

Social Studies Curriculum

K – 8

PVRCSS Committee

Born on date September 2012-2013

Curriculum Update: July, 2017

Latest BOE approval date: August, 2017

Social Studies Curriculum Map: Grade: K

Months	September/October	November/December
Unit/Strand	Unit 1 – Classroom Community Unit 2 (Oct) – Where We Live (Community)	Unit 3 – American Traditions (Holidays)
NJSLS	6.1.P.A.1, 6.1.P.A.2, 6.1.P.A.3 6.1.P.B.1, 6.1.P.B.2, 6.1.P.D.1 6.1.P.D.2, 6.1.P.D.4	6.1.P.D.1, 6.1.P.D.2, 6.1.P.D.3, 6.1.4.D.18, 6.1.4.A.10
Essential Questions	<ul style="list-style-type: none"> • Do we need rules? • What is fairness? • How can we become contributing members of our classroom community? • What rules should we work by? • Should students have a role in making classroom rules? • What does a neighborhood look like? • Why do people have different roles in our community? 	<ul style="list-style-type: none"> • What national holidays do we recognize and why do we celebrate these holidays? • Should we respect all American customs/traditions?
Skills	<ul style="list-style-type: none"> • Identify an issue of concern to them at school. • Recognize how conflicts in the classroom can be appropriately resolved. • Distinguish between rules and consequences. • Give examples of fair decisions. • Ask appropriate questions related to a classroom situation. • State their own viewpoint related to a school concern. • Identify their role as a family member, classroom member, and community member. 	<ul style="list-style-type: none"> • Identify and explain the importance of national holidays, such as Columbus Day, Election Day, Thanksgiving, Martin Luther King Jr., Presidents’ Day, Earth Day, Flag Day, and Memorial Day. (discuss throughout the year) • Understand customs celebrated in America. • Describe the different customs, food, and clothing of people from different cultures. Name and describe U.S. leaders such as Martin Luther King Jr., George Washington, Abraham

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	<ul style="list-style-type: none">• Describe their role in their family.• List the similarities and differences of community workers.	<p>Lincoln, and the current president. Explain their importance in our country's history and the holidays we celebrate to honor them. (discuss throughout the year)</p>
Concepts	<ul style="list-style-type: none">• Rules and routines are important to maintain order.• All people are different and should be respected and treated fairly.• That a successful community works when all members are contributing such as class jobs.• A neighborhood is a place where people interact with one another in many ways.• There are different kinds of communities. (family, school, neighborhood)• Community members contribute to the needs and responsibilities of the community.	<ul style="list-style-type: none">• Holidays help us remember the past.

Social Studies Curriculum Map: Grade: K

Months	January/February/March	April/May
Unit/Strand	Unit 4 –Needs and Wants/Farm and Factories	Unit 2 – Where We Live (Environment & Map Skills)
NJSLS	6.1.4.C.1, 6.1.4.C.2, 6.1.4.C.5	6.1.P.B.1, 6.1.4.B.1, 6.1.4.B.4, 6.1.4.B.
Essential Questions	<ul style="list-style-type: none"> • What needs are the most important to live? • Are wants important? • What types of things do your family buy? • Do farms and factories have to work together? • What makes a place good to have a farm or factory? 	<ul style="list-style-type: none"> • Why do we have maps? • How does our environment affect our lives?
Skills	<ul style="list-style-type: none"> • Distinguish between needs and wants • Name things that come from a farm. • Name things that come from a factory. • Compare and contrast farm goods with factory goods. • Identify machines used on farms and in factories. 	<ul style="list-style-type: none"> • Analyze the difference between a map and globe. • Identify the difference between land and water. (color) • Identify ways they can protect natural resources (recycle) • List activities that can be harmful to natural resources. (pollution)

Social Studies Curriculum Map: Grade: K

Concepts	<ul style="list-style-type: none">• People make decisions based on their needs and wants.• Some needs are more critical than others for survival.• Communities depend farms and factories for essential needs.• Farms are located in the country.• Factories are located in or near cities	<ul style="list-style-type: none">• A map is used to locate places.• People can help and hurt the environment.
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Social Studies Curriculum Map: Grade: K

Months	June	
Unit/Strand	Unit 3 – American Traditions (National Symbols)	
NJSLS	6.1.4.D.17	
Essential Questions	<ul style="list-style-type: none"> Is it important for national symbols? 	
Skills	<ul style="list-style-type: none"> Recognize and explain national symbols such as the Statue of Liberty, Bald Eagle, American Flag and Liberty Bell Practice and reinforce knowledge of the words of the Pledge of Allegiance daily Name and describe U.S. leaders such as Martin Luther King Jr., George Washington, Abraham Lincoln, and the current president. Explain their importance in our country's history and the holidays we celebrate to honor them. 	
Concepts	<ul style="list-style-type: none"> Holidays help us remember the past. There are certain symbols, monuments, and holidays that represent America. 	

STAGE 1 – DESIRED RESULTS	
<p>Kindergarten - Unit 1 Unit Title: Classroom Community</p> <p>Established Goals: Civics, Government, and Human Rights 6.1.P.A.1: Demonstrate an understanding of rules by following most classroom routines. 6.1.P.A.2: Demonstrate responsibilities by initiating simple classroom tasks and jobs. 6.1.P.A.3: Demonstrate appropriate behavior when collaborating with others. 6.1.P.B.1: Develop an awareness of community/neighborhood features. 6.1.P.B.2: Identify, discuss, and role-play the duties of a range of community workers.</p>	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Rules and routines are important to maintain order. All people are different and should be respected and treated fairly. That a successful community works when all members are contributing such as class jobs. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> Do we need rules? What is fairness? How can we become contributing members of our classroom community? What rules should we work by? Should students have a role in making classroom rules?
<p>Students will know:</p> <ul style="list-style-type: none"> Conflict is a part of life, but it can be reduced or resolved. Strategies to resolve conflict within the classroom. Appropriate steps to take when they have a concern in school (Ask questions, gather information, listen to other people’s viewpoint). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify an issue of concern to them at school. Recognize how conflicts in the classroom can be appropriately resolved. Distinguish between rules and consequences. Give examples of fair decisions. Ask appropriate questions related to a classroom situation. State their own viewpoint related to a school concern.

STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks: Suggested Tasks</p> <ul style="list-style-type: none"> Creating a poster that depicts an environment where there are no rules/equality and an environment with rules/equality. Role Play: Students role-play various situations pertaining to rules and fairness. The students need to respond appropriately depending on the given scenario. <p>Example: <u>Goal:</u> Your goal is to help other students realize the importance of having a fair classroom with clear rules where everyone contributes to the class community. <u>Role:</u> New Student in ABC Elementary School. <u>Audience:</u> A group of Kindergarten students. <u>Situation:</u> You have been asked to visit two very different classrooms where students act in very different ways. <u>Product/Performance:</u> You need to create a poster/drawing of the two classes you visited, which</p>	<p>Other Evidence: Summative Assessments: Summative assessments should provide overall evidence of the students’ learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:</p> <ul style="list-style-type: none"> Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? “good test takers” Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers” <p>Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.</p>

expresses the different types of behaviors in each class. **Standards/Criteria for Success:** Your poster needs to include 1. One side for you to draw the class with no rules and the other side to draw a class with rules. 2. Any words or feelings you can add to enhance your drawings. 3. A decision on which class would be the safest and best learning place and why.

Formative Assessments: Formative assessments should be used throughout the unit and lessons to check for students’ understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.

Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.

Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

- Read aloud trade books
 - Understand Rules
 - Officer Buckle and Gloria*** – Peggy Rathman
 - Miss Nelson is Missing*** – James Marshall
 - The Crayon Box that Talked*** by Shane Derolf
 - Responsibilities of Citizenship
 - Rainbow Fish*** – Marcus Pfister
 - The Giving Tree*** – Shel Silverstein
- Scholastic News and Weekly Reader- student magazine and online resources
- All About Me Booklet- Writer’s Workshop
- All About Me Poster
- Student of the week- sharing and writing

STAGE 1 – DESIRED RESULTS

Kindergarten – Unit 2

Unit Title: Where We Live (Community, Environment, Map Skills)

Established Goals: Geography, People, and the Environment

- 6.1.P.B.1: Develop an awareness of the physical features of the neighborhood/community.
- 6.1.P.B.2: Identify, discuss, and role-play the duties of a range of community workers.
- 6.1.P.D.1: Describe characteristics of oneself, one’s family, and others.
- 6.1.P.D.2: Demonstrate an understanding of family roles and traditions.
- 6.1.P.D.4: Learn about and respect other cultures within the classroom and community.
- 6.1.4.B.1: Compare and contrast information that can be found on different types of maps, determine when the information may be useful.
- 6.1.4.B.4: Describe landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.5: Describe how human interaction impacts the environment in New Jersey and United States.

Understandings: *Students will understand that...*

- A neighborhood is a place where people interact with one another in many ways.
- There are different kinds of communities. (family, school, neighborhood)
- Community members contribute to the needs and responsibilities of the community.
- A map is used to locate places.
- People can help and hurt the environment.

Essential Questions:

- What does a neighborhood look like?
- Why do people have different roles in our community?
- Why do we have maps?
- How does our environment affect our lives?

Students will know:

- Their role in their family, school, and neighborhood.
- The role of community workers such as fireman, police officer, postal workers, etc.)
- How to locate places on a map. (water/land)
- How people can hurt and help the environment.

Students will be able to:

- Identify their role as a family member, classroom member, and community member.
- Describe their role in their family.
- List the similarities and differences of community workers.
- Analyze the difference between a map and globe.
- Identify the difference between land and water. (color)
- Identify ways they can protect natural resources (recycle)
- List activities that can be harmful to natural resources. (pollution)

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Example:

Goal: Your goal is to teach classmates about the various jobs in the community.

Role: Kindergarten Student.

Audience: Other classmates.

Product/Performance: Create a self-portrait of themselves in a chosen occupation.

Standard/Criteria for Success: Your portrait must show appropriate clothing for tools typically used in that profession. Write/dictate a sentence to explain.

Other Evidence:

Summative Assessments: Summative assessments should provide overall evidence of the students’ learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

- Could students do the proposed assessment(s) well,

	<p>but not really have mastered or understood the content in question? “good test takers”</p> <ul style="list-style-type: none"> • Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers” <p>Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.</p> <p>Formative Assessments: Formative assessments should be used throughout the unit and lessons to check for students’ understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.</p> <p>Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.</p>
<p>Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix</p>	

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

- Read aloud trade books
 - Understand/Reasonability as a member of a family
 - Tar Beach* – Faith Ringold
 - Fly Away Home* – Eve Bunting
 - Grandpa’s Corner Store* – Dy Anne DiSalvo-Ryan
 - Seeing other View Points/Dealing with Conflict
 - Lily’s Purple Plastic Purse* – Kevin Henkes
 - Chester’s Way* – Kevin Henkes
 - Chrysanthemum* – Kevin Henkes
 - Identify occupations of local community workers
 - Community Helpers from A-Z* – Bobbie Kalman
 - Jobs Around My Neighborhood* – Gladys Rosa Mendoza
 - Miss Bindergarten Goes on a Field Trip* – Joseph Slate
 - Communities
 - The City Kid and the Suburb Kid* by Deb Pilutti;
 - Country Kid, City Kid* by Julie Cummins or other books in class libraries
- Scholastic News and Weekly Reader- Student magazine and online resources
- Maps

(Fire and Halloween Safety programs by fire and police officials)

STAGE 1 – DESIRED RESULTS**Kindergarten - Unit 3****Unit Title – American Traditions (Holidays and National Symbols)****Established Goals: History, Culture, and Perspectives**

- 6.1.P.D.1 Describe characteristics of oneself, one’s family, and others.
- 6.1.P.D.2 Demonstrate an understanding of family roles and traditions.
- 6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play)
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.A.10 Describe how actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

Understandings: *Students will understand that...*

- Holidays help us remember the past.
- There are certain symbols, monuments, and holidays that represent America.

Essential Questions:

- What national holidays do we recognize and why do we celebrate these holidays?
- Should we respect all American customs/traditions?
- Is it important for national symbols?

Students will know:

- Many different types of customs in America.
- Many different symbols that represent America, Statue of Liberty, Bald Eagle, American Flag and Liberty Bell.
- Many different leaders that represent America, Martin Luther King Jr., George Washington, Abraham Lincoln, and the current president.

Students will be able to:

- Identify and explain the importance of national holidays, such as Columbus Day, Election Day, Thanksgiving, Martin Luther King Jr., Presidents’ Day, Earth Day, Flag Day, and Memorial Day.
- Understand customs celebrated in America.
- Describe the different customs, food, and clothing of people from different cultures.
- Recognize and explain national symbols such as the Statue of Liberty, Bald Eagle, American Flag and Liberty Bell
- Practice and reinforce knowledge of the words of the Pledge of Allegiance daily
- Name and describe U.S. leaders such as Martin Luther King Jr., George Washington, Abraham Lincoln, and the current president. Explain their importance in our country’s history and the holidays we celebrate to honor them.

STAGE 2 – ASSESSMENT EVIDENCE**Performance Tasks:****Suggested Tasks**

- **Multicultural Day/International Festival Day**

Example:

Goal: To highlight national symbols.

Role: American Historians.

Audience: Travelers.

Product/Performance: Photo Journal.

Standard/Criteria for Success: The journal must contain

Other Evidence:

Summative Assessments: Summative assessments should provide overall evidence of the students’ learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

illustrations/pictures and descriptions of national symbols and what each symbol represents. Students will create an illustrated and narrated “Photo Journal” highlighting each of the symbols. When finished, the students will be able to view the presentation and review information about each of the symbols.

- Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? “good test takers”
- Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers”

Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.

Display objects from different places
Hold a multicultural day/international festival day

Formative Assessments: Formative assessments should be used throughout the unit and lessons to check for students’ understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.

Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.

Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

- Read aloud trade books

Holidays

If I Ran for President by Catherine Stier (Election Day);

Grace For President by Kelly DiPucchio (Election Day);

Duke for President – Doreen Cronin

A Turkey for Thanksgiving by Eve Bunting (Thanksgiving);

The Lorax by Dr. Seuss (Earth Day),

Memorial Day Surprise by Theresa Martin Golding or other books in class libraries]

President

Abe Lincoln’s Hat by Martha Brenner;

Who Was George Washington? by Roberta Edwards;

Who Was Abraham Lincoln? by Janet Pascal, Nancy Harrison, and John O’Brien;

Who Was Martin Luther King, Jr.? by Bonnie Bader and Elizabeth Wolf; or other books in class libraries]

Patriotic Symbols

Red, White, and Blue – John Herman

A Flag of Our Country – Eve Spencer

F is for Flag – Wendy Chevette Lewison

Pledge of Allegiance – Scholastic

- Scholastic News and Weekly Reader- Student Magazine and Online Resources

- Patriotic Songs
- <http://video.nationalgeographic.com/video/kids/history-kids/>
- <http://www.brainpopjr.com/socialstudies/biographies/georgewashington/preview.weml>
- http://www.scholastic.com/scholastic_thanksgiving/
- <http://video.nationalgeographic.com/video/kids/history-kids/christopher-columbus-kids/>
- <http://www.apples4theteacher.com/holidays/>

STAGE 1 – DESIRED RESULTS

Kindergarten - Unit 4
Unit Title: Farms and Factories

Established Goals: Economics, Innovations, and Technology

- 6.1.4.C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.

Understandings: *Students will understand that...*

- People make decisions based on their needs and wants.
- Some needs are more critical than others for survival.
- Communities depend farms and factories for essential needs.
- Farms are located in the country.
- Factories are located in or near cities.

Essential Questions:

- What needs are the most important to live?
- Are wants important?
- What types of things do your family buy?
- Do farms and factories have to work together?
- What makes a place good to have a farm or factory?

Students will know:

- Needs are essential.
- Wants are desires.
- What makes up a farm.
- The components of a factory.

Students will be able to:

- Distinguish between needs and wants
- Name things that come from a farm.
- Name things that come from a factory.
- Compare and contrast farm goods with factory goods.
- Identify machines used on farms and in factories.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Suggested Tasks

- Collage of needs and wants poster
- Farm product collage

Example:

Goal: to help students compare and contrast farms and factories.

Role: Farmer and Factory Worker.

Audience: Kindergarten

Classmates. **Product/Performance:** Students need to create a poster of farms vs. factory.

Standard/Criteria for Success: Your poster needs to have five animals/machines on a farm and five machines/products made in a factory.

Other Evidence:

Summative Assessments: Summative assessments should provide overall evidence of the students’ learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

- Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? “good test takers”
- Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers”

Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.

	<p>Formative Assessments: Formative assessments should be used throughout the unit and lessons to check for students' understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.</p> <p>Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.</p>
<p>Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)</p>	

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

- **Read Aloud Trade Books**
 - Need It or Want It – Colleen Hord**
 - The Giving Tree – Shel Silverstein**
 - Max's Dragon Shirt – Rosemary Wells**
 - Chicken Sunday – Patricia Polacco**
 - Arthur's TV Trouble – Marc Brown**
 - Nothing – Jon Age**

- **Teacher Resources:**

Farming Websites - <http://teachersites.schoolworld.com/webpages/KGwinn/index.cfm?subpage=319245>

Name _____ Date _____

Kindergarten Mid-year Assessment

Cut out the names of the people who work in the community. Glue them in the correct box and draw a picture to go with it.

police officer	dentist	teacher	mail carrier
doctor	firefighter	teacher	

This is a dentist office.	This is a school.
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Who works here?

Who works here?

This is a post office.

This is a hospital.

Who works here?

Who works here?

This is a police station.

This is a fire station.

Who works here?

Who works here?

Name

Date

Kindergarten End-of-Year Assessment

Draw and/or write a picture in the box to show a holiday or activity tradition for each month.

September	October	November

December	January	February

March	April	May/June

Social Studies Curriculum Map: Grade 1

Months	September/October	November/December
Unit/Strand	Unit 1: Making Good Decisions	Unit 2: Needs/Wants and Money
NJSLS	6.1.4.P.1;6.1.4.A.1	6.1.4.C.2; 6.1.4.C.8; 6.1.4.C.10
Essential Questions	<p>What is fairness?</p> <p>What would our classroom be like if we did not take care of each others' concerns?</p> <p>Which is more important - freedom or security?</p> <p>How can citizens become contributing members of their community?</p>	<p>How do needs and wants change?</p> <p>What factors influence what people buy?</p> <p>What role does money play in a family?</p>
Skills	<ul style="list-style-type: none"> • Explain what makes a rule and a consequence fair from a community perspective. • Discuss how rules and consequences help us maintain order. • Apply effective decision-making strategies when faced with a rule-breaking situation. • Explain why each person is responsible for maintaining a safe environment. • Discuss various ways to become involved with the community. 	<ul style="list-style-type: none"> • Distinguish between needs and wants. • Identify differences between needs and wants in varying communities. • Define supply and demand and identify how it impacts their lives. • Compare ways to earn, save, and spend money. • Compare various jobs.
Concepts	<ul style="list-style-type: none"> • Fairness should be considered when making decisions. • Rules and consequences help us maintain order both at school and in the community. • Each person is responsible for following and modeling rules. • Evaluating past decisions helps with making future decisions. • A successful community works when members contribute to the community such as volunteering for the fire department, becoming a police officer, being involved in the parks and recreation. 	<ul style="list-style-type: none"> • Various factors cause change in a person's needs and wants (where you live, supply and demand) • Families earn, spend, and save money in different ways

Social Studies Curriculum Map: Grade 1

Months	January/February	March
Unit/Strand	Unit 3: Making A Difference	Unit 4: American Folklore
NJSLS	6.1.4.A.9; 6.1.4.A.10	6.1.4.D.12; 6.1.4.D.13; 6.1.4.D.17; 6.1.4.D.18; 6.1.4.D.20
Essential Questions	<p>Is it important to protect fundamental rights?</p> <p>What factors lead to social change?</p> <p>Who is responsible for social change?</p> <p>Can one person make a difference?</p> <p>Why is there sometimes a need for laws to change in a community?</p>	<p>Is folklore important to the American identity?</p> <p>What history is learned through folklore?</p>
Skills	<ul style="list-style-type: none"> • Identify significant factors that can lead to or have led to social change. • Explain whose responsibility it is for social change to occur. • Discuss the impact that Dr. Martin Luther King, Jr. had on ending segregation and gaining equal rights for all citizens. • Compare and contrast the rights of women in the past and the present. (right to vote) 	<ul style="list-style-type: none"> • Recognize famous fictional characters from American folklore. • Compare fictional characters from various stories and cultures. • Identify origins of American folklore. • Identify periods of history referenced in various folktales
Concepts	<ul style="list-style-type: none"> • Responsibility for social change comes from community needs and values • <u>All</u> people have fundamental rights, which need to be protected. • Dr. Martin Luther King, Jr. was an important figure in American history, who helped all Americans gain equal rights. • The rights of women have evolved through history. • There are many different ways to bring about social change. (i.e. boycott, petition, contact lawmakers, etc.) 	<ul style="list-style-type: none"> • Folklore and fictional characters from the United States provide a common thread that enables people from different cultures to feel connected. • We live in a diverse society and we need to respect cultural differences. • In times of conflict, people turn to folklore as a way to unify a community or culture. • Folklore reflects historical events.

Social Studies Curriculum Map: Grade 1

Months	April/May	June
Unit/Strand	Unit 5: Resources and the Environment	Unit 5: Maps
NJSLS	6.1.4.B.7; 6.1.4.B.8	6.1.4.B.1; 6.1.4.B.4
Essential Questions	<p>What makes a natural resource important?</p> <p>How does our environment affect our lives?</p>	<p>How do we represent the world around us?</p> <p>Are maps important?</p> <p>What makes an area or community unique?</p>
Skills	<ul style="list-style-type: none"> • List natural resources (e.g.; water, plants, soil) • Identify ways to protect and conserve natural resources. • Explain how lives are affected by the environment. 	<ul style="list-style-type: none"> • Locate state, country, and continent on a map and globe. • Identify and compare characteristics of cities and towns.
Concepts	<ul style="list-style-type: none"> • We depend on the Earth for natural resources in our everyday life. • We have a responsibility to take care of our planet. • The environment affects the activities, homes, and jobs of the people who live there. 	<ul style="list-style-type: none"> • Maps are used to locate various places in the world. • Rural and urban areas have different characteristics. • Maps can represent a variety of information (climate, directions, rainfall amounts etc.)

STAGE 1 – DESIRED RESULTS**First Grade Unit 1
Unit Title: Making Good Decisions****Established Goals:**

6.1.4.P.1: Demonstrate an understanding of rules by following most classroom routines.

6.1.4.A.1: Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote common good.

Understandings: *Students will understand that...*

- Fairness should be considered when making decisions.
- Rules and consequences help us maintain order both at school and in the community.
- Each person is responsible for following and modeling rules.
- Evaluating past decisions helps with making future decisions.
- A successful community works when members contribute to the community such as volunteering for the fire department, becoming a police officer, being involved in the parks and recreation.

Essential Questions:

- What is fairness?
- What would our classroom be like if we did not take care of each others' concerns?
- Which is more important - freedom or security?
- How can citizens become contributing members of their community?

Students will know:

- Essential vocabulary terms (consequences, fairness, order, rules, community etc.)
- The positive outcomes of having order and fairness in a classroom and community.
- Decisions have consequences.
- Evaluating past decisions is important to make better decisions in the future.
- There are people in authoritative roles that enforce rules (parents, teachers, police officers, judges).
- Rules and laws are in place to protect the safety of people (wearing a helmet when riding a bike, using a crosswalk, etc)
- There are various ways a citizen can become involved in their community.

Students will be able to:

- Explain what makes a rule and a consequence fair from a community perspective.
- Discuss how rules and consequences help us maintain order.
- Apply effective decision-making strategies when faced with a rule-breaking situation.
- Explain why each person is responsible for maintaining a safe environment.
- Discuss various ways to become involved with the community.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:
Suggested Tasks

- Write/Draw about a time in your life that something wasn't fair to you. Then explain how you fixed it or how the situation became fair.
- Work in partners to play fair/unfair activity (see below)
- Role Play different school scenarios about students breaking rules and choosing appropriate consequences for the behaviors.

Example: Goal: Your goal is to determine if different situations are fair or unfair. If the situation was unfair, you need to determine a way it can be fair by finding a matching “fixer” strip. Each strip contains a way to turn an unfair situation into a fair one; such as taking turns.

Role: You are playing the part of the teacher or authority figure. **Audience:** A group of first graders.

Situation: You are presented with many different scenarios that happened during recess.

Product/Performance: With your partner, pick the different recess scenarios from the bag. Take turns being the “teacher” and tell your partner if the scenario was fair or unfair. Be sure to find the matching “fixer” strip. **Standards/Criteria for Success:** On chart paper, labeled fair and unfair, glue the scenarios on the appropriate chart. Include any “fixer” strips needed. All charts can be hung around the room.

Other Evidence:

Summative Assessments: Summative assessments should provide overall evidence of the students' learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

- Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? “good test takers”
- Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers”

Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.

Formative Assessments: Formative assessments should be used throughout the unit and lessons to check for students' understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.

Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations

Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

Suggested Read aloud trade books:

One Fine Day by Nonny Hogrogian

Cookies: Bite-Size Life Lessons by Amy Krouse Rosenthal

Officer Buckle and Gloria by Peggy Rathman

We Live Here Too!: Kids Talk About Good Citizenship by Nancy Loewen

Being a Good Citizen: A Book About Citizenship by Mary Small

If Everybody Did by Jo Ann Stover

Suggested websites:

www.educationworld.com Teaching good citizenship's five themes

<http://bensguide.gpo.gov> General overview of citizenship and government organized by grade level and topic

STAGE 1 – DESIRED RESULTS**First Grade – Unit 2****Unit Title: Needs/Wants and Money****Established Goals: Economics, Innovation, and Technology**

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations

6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community

6.1.4.C.10 Recognize the role of money, savings, debt, and investment in individuals' lives.

Understandings: *Students will understand that...*

- Various factors cause change in a person's needs and wants (where you live, supply and demand)
- Families earn, spend, and save money in different ways

Essential Questions:

- How do needs and wants change?
- What factors influence what people buy?
- What role does money play in a family?

Students will know:

- Families who live in different communities have different needs and wants.
- The supply and demand in a community has an impact on a family's needs and wants.
- Jobs provide a means for people to earn money.
- Families make decisions regarding spending and saving money.
- Families can save money in different ways.

Students will be able to:

- Distinguish between needs and wants.
- Identify differences between needs and wants in varying communities.
- Define supply and demand and identify how it impacts their lives.
- Compare ways to earn, save, and spend money.
- Compare various jobs.

STAGE 2 – ASSESSMENT EVIDENCE**Performance Tasks:****Example:**

Goal: To rank and distinguish between needs and wants.

Role: A family member.

Audience: Other family members

Product/Performance: A need and want list

Standard/Criteria for Success: Your wants list can be written/drawn of five wants in order from most to least. Create a needs list of the most to least important needs for the family.

Other Evidence:**Summative Assessments**

Summative assessments should provide overall evidence of the students' learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas?

Assessments should pass the two question test:

- Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? "good test takers"
- Could students do poorly on the specific assessment(s), but really have mastery of the content in question? "bad test takers"

Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.

	<p>Formative Assessments</p> <p>Formative assessments should be used throughout the unit and lessons to check for students' understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.</p> <p>Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.</p>
<p>Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)</p>	

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

- **Read Aloud Trade Books**
 - Needs and Wants – Gillia M. Olson
 - The Bag I'm Taking to Grandma's - Shirley Neitzel
 - Do I Need It? or Do I Want It?: Making Budget Choices – Jennifer S. Larson
 - A Birthday for Frances – Russel Hoban

- **Teacher Resources**
 - <http://pbskids.org/itsmylife/money/managing/article2.html>
 - <http://www.brainpopjr.com/socialstudies/economics/needsandwants/grownups.weml>
 - <http://www.socialstudiesforkids.com>

STAGE 1 – DESIRED RESULTS

**First Grade Unit 3
Unit Title: Making a Difference**

Established Goals:

- 6.1.4.A.9: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.10: Describe how the actions of Dr. Martin Luther King Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

Understandings: *Students will understand that...*

- Responsibility for social change comes from community needs and values
- All people have fundamental rights, which need to be protected.
- Dr. Martin Luther King, Jr. was an important figure in American history, who helped all Americans gain equal rights.
- The rights of women have evolved through history.
- There are many different ways to bring about social change. (i.e. boycott, petition, contact lawmakers, etc.)

