Newspaper (NY Times, Courier News, Star Ledger, Wall Street Journal, etc)
- Magazines (Time, Newsweek, National Geographic, etc)
- Internet New Sites (CNN, NBC, Reuters, BBC, etc)
- Video News Stories
- Social Media (Facebook, Twitter, Instagram, etc)
- Rutgers Civics Unit Resource
- IXL Civics

Modifications for Learners

See appendix