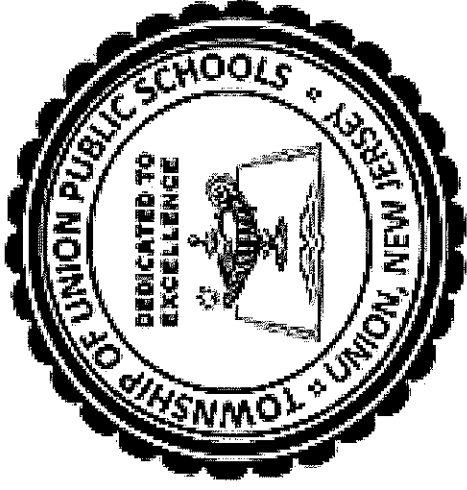


TOWNSHIP OF UNION PUBLIC SCHOOLS



HONORS GRADE 7 SOCIAL STUDIES
Updated December 18, 2018

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This course of study investigates human history from its earliest stages in prehistory to the Age of exploration. The geography, history, culture, and lasting achievements of areas of the world are studied. We begin with early river civilizations, followed by the classical cultures of Greece, Rome, China, India, and Africa. The year ends with the study of the societies of Europe, Africa, and the Middle East.

As human nature is not static, these cultures will be continually analyzed alongside each other to determine similarities, differences, causes, and effects. The honors course also places a large emphasis on economics and technological advancements as the driving force in what propels humanity forward.

Recommended Resources

- *Discovering Our Past A History of The World (Glencoe)*
- Database → EBSCOHost
- Database → <http://online.infobaselearning.com>
- <http://www.niamistadcurriculum.net/history/units>
- [TIME 100 Photos](#)
- [Digital History](#)
- [Reading Like A Historian | Stanford History Education Group](#)
- [DocsTeach](#)
- [Teaching Hard History | Teaching Tolerance](#)
- [CommonLit | Free Fiction & Nonfiction Literacy Resources, Curriculum, & Assessment Materials for Middle & High School English Language Arts](#)

New Jersey Student Learning Standards for Social Studies

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world

Curriculum Units

- Unit 1: The Beginnings of Human Society: Paleolithic and Neolithic Ages
- Unit 2: Early Civilizations: Ancient Mesopotamia/Fertile Crescent
- Unit 3: Early Civilizations: Ancient Egypt
- Unit 4: Early Civilizations: Ancient India and China
- Unit 5: Classical Civilizations: Ancient Greece
- Unit 6: Classical Civilizations: Ancient Rome
- Unit 7: African Kingdoms
- Unit 8: Middle Ages and Feudalism
- Unit 9: Renaissance, Reformation, Exploration

Pacing Guide- Course

Unit 1: September

Unit 2: October

Unit 3: November

Unit 4: December

Unit 5: December-January

Unit 6: February-March

Unit 7: March-April

Unit 8: April

Unit 9: May-June

Unit 1: Prehistoric People

In Unit 1, students are introduced to the concepts of prehistory and agriculture in order to track the origins of human progress. The Agricultural Revolution and the causal relationship on the beginning of early settlements will be examined. Students analyze the foundations of human behavior, the essential role of polytheistic and monotheistic religion, and human-environmental interaction.

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPI/s)	Activities	Assessments
What is prehistory?	6.2.8.D.1.b	Foldable on themes, types and tools of geography	Unit quizzes Chapter tests
What is history?	6.2.8.D.1.a	Perfect 10 activity	Research projects
What is the difference between the Paleolithic Age and the Neolithic Age?	6.2.8.C.1.b	Cause and effect chart	Expository writing
What were the achievements of the Paleolithic Age?	6.2.8.C.1.b	Reading maps	DBQ'S
What were the achievements of the Neolithic Age?	6.2.8.C.1.b	Graphic Organizers	Analysis of primary sources
What are the advancements in technology through the Paleolithic and Neolithic Ages?	6.2.8.C.1.b	Outlines	
How does the agricultural revolution (including the impact of food surplus from farming) relate to population	6.2.8.D.1.a	Case study that synthesize geography and archeology Line graphs: Track population growth with	

<p>growth and the subsequent development of civilizations?</p> <p>How do the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas impact their lives and the shaping of society?</p>	<p>6.2.8.C.1.a</p> <p>6.2.8.B.1.a</p>	<p>farming advancements</p> <p>Migration pattern map</p>	
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Unit 1: Prehistoric People Key Vocabulary Terms

<p>Primary source Secondary source History Bias Civilization Artifacts Technology Anthropology Geography Culture Map skills Physical Geography Political Geography Government</p>	<p>Projection Maps Prehistory Paleolithic Nomad Specialization Excavate</p>	<p>Technology Neolithic Monarchy Archaeology</p>	<p>Domesticate Agriculture Artifacts Hunter-Gatherer</p>	<p>Anthropology Civilization Bias History</p>
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Unit 2: The Fertile Crescent

In Unit 2, Students are introduced to the history of the Fertile Crescent and the early settlements of Mesopotamia. Students analyze early examples of empire building, systems of slavery, monotheistic and polytheistic religions, and the complex human-environmental relationships inherent in a emerging civilization.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What are the characteristics of a civilization?	6.2.8.B.2.a	Foldable on themes, types and tools of geography	Unit quizzes
How did Mesopotamians overcome the challenges of their environment?	6.2.8.B.2.a	Outlines Perfect 10 activity	Chapter tests Research projects
How did the code of Hammurabi affect society?	6.2.8.A.2.b	Court cases based on Hammurabi's Code of Laws	Expository Writing
What are the origins and beliefs of the Ancient Hebrews?	6.2.8.D.2.a	Reading maps	
How did the environment affect where people settled?	6.2.8.B.2.a	Graphs	
Where is the Fertile Crescent?	6.2.8.B.2.a	Quiz books	

<p>How far was Abraham's route from Sumer to Canaan, then to Egypt?</p> <p>What were the Achievements of the Mesopotamians?</p> <p>How did the religion of the Hebrews differ from most Mesopotamians?</p> <p>How does slavery affect the economic and social structure?</p> <p>How do the Ancient River Valley civilizations compare to their modern counterparts?</p> <p>How do technological advancements lead to greater economic specialization, improved weaponry, trade, and the development of a class system in the ancient river valley civilizations?</p>	<p>6.2.8.B.2.a</p> <p>6.2.8.D.2.a</p> <p>6.2.8.A.2.c</p> <p>6.2.8.B.2.b</p> <p>6.2.8.C.2.a</p>	<p>Compare and Contrast Mesopotamian and Hebrew law codes</p> <p>Cause and effect chart</p> <p>Comparative analysis of ancient and modern maps</p> <p>Primary Source: Analyze <i>The Standard of Ur</i> and various Mesopotamian artifacts</p> <p>Bartering Activity</p> <p>Simulation: communication through time without writing</p>	
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How does writing transform all aspects of life?	6.2.8.D.2.b		
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Unit 2: Fertile Crescent Key Vocabulary Terms

<p>silt irrigation city-state cuneiform ziggurat Fertile crescent artisan Military</p>	<p>social hierarchy empire caravan tribute province River valley Sumer Code of Law</p>	<p>Hammurabi Sargon I Assyrian Empire Ur/Uruk Babylon Gilgamesh Henry Rawlinson Behistun Inscription</p>
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Unit 3: Ancient Egypt

Following the civilizations of the Fertile Crescent, students then journey to Ancient Egypt and analyze the development of the civilization growing concurrently with those of Mesopotamia and the Israelites. Students analyze the role of religion and architecture throughout the timespan of this civilization.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<p>How did the geography of the Nile River Valley help the Ancient Egyptians to develop into a civilization?</p> <p>How did the development of irrigation impact the economy of Ancient Egypt?</p> <p>What were the important contributions of the Ancient Egyptians?</p> <p>What were the religious beliefs of the Ancient Egyptians, and how did it shape their customs?</p> <p>How was the Social Pyramid organized in Ancient</p>	<p>6.2.8.B.2.a</p> <p>6.2.8.C.2.a</p> <p>6.2.8.D.2.d</p> <p>6.2.8.D.2.a</p> <p>6.2.8.C.2.a</p>	<p>Map comparison</p> <p>Case studies: Analysis of King Tut's death</p> <p>T-chart</p> <p>Fact book</p> <p>Primary sources: Hieroglyphics, Palad of Creation myth</p> <p>Cross curricular with science: mummifying fruits</p> <p>Class system simulation</p> <p>Primary sources:</p>	<p>Unit quizzes</p> <p>Chapter tests</p> <p>Research projects</p> <p>Expository writing</p>

<p>Egyptian society?</p> <p>Which developments in trade, technology and military helped the Ancient Egyptians to develop into an empire?</p>	<p>6.2.8.C.2.a</p>	<p>Hieroglyphics, various paintings</p> <p>Scale models: Cross curricular with Math</p>	
<p>What are the similarities and differences between the Ancient Egyptians and Mesopotamians?</p>	<p>6.2.8.B.2.b</p>	<p>Venn diagram: Compare & contrast the Ancient Egyptians and Mesopotamians</p>	
<p>Which lands are included in the Nile River Valley?</p>	<p>6.2.8.B.2.b</p>		
<p>Which lands were added throughout the growth of the Ancient Egyptian Empire?</p>	<p>6.2.8.B.2.b</p>	<p>Comparative map analysis</p>	

Unit 3: Ancient Egypt Key Vocabulary Terms

River valley silt Polytheism irrigation cataract Nubian textiles	theocracy bureaucrat pharaoh embalming pyramid Kush	shadoof delta papyrus hieroglyphics dynasty
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Unit 4: Ancient India and China

Following the civilization of Ancient Egypt and Nubia, students analyze the development of the civilizations in the far east. Students analyze the role of religion and architecture of these civilizations, including the roles of philosophers and important religious figures, and their impact on society today.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did the geography of South Asia contribute to the development of a society in Ancient India?	6.2.8.B.2.a	Foldable on themes, types and tools of geography Perfect 10 activity	Unit quizzes Chapter tests

<p>What role did farming, trade, and surplus play in the development of the Indus civilization?</p> <p>What developments in technology were invented by the Ancient Indus people?</p> <p>What impact did the migration of the Aryans have on the development of Hinduism?</p> <p>Where is the Indus River Valley, and what are its surrounding physical and political features?</p> <p>How do the technological advances of the Ancient Indus compare with those of Ancient Egypt and Mesopotamia?</p> <p>How does the written language impact these ancient river valley civilizations?</p>	<p>6.2.8.C.2.a</p> <p>6.2.8.D.2.d</p> <p>6.2.8.D.3.e</p> <p>6.2.8.B.2.a</p> <p>6.2.8.B.2.b</p> <p>6.2.8.D.2.b</p>	<p>Cause and effect chart</p> <p>Primary source: Harappan seals</p> <p>Reading maps</p> <p>Graphs</p> <p>Role play</p> <p>Trace Aryan migration and analyze impact on ancient civilizations</p> <p>Comparative map analysis</p> <p>Supply and demand activity</p> <p>Surplus bartering activity</p> <p>Primary source: Code of law</p>	<p>Research projects</p> <p>Expository Writing</p> <p>Journal entry: "Day in the life of..."</p> <p>RAFT writing for Caste system in India</p>
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<p>Why did the first Indus civilization collapse?</p>	<p>6.2.8.D.2.c</p>	
<p>Why was the caste system important in Indian Society?</p>	<p>6.2.8.C.2.a</p>	
<p>Explain how dynasties rule in Ancient China.</p>	<p>6.2.8.D.3.b</p>	
<p>Explain how the religious beliefs reflect the values and beliefs of the people of Ancient China.</p>	<p>6.2.8.D.2.a</p>	<p>Compare and contrast Hindu/Buddhism</p>
<p>Describe the roles of citizens and family in Ancient China's society.</p>	<p>6.2.8.A.3.b</p>	<p>Create code of laws based on religious beliefs of Hinduism</p>

Unit 4: India and China Key Vocabulary Terms

Primary source Secondary source History Anthropology Geography Prehistory Map skills Physical Geography Political Geography Government Nomad Civilization	Technology Social Hierarchy Monotheism surplus city-state Culture artisan social hierarchy empire tribute artifacts bias	Mohenjo-Daro Harappa raja sanskrit Brahman Hinduism caste reincarnation dharma karma Shang dynasty Zhou	Buddhism nirvana aristocrat ancestor bureaucracy hereditary oracle bones Confucianism pictograph ideograph Yu
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Unit 5: Ancient Greece

Following the completion of early river civilizations, students begin to analyze early Classical civilizations in Greece. In Unit 5, students are introduced to complex issues pertaining to early forms of government, including an oligarchy and democracy. The use of slave labor and the evolving definition of citizenship are examined.

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities	Assessments
Analyze the social structure by comparing the rights and responsibilities of freemen, women and slaves in	6.2.8.A.3.b	Double entry journal Perfect 10 activity	Unit quizzes Chapter tests

<p>Ancient Greece.</p> <p>Analyze the effects that Athenian Democracy had on the government of the United States.</p>	<p>6.2.8.A.3.c</p>	<p>Cause and effect chart</p> <p>Illustrate vocabulary</p>	<p>Research projects</p> <p>Expository Writing</p> <p>Epics</p>
<p>Compare and Contrast the Ancient Greek city States' structure and responsibility of their people, including Athens and Sparta.</p>	<p>6.2.8.A.3.d</p>	<p>Venn diagram: compare and contrast social hierarchies in classical Greece and India</p>	
<p>Explain how the Geography of Ancient Greece led to the control of major Mediterranean Sea routes.</p>	<p>6.2..8.C.3.a</p>	<p>Case studies: on Spartan ideals of a Utopia</p> <p>Graphs</p>	
<p>How did the technological advancements of the Ancient Greeks affect them and future civilizations?</p>	<p>6.2.8.C.3.c</p>	<p>Identify central issue diagram</p>	
<p>Describe the Golden Age of Ancient Greece. Trace the events that lead to this period.</p>	<p>6.2.8.D.3.d</p>	<p>T-chart</p> <p>Information booklet</p>	
<p>How did the mythological beliefs of the Ancient Greeks affect their daily lives?</p>	<p>6.2.8.D.3.f</p>	<p>Primary sources: <i>The Iliad</i> and <i>The Odyssey</i> to determine Greek culture</p>	

<p>Determine how geography and availability of natural resources influence the development of the political, economic, and cultural systems of each of the classical civilizations and provided modes for expansion.</p> <p>Explain how geography and the availability of natural resources led to both the development of Greek city-states and their demise.</p>	<p>6.2.8.B.3.a 6.2.8.D.3.a</p> <p>6.2.8.B.3.b</p>	<p>Informative paragraph on the effects of trading with other city-states by unifying currency</p>	
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Unit 5: Ancient Greece Key Vocabulary

Polis City-State Colony Agora Phalanx Community Citizenship Politics Tyranny Antigone	Oligarchy Democracy Helots Slavery Sparta Athens Ephors Assembly Cleisthenes Olympics	Persia Persian War Xerxes Pericles Direct Democracy Representative Democracy Philosophers Delian League United Nations Peloponnesian War
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Unit 6: Ancient Rome

Following the completion of early Classical civilizations in Rome. In Unit 6, students are introduced to complex issues in government, including economic policies, the use of slave labor, class struggles, the importance of civic duty, and the establishment of foreign policy/military involvement. The legacies of ancient Rome are evaluated and compared to society today

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did geography influence the development of Roman civilization?	6.2.8.B.3.a	Mock Newspaper	Unit quizzes

<p>How did Rome unify and control their empire?</p> <p>How did the foundational concepts of Roman government influence the development of The Constitution of The United States?</p> <p>How was Rome similar and different to other classical civilizations?</p>	<p>6.2.8.A.3.a</p> <p>6.2.A.3.c</p>	<p>Case studies: "You are the ruler" These are the components of your civilization (geography, people, etc.) Create laws for them.</p> <p>Venn diagram: Roman republic vs. U.S. republic</p>	<p>Chapter tests</p> <p>Research projects</p> <p>Essay: Legacy of ancient Rome</p>
<p>What enabled Christianity to spread throughout The Roman Empire?</p> <p>How did the Romans use technology to enhance agricultural/manufacturing output and commerce to expand military capabilities, to improve life in urban areas, and allow for a greater division in labor?</p> <p>How was the fall of Rome similar to the fall of other civilizations?</p>	<p>6.3.D.3.d</p> <p>6.3.D.3.e</p> <p>6.2.8.C.3.c</p> <p>6.3.D.3.c</p>	<p>Identify central issue diagram: Rights of the accused- Rome vs. U.S.</p> <p>Graphs</p> <p>Reading maps</p> <p>Double journal entry: For reforms/Against reforms</p> <p>Case studies: "You are the ruler" Here are your civilization's problems and tools available. Find a solution</p> <p>Primary sources: Pictures of Roman technology (aqueducts)</p>	

		Cause and effect chart: Fall of the Roman Empire	
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Unit 6: Ancient Rome Key Vocabulary

Romulus and Remus Mythology Republic Empire Punic Wars Hannibal Carthage Phoenicians latifundia	Legion patrician plebeian consul veto praetor tribune dictator civic duty Byzantine Empire	Christianity triumvirate Pax Romana Gladiator Reform Saint Patrick Octavian Augustus Julius Caesar Emperor Constantine Germanic Tribes
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Unit 7: Great African Kingdoms

Following the unit on Ancient Rome, students are introduced to West African Empires. Students will analyze the pros and cons of a centralized government as well as the importance of strong leadership. In Unit 7, students are introduced to the salt and gold trade and how it contributed to the wealth and power of Mali, Ghana and Songhai. The influence of Islam throughout North Africa and The Arabian peninsula and its lasting legacies will be evaluated.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
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<p>How did the geographic features of Africa affect the development of early African Kingdoms?</p> <p>How and why did Islam spread in Africa and what impact does Islam continue to have on African society?</p> <p>What caused trade to flourish in West Africa during the 500's-1600's and how did this impact the other parts of the world?</p>	<p>6.2.8.B.4.a</p> <p>6.2.8.D.4.i</p> <p>6.2.8.B.4.d</p> <p>6.2.8.B.4.b</p> <p>6.2.8.B.4.c</p>	<p>Reading maps: Analyze the 3 geographical zones of Africa</p> <p>Graphs</p> <p>Cause and effect chart: Analyze 3 geographical zones of Africa and their ability to trade</p> <p>Identify central issue diagram: Causes of the spread of Islam</p> <p>Venn diagram: Ghana and Mali</p> <p>Case studies: "You are the archeologist" What can you tell about this civilization</p>	<p>Unit quizzes</p> <p>Chapter tests</p> <p>Research projects</p> <p>Expository writing</p>
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	based on its artifacts?		

Unit 7: African Kingdoms Key Vocabulary

<p>Arab Arabian peninsula Persian Gulf Oasis Caravan Makkah Muhammad Muslim Quran</p>	<p>Sunni Shia Five Pillars of Islam Prophets Ghana Mali Songhai Extended families Timbuktu</p>	<p>Matrilineal Oral histories Salt mines African slave trade Mansa Musa Sundiata Keita Zimbabwe Swahilli city-states</p>
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Unit 8: The Middle Ages

Following the unit on Ancient Africa, students are reintroduced to turmoil in Europe after the fall of Rome. Students will analyze the pro's and con's of a centralized government as well as the importance of strong leadership. In Unit 8, students are introduced to the system of feudalism and the creation of a new "merchant" or middle class. The causes and effects of The Crusades are analyzed as students gain a greater understanding of how conflicts hundreds of years ago still impact our world today.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did religion unify and divide society during The Middle Ages?	6.2.8.A.4.a	Simulation of life on a manor	Unit quizzes
How was feudalism an effective system of government in Europe and Japan?	6.2.8.A.4.b	Double entry journal/RAFT: choose role of someone on a manor Venn diagram: European and Japanese feudalism/Freemen vs. serfs	Chapter tests Research projects
How did medieval English law practices, such as the Magna Carta, affect modern democratic governments?	6.2.8.A.4.c	Identify central issue diagram: roles of medieval society	Expository writing
What were the causes and effects of The Crusades?	6.2.8.D.4.d	Primary sources: Magna Carta vs. Bill of Rights Cause and effect chart	

<p>How did the plague impact Europe economically, socially, and politically?</p> <p>What relationships exist between agricultural production, population growth, urbanization, and commercialization?</p> <p>How do new business practices and banking systems impact global trade and the development of a merchant class?</p> <p>What cultural contributions and technological innovations of the medieval time period endure as legacies today?</p>	<p>6.2.8.D.4.e</p> <p>6.2.8.C.4.a</p> <p>6.2.8.C.4.c</p> <p>6.2.8.D.4.j</p>	<p>Primary sources: Analyze <i>Ring around the rose</i> nursery rhyme and write a nursery rhyme for a current event in our time</p> <p>Primary sources: Froissart's <i>Chronicles</i>, Medieval paintings</p> <p>Guilds and fairs simulation activity</p> <p>Information booklet: steps to joining a guild/Your medieval guide to how business is done</p>	
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Unit 8: Middle Ages Key Vocabulary

<p>Middle Ages Feudalism Vikings Fief Charlemagne Battle of Tours Charles Martel Pope</p>	<p>Lord Knight Vassal Serf Bishop Manor Monastery Monk Code of Chivalry</p>	<p>Three field system Crusades Seljuk Turks Commerce Guild Magna Carta Apprentice Black Death Keep</p>
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Unit 9: The Renaissance, Reformation, and the Age of Exploration

Following the unit on The Middle Ages, students will evaluate the effects of The Crusades and the breakdown of feudalism. The value of taking a greater interest in learning will be evaluated. The causes and effects of The Renaissance, Reformation, Age of Exploration and colonization will be analyzed. The relevance of these major world events will be compared and contrasted to world events today.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
How did the Renaissance, Reformation and Age of	6.2.12.A.2.a	Double entry journal	Unit quizzes

<p>Exploration alter political thought in Europe and what are the lasting impacts?</p>		<p>Perfect 10 activity</p> <p>Cause and effect chart</p> <p>Primary source: Da Vinci's notebook and Da Vinci's inventions</p>	<p>Chapter tests</p> <p>Research projects</p> <p>Expository writing: Da Vinci's influence on science, art, and medicine</p>
<p>What are the factors that led to The Renaissance?</p>	<p>6.2.12.D.2.a</p>	<p>Map: track changes of Catholicism and Protestantism</p>	<p>Discourse: Christopher Columbus versus Marco Polo</p>
<p>Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.</p>	<p>6.2.12.B.2.b</p>	<p>Graphs</p> <p>Identify central issue diagram</p> <p>Venn diagram: Catholic vs. Protestant</p>	
<p>How did Italy's geographic location help it become the center of The Renaissance?</p>	<p>6.2.12.B.2.a</p>		
<p>How did Asian, Islamic, and Greco-Roman culture lay the foundation for The Renaissance?</p>	<p>6.2.12.D.2.c</p>	<p>Case studies: "You are the ruler" You have this much money. What do you buy first based on goods available?</p>	
<p>What factors led to the Reformation and what was the impact on European politics?</p>	<p>6.2.12.D.2.b</p>	<p>Primary source: Martin Luther's theses. Paraphrasing skills. Summarize his speech.</p>	
<p>What impact did the printing press and other</p>	<p>6.2.12.D.2.e</p>	<p>Inference skills: Hypothesize</p>	

<p>technologies have on the dissemination of ideas?</p> <p>Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p>	<p>6.2.12.C.1.c</p>	<p>a world without Gutenberg's invention.</p> <p>Information booklet</p> <p>T-chart</p> <p>Primary source: Travels of Marco Polo, Henry the Navigator, Christopher Columbus and Amerigo Vespucci</p>	
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Unit 9: Renaissance, Reformation and Age of Exploration Key Vocabulary

<p>Renaissance</p> <p>Petrarch</p> <p>Lorenzo de Medici</p> <p>Michelangelo</p> <p>Leonardo Da Vinci</p> <p>Johann Guttenburg</p> <p>Printing Press</p>	<p>Reformation</p> <p>Martin Luther</p> <p>95 Theses</p> <p>Church of England</p> <p>Elizabeth I</p> <p>William Shakespeare</p> <p>Spanish Armada</p> <p>Mercantilism</p>	<p>Prince Henry The Navigator</p> <p>Marco Polo</p> <p>Vasco DeGama</p> <p>Christopher Columbus</p> <p>Cape of Good Hope</p> <p>Astrolabe</p> <p>Compass</p> <p>Colonization</p>
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Suggested Activities/Modifications

Below are a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to:

1. Activities:
 - a. <https://www.sheppardsoftware.com>
 - b. <https://quizlet.com/subject/quiz-bowl-questions-social-studies/>
 - c. Social Studies: Student Interactives https://www.nen.org/7-12interactives/social_studies.shtml
2. English Language Learners:
 - a. Read written instructions
 - b. Students may be provided with note organizers/study guides to reinforce key topics.
 - c. Model and provide examples
 - d. Extended time on assessments when needed.
 - e. Establish a non-verbal cue to redirect student when not on task.
 - f. Students may use a bilingual dictionary.
 - g. Pair Visual Prompts with Verbal Presentations
 - h. Highlight Key Words & Phrases
3. Special Education/504 Students:
 - a. Students may be provided with note organizers / study guides to reinforce key topics.
 - b. Extended time on assessments when needed.
 - c. Preferred seating to be determined by student and teacher.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.

- f. Establish a non-verbal cue to redirect student when not on task.
 - g. Maintain strong teacher / parent communication.
 - h. Repetition and practice
 - i. Pair Visual Prompts with Verbal Presentations
 - j. Check Use of Agenda
4. Gifted and Talented Students:
- a. Use of Higher Level Questioning Techniques
 - b. Extension/Challenge Questions
 - c. Provide Assessments at a Higher Level of Thinking
 - d. greatsocialstudies.com (Enrichment Activities)

New Jersey Student Learning Standards – Technology

8.1.8.A.2– Create a document using one or more digital applications to be critiqued by professionals for usability.

Roman Newsletter depicting the events and happenings of the time period.

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand C: Career Preparation

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Career & Technical Education Content Area: 21st Century Life and Careers Standards

- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
- 9.3.ST-SM.3 Analyze the impact that science and mathematics has on society.

Interdisciplinary Connections/Global Perspective:

1. Students will learn Sumerian numerals and understand the base of 60, tracing the beginnings of early mathematics.
2. Students will read various informational text and write informative and expository texts.
3. Students will understand how technological advances were first made and implemented.

New Jersey Student Learning Standards

Social Studies

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

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

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

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	5-8
Chronological Thinking	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
	Explain how major events are related to one another in time.
	Select and use various geographic representations to compare information about people, places, regions, and environment.
Spatial Thinking	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
	Compare and contrast differing interpretations of current and historical events.
Critical Thinking	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.

	<p>Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e. documents, letters, diaries, maps, images, etc.).</p>
<p>Presentational Skills</p>	<p>Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</p> <p>Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation)</p>