Essential Questions:

- Is it important to protect fundamental rights?
- What factors lead to social change?
- Who is responsible for social change?
- Can one person make a difference?
- Why is there sometimes a need for laws to change in a community?

Students will know:

- How to address social concerns in a positive and appropriate way.
- Essential vocabulary terms (rights, laws, social change, boycott, etc.)
- Examples of social change throughout American history that affected the rights of African Americans and women

Students will be able to:

- Identify significant factors that can lead to or have led to social change.
- Explain whose responsibility it is for social change to occur.
- Discuss the impact that Dr. Martin Luther King, Jr. had on ending segregation and gaining equal rights for all citizens.
- Compare and contrast the rights of women in the past and the present. (right to vote)

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Suggested Tasks

- Create a timeline of important events in Dr. Martin Luther King, Jr. 's life.
- Brainstorm lists of rights that first graders have, and what would happen if they were taken away.

Other Evidence:

Summative Assessments: Summative assessments should provide overall evidence of the students' learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly

<p>(i.e. the right to come to school)</p> <ul style="list-style-type: none"> Imagine that only people with brown hair are allowed to play on the playground at recess. <p>Example: Goal: Your goal is to determine if any students' rights are being violated. If you think that they are, you should create a plan to implement change in your school. Role: You are playing the part of a blonde haired student. Audience: The teachers and principal of your school. Situation: Only people with brown hair are allowed to play on the playground. The children with different colored hair are upset!</p> <p>Product/Performance: With your group, create a poster that lists the reasons why all people should be allowed to play on the playground. Add a suggestion for what students should do to change the rules so that everyone can play. Standards/Criteria for Success: Poster should address equal rights for all students. Suggestion for a solution should be peaceful.</p>	<p>learned skills in other areas? Assessments should pass the two question test:</p> <ul style="list-style-type: none"> Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? "good test takers" Could students do poorly on the specific assessment(s), but really have mastery of the content in question? "bad test takers" <p>Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.</p> <p>Formative Assessments: Formative assessments should be used throughout the unit and lessons to check for students' understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.</p> <p>Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations</p>
<p>Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)</p>	

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

Suggested Read aloud trade books:

Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport and Bryan Collier

If A Bus Could Talk: The Story of Rosa Parks by Faith Ringgold

Whoever You Are by Mem Fox

Suggested websites:

www.brainpopjr.com Dr. Martin Luther King Jr., Rosa Parks, Susan B. Anthony, rights and responsibilities

STAGE 1 – DESIRED RESULTS**First Grade: Unit 4****Unit Title: American Folklore****Established Goals:**

- 6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage
- 6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people
- 6.1.4.D.17: Explain the role of historical symbols, monuments, and holidays and how they affect the American identity
- 6.1.4.D.18: Explain how an individual’s beliefs, values, and traditions may reflect more than one culture
- 6.1.4.D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world

Understandings: *Students will understand that...*

- folklore and fictional characters from the United States provide a common thread that enables people from different cultures to feel connected
- We live in a diverse society and we need to respect cultural differences
- In times of conflict, people turn to folklore as a way to unify a community or culture
- Folklore reflects historical events

Essential Questions:

- Is folklore important to the American identity?
- What history is learned through folklore?

Students will know:

- A folktale is a story or legend forming part of an oral tradition
- Characteristics of a folktale
- Examples of famous American folktales and characters
- Folktales and folklore reflect the beliefs and ideals of a culture

Students will be able to:

- recognize famous fictional characters from American folklore
- compare fictional characters from various stories and cultures
- identify origins of American folklore
- identify periods of history referenced in various folktales

STAGE 2 – ASSESSMENT EVIDENCE**Performance Tasks:**

Suggested tasks

- Write a class tall tale, demonstrating understanding of the combination of fact and fiction in the story.
- Complete t-chart showing understanding of fact vs. fiction in a tall tale

Example: Goal: Your goal is to identify the facts and fictional aspects of a tall tale. **Role:** You are playing the part of a first grader. **Audience:** A group of first graders. **Product/Performance:** With your partner, create a t-chart for a tall tale, showing facts and fiction in the story. **Standards/Criteria for Success:** Each t-chart should list at least three facts and three fictional elements from the story.

Other Evidence:

Summative Assessments: Summative assessments should provide overall evidence of the students’ learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

- Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? “good test takers”
- Could students do poorly on the specific assessment(s), but really have mastery of the

	<p>content in question? “bad test takers”</p> <p>Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.</p> <p>Formative Assessments: Formative assessments should be used throughout the unit and lessons to check for students’ understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.</p> <p>Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations</p>
<p>Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)</p>	

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

Teacher Resources:

Suggested Websites:

www.americanfolklore.net general information on folklore and folktales

<http://www.thevirtualvine.com/johnny.html> Reader’s Theater, general information, games, etc.

http://minibooks.scholastic.com/content/collateral_resources/swf/09/IWB09_e002.swf?It=MB/ib//eng/FullScreenI

[WB//MB_proddetail/txt/IWBusgae///](http://www.minibooks.scholastic.com/content/collateral_resources/swf/09/IWB09_e002.swf?It=MB/ib//eng/FullScreenI) Guided Reading book to print on Johnny Appleseed

<http://ccss1.watchknowlearn.org/Video.aspx?VideoID=8196&CategoryID=2596> Video on Paul Bunyan

<http://www.simpsonell.com/web-based.cfm?subpage=823938> Video on John Henry

egfriese.myweb.uga.edu/portfolio/biblio6380.doc List of books and activity suggestions for various tall tales.

STAGE 1 – DESIRED RESULTS

First Grade – Unit 5

Unit Title: Maps, Resources, and the Environment

Established Goals:

- 6.1.4.B.1: Compare and contrast information that can be found on different types of maps, and determine when the information may be useful
- 6.1.4.B.4: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States
- 6.1.4.B.7: Explain why some locations in New Jersey and the United States are more suited for settlement than others
- 6.1.4.B.8: Compare ways people choose to use and divide natural resources.

Understandings: *Students will understand that...*

- Maps are used to locate various places in the world.
- We depend on the Earth for natural resources in our everyday life.
- Rural and urban areas have different characteristics.
- We have a responsibility to take care of our planet.
- The environment affects the activities, homes, and jobs of the people who live there.
- You can have maps to represent various information (climate, directions, rainfall amounts etc.)

Essential Questions:

- How do we represent the world around us?
- Are maps important?
- What makes an area or community unique?
- What makes a natural resource important?
- How does our environment affect our lives?

Students will know:

- Key terms (urban, suburban, population, city, town, natural resources, habitats etc.)
- Various models used to represent the world (globe, map)
- Urban areas are densely populated and close to cities.
- Suburban areas are less populated and farther away from cities.
- Natural resources (water, trees, habitats) need to be protected
- How the environment affects the culture of a community.

Students will be able to:

- Locate state, country, and continent on a map and globe.
- List natural resources (e.g.; water, plants, soil)
- Identify ways to protect and conserve natural resources.
- Identify and compare characteristics of cities and towns.
- Explain how lives are affected by the environment.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Goal: To show the differences between a town and a city
Role: You are playing the part of a town mayor or a city mayor.
Audience: Citizens. **Situation:** You are trying to convince citizens to move to your town or city.
Product/Performance: Create a brochure that will list (words or pictures) at least three reasons to move to your town or city. i.e. Reasons to move to a town: quiet streets, small neighborhoods, etc. Reasons to move to a city: interesting museums, close to jobs, easy transportation, etc.
Standards/Criteria for Success: Brochure should contain at least three positive attributes of a city or town.

Other Evidence:

Summative Assessments: Summative assessments should provide overall evidence of the students’ learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

- Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? “good test takers”
- Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers”

Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.

Formative Assessments: Formative assessments should be used throughout the unit and lessons to check for students’ understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.

Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.

Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

Suggested Read Alouds:
City Dog by Karla Kuskin
Common Ground: The Water, Earth, and Air We Share by Molly Bang
The Lorax by Dr. Seuss
My Map Book by Sara Farelli

Suggested Websites:
http://www.doe.virginia.gov/testing/sol/standards_docs/science/2010/lesson_plans/grade1/earth_resources/sess_1-8a.pdf
 Lesson plan for natural resources

Name: _____

Teacher: _____

Social Studies Mid-Year Benchmark Assessment

Think about the rights that you have as a first grader. Write your ideas in the box below. Include at least three.

Now think about what would happen if these rights were taken away! Choose one of your ideas from the box above and write about what would happen if you no longer had that right. How would your life be different? What would be a consequence of losing that right? How would you feel? Write at least three sentences.

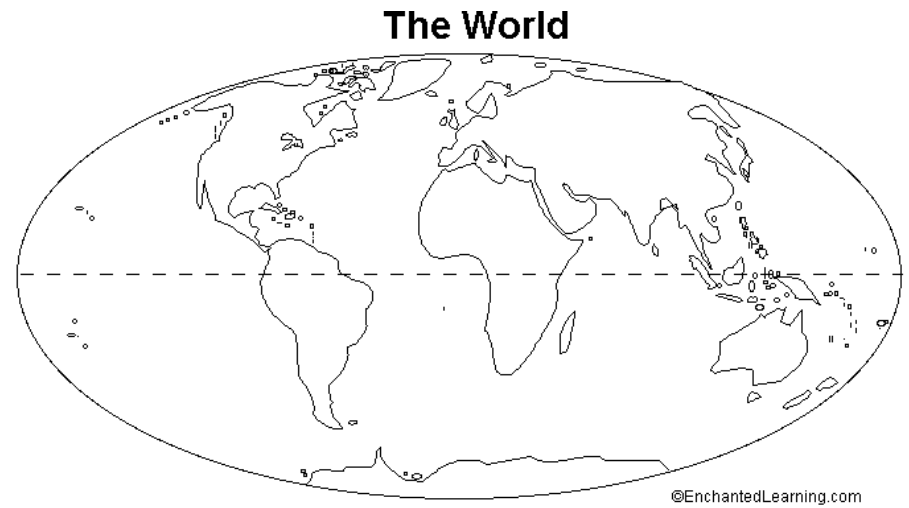
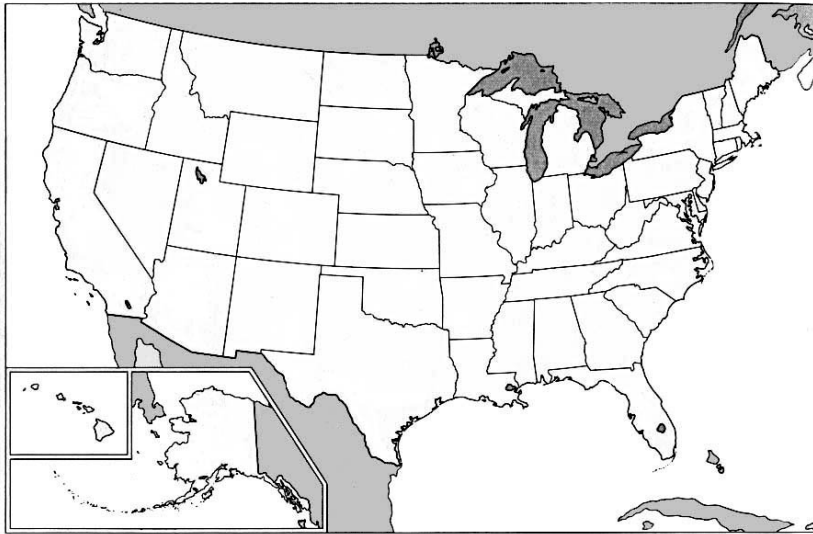
Name: _____

Teacher: _____

Social Studies Year-End Benchmark Assessment

Find and color New Jersey.

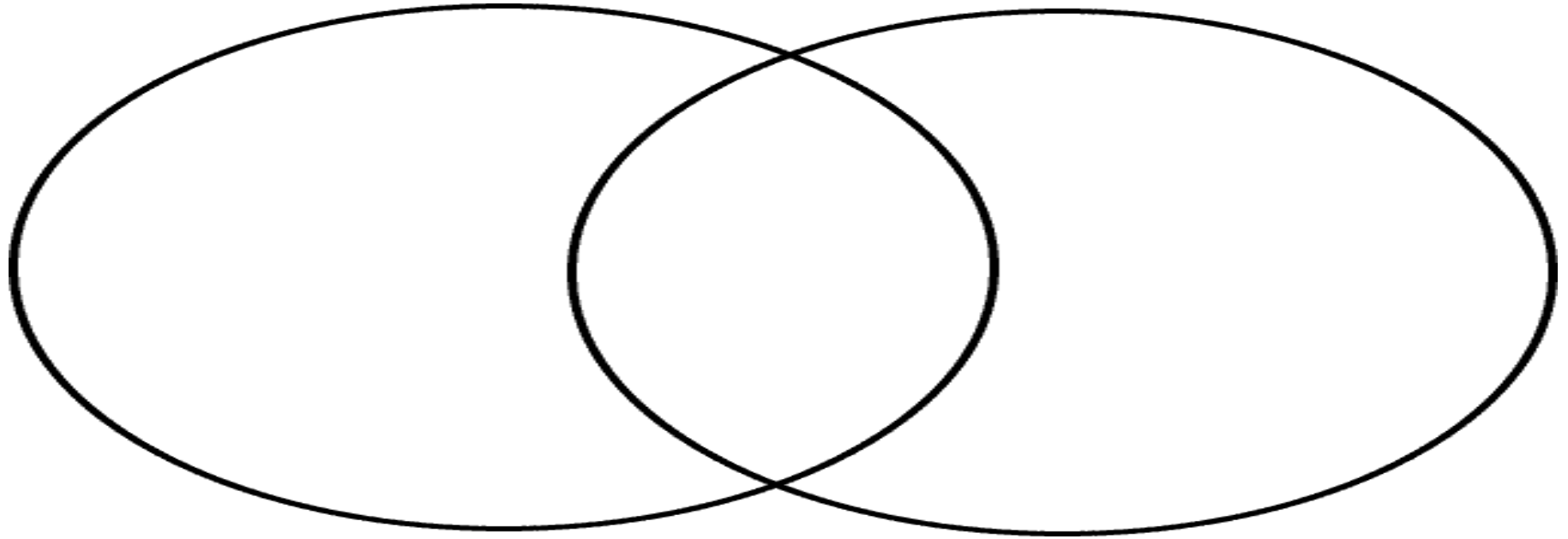
Find and color North America.



Find and color the United States of America.



Using what you know about cities and towns, complete the Venn diagram below. Think about homes, transportation, entertainment, and environment.



Would you rather live in a city or a town? Write at least three sentences below telling where you would like to live and WHY!

Social Studies Curriculum Map: Grade 2

Months	September/October	November/December
Unit/Strand	Unit 1 Geography, People, and Environment	Unit 2 American Life
NJSLS	6.1.4.B.1; 6.1.4.B.4; 6.1.4.B.6; 6.1.4.B.8	6.1.4.D.2; 6.1.4.D.3
Essential Questions	How do we represent the world around us? What makes a place unique and different? How do people change and adapt to their environment?	Why did people come to America to form the 13 colonies? What were the first European settlements in North America? Why did people come to America to form the 13 colonies? How do Native American cultures differ by region? How has our community changed over time? What was the Westward Expansion?
Skills	Describing the physical features and human characteristics of places and regions of the United States. Identifying various ways people have adapted to their changing environment. Describing how a community is affected by seasonal and climate changes. Interpreting map key symbols to locate places on a map Labeling the 7 continents and 4 oceans on maps and globes. Locating their community, state, country, and continent on maps/globes. Identifying and using the 4 cardinal directions. Describing the role of natural resources in our everyday life. (such as, air, land, water) Identifying personalized environmental issues such as littering and recycling, and explaining why these actions are important.	Compare and contrast Native American cultures by region. Discuss the types of goods traded between the Native Americans and the colonists. Describe the significance of the First Thanksgiving and comparing to today's celebrations. Explain why pioneers moved west to obtain land and build homes. Use timelines to illustrate the order of American life from Pilgrim to Westward expansion.

Social Studies Curriculum Map: Grade 2

Concepts	<p>Climate, geographical location, natural resources and people are what make a place unique and different.</p> <p>People are dependent upon the natural resources found on Earth.</p> <p>Maps of various types are used as a means to represent the world</p> <p>People change and adapt to their environments.</p>	<p>Why the first European settlers came to America and the challenges they faced.</p> <p>The interaction between the European settlers and the Native Americans.</p> <p>Native American cultures differ based on where they live.</p> <p>Why the 13 colonies were formed.</p> <p>How American life has changed over time.</p> <p>Timelines help to sequence a series of events.</p>
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Social Studies Curriculum Map: Grade 2

Months	January/February	March/April
Unit/Strand	Unit 3 Civics, Government, and Human Rights	Unit 4 Famous Americans
NJSLS	6.1.4.A.1; 6.1.4.A.2; 6.1.4.A.9; 6.1.4.A.10; 6.1.4.A.11; 6.1.4.A.12; 6.1.4.A.15; 6.1.4.A.16	6.1.4.A.10; 6.1.4.A.16; 6.1.4.D.12; 6.1.4.D.6
Essential Questions	How do we represent the world around us? What makes a place unique and different? How do people change and adapt to their environment?	Who helped to shape American life? How have people of the past affected our lives today? How is a timeline used to sequence important events in a person's life?
Skills	Describing the physical features and human characteristics of places and regions of the United States. Identifying various ways people have adapted to their changing environment. Describing how a community is affected by seasonal and climate changes. Interpreting map key symbols to locate places on a map Labeling the 7 continents and 4 oceans on maps and globes. Locating their community, state, country, and continent on maps/globes. Identifying and using the 4 cardinal directions. Describing the role of natural resources in our everyday life. (such as, air, land, water) Identifying personalized environmental issues such as littering and recycling, and explaining why these actions are important.	Identify famous Americans who contributed to the development of American life. (i.e. George Washington, Thomas Jefferson, Benjamin Franklin, Thomas Edison, Alexander Graham Bell, etc.) Understand and explain why these people are famous and discuss their contributions to the development of American culture. Explore the use of timelines to mark important events in a person's life. Create a timeline of important events in a famous American's life and discuss the use of sequencing to identify significant moments.
Concepts	Climate, geographical location, natural	That there have been specific

Social Studies Curriculum Map: Grade 2

	<p>resources and people are what make a place unique and different.</p> <p>People are dependent upon the natural resources found on Earth.</p> <p>Maps of various types are used as a means to represent the world</p> <p>People change and adapt to their environments.</p>	<p>people who have helped to shape American life through the years.</p> <p>That timelines can be used to mark important events in our own lives and the lives of famous people.</p>
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Months	May/June	
Unit/Strand	<p>Unit 5</p> <p>Economics, Innovation, and Technology</p>	
NJSLS	<p>6.1.5.C.5; 6.1.4.C.15; 6.1.4.C.16;</p> <p>6.1.4.C.17;6.1.4.C.18</p>	
Essential Questions	<p>How does innovation affect our lives?</p> <p>How has creativity and innovation led to improvements in lifestyle, access to information, and the creation of new products?</p> <p>How has the development of different transportation systems impacted how we transport goods (railroad, etc)?</p> <p>How has the development of communications systems led to increased collaboration and the spread of ideas?</p> <p>What role has science and technology played in the transition from an agricultural society to an industrial society, and then to the information age?</p>	
Skills	<p>Identify the modes of communication used to transmit ideas.</p> <p>Understand that effective communication skills assist in preventing misunderstandings.</p> <p>Identify the types of transportation used to move goods and people.</p> <p>Understand the reasons why society evolved from an agricultural to an</p>	

Social Studies Curriculum Map: Grade 2

	industrial society, and then to the current information age.	
Concepts	<p>Economic opportunities are related to the availability of resources and technology</p> <p>Inventions throughout history have changed our lives.</p> <p>Improvements in science and technology played a major role in the transition from an agricultural society to an industrial society, and then to the information age.</p> <p>Improved access to information helps avoid miscommunication.</p> <p>The ways goods have been transported throughout history.</p> <p>That having effective communication skills assist in preventing misunderstandings and preparing for upcoming events. (weather forecasting, social media, print, news.)</p>	

STAGE 1 – DESIRED RESULTS	
<p>Second Grade – Unit 1</p> <p>Unit Title: Geography, People, and Environment</p>	
<p>Established Goals: Geography, People, and Environment</p> <p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be helpful.</p> <p>6.1.4.B.4 Describe how landforms, climate, and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4.B.8 Compare ways people choose to use and divide natural resources.</p>	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Climate, geographical location, natural resources and people are what make a place unique and different. • People are dependent upon the natural resources found on Earth. • Maps of various types are used as a means to represent the world • People change and adapt to their environments. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we represent the world around us? • What makes a place unique and different? • How do people change and adapt to their environment?
<p>Students will know:</p> <ul style="list-style-type: none"> • Various physical features that make up different locations. • How to read maps and globes. • The continents and oceans of the Earth. • What people use natural resources for. • How climate affects everyday life. • What you wear, where you live, and what resources the community has access to, is determined by climate. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describing the physical features and human characteristics of places and regions of the United States. • Identifying various ways people have adapted to their changing environment. • Describing how a community is affected by seasonal and climate changes. • Interpreting map key symbols to locate places on a map • Labeling the 7 continents and 4 oceans on maps and globes. • Locating their community, state, country, and continent on maps/globes. • Identifying and using the 4 cardinal directions. • Describing the role of natural resources in our everyday life. (such as, air, land, water) • Identifying personalized environmental issues such as littering and recycling, and explaining why these actions are important.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Example:

Goal: To show how jobs and activities are influenced by location.

Role: Job seeker

Audience: Self

Product/Performance: design a help wanted ad.

Standards/Criteria for Success: Your ad must include the type of job and location of job in the description. i.e- help wanted Denver, CO. Ski instructor for 3 times a week during winter months.

Other Evidence:

Summative Assessments

Summative assessments should provide overall evidence of the students’ learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

- Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? “good test takers”
- Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers”

Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.

Formative Assessments

Formative assessments should be used throughout the unit and lessons to check for students’ understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.

Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations

Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix.

STAGE 3 – LEARNING PLAN**Summary of Learning Activities:**

- Read Aloud trade Books
 - In Front of My House** – Marianne Dubric
 - Follow that Map!** – Scot Ritchie
 - Geography From A to Z** – Jack Knowlton
- Teacher Resources
 - www.discoveryeducation.com
 - www.brainpopjr.com
 - www.bensguide.gpo.gov
 - www.socialstudiesforkids.com

STAGE 1 – DESIRED RESULTS

Second Grade – Unit 2

Unit Title: American Life

Established Goals: History, Culture, and Perspectives

6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically, and today.

Understandings: *Students will understand. . . .*

- Why the first European settlers came to America and the challenges they faced.
- The interaction between the European settlers and the Native Americans.
- Native American cultures differ based on where they live.
- Why the 13 colonies were formed.
- How American life has changed over time.
- Timelines help to sequence a series of events.

Essential Questions:

- Why did people come to America to form the 13 colonies?
- What were the first European settlements in North America?
- Why did people come to America to form the 13 colonies?
- How do Native American cultures differ by region?
- How has our community changed over time?
- What was the Westward Expansion?

Students will know:

- The original 13 colonies
- How to read and design a timeline
- How the European Settlers and the Native Americans interacted.
- The cultural differences between Native American tribes.
- How the European Settlers and the Native Americans interacted.
- The events which led to the Westward expansion in America.

Students will be able to:

- Compare and contrast Native American cultures by region.
- Discuss the types of goods traded between the Native Americans and the colonists.
- Describe the significance of the First Thanksgiving and comparing to today’s celebrations.
- Explain why pioneers moved west to obtain land and build homes.
- Use timelines to illustrate the order of American life from Pilgrim to Westward expansion.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Suggested Tasks

- Perform a play that describes the significance of the first Thanksgiving
- Create a timeline to illustrate the order of American Life from Pilgrim to Westward Expansion.

Example:

Goal: to compare and contrast Native American cultures by region

Role: Historian

Other Evidence:

Summative Assessments

Summative assessments should provide overall evidence of the students’ learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

- Could students do the proposed assessment(s)

Audience: peers

Product/Performance: Design a pamphlet about Native Americans.

Standard/Criteria for Success: The Pamphlet should contain two different Native American Tribes. Draw and write distinguishing facts about each of the tribe's cultures and regions they settled in.

well, but not really have mastered or understood the content in question? "good test takers"

- Could students do poorly on the specific assessment(s), but really have mastery of the content in question? "bad test takers"

Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.

Formative Assessments

Formative assessments should be used throughout the unit and lessons to check for students' understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.

Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations

Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix.

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

- **Teacher Resources:**

www.socialstudiesforkids.com

www.proteacher.com

www.educationworld.com/a_sites/sites062.shtml

- **Texts:**

Red Bird Sings: The Story of Zitkala-sa-Gina Capaldi and Q.L.Pearce

Mohala Mai'O: How Hau Became Hau'ula-Robert Lono

Woman Who Lived with Wolves, and Other stories from the Tipi-Paul Goble

STAGE 1 – DESIRED RESULTS

Second Grade – Unit 3

Unit Title: Civics, Government, and Human Rights

Established Goals: Civics, Government, and Human Rights

- 6.1.4.A.1: Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.2: Explain how the fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy.
- 6.1.4.A.9: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.10: Describe how the actions of civil rights leaders served as a catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at all levels.
- 6.1.4.A.12: Explain the process of creating change at the local, state and national level.
- 6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions challenges.
- 6.1.4.A.16: Explain how leaders promote human rights and provide aid where appropriate.

Understandings: *Students will understand that...*

- The United States Constitution and Bill of Rights protect the rights of citizens.
- Citizens have a responsibility to be a part of making laws.
- How national leaders promote human rights and provide aid to those in need.
- Through the participation of citizens, leaders, and organizations human rights are protected.

Essential Questions:

- How does the United States Constitution and Bill of Rights guarantee rights for citizens?
- How do the needs of a community impact the creation of laws?
- Can rules and laws be used to resolve conflict?
- Can diverse cultures collaborate to find solutions in a community? I.e. Human rights, global problems.
- Who is responsible for social change to occur?

Students will know:

- Essential vocabulary terms (law, rule, culture, etc.)
- The significance and importance of the United States Constitution and the Bill of Rights.
- Laws are created based on the needs of communities.
- Laws and rules are enforced to help with conflict resolution.
- Different cultures must work together to help resolve common issues.

Students will be able to:

- Explaining the purpose of the United States Constitution and Bill of Rights is.
- Determine which laws and rules are appropriate for certain communities (school, town etc.)
- Deciphering the differences between laws and rules.
- Working together to resolve conflicts.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Suggested Tasks

- Create a Book of all the rules you feel are important and how the rules help maintain order.
- Design a class Constitution and Bill of Rights.
- Students work in partners to create a poster for each of the 10 rights. The poster can include student drawing and an explanation of the right in “kid language” (Congress can’t make laws about what religion you want to have or stop people from saying what they want in a newspaper or book). Illustrations could include, different churches, newspapers etc.
- Ask students to create an artistic collage image with symbols or items that represent several school or classroom rules. Place their work on the bulletin board when they are done.

Example (G.R.A.S.P Format):

Goal: Your goal is to pick one of the 10 rights that you feel strongly about having.

Role: You are a citizen of the United States.

Audience: A group of politicians.

Situation: The government wants to get rid of the Bill of Rights.

Product/Performance: With your partner, pick one of the Bill of Rights you feel strongly about not losing. Give an oral presentation to your class explaining the one you chose and why it is important to have.

Standards/Criteria for Success: On a piece of paper (space dedicated to writing and space dedicated to drawing) write and explanation of the Right you and your partner chose. Then write a sentence why you this is a good right to have. Draw a picture to explain the right as well. You and your partner will read and show your work to the class. All can be displayed on a Class Bill of Rights board.

Other Evidence:

Summative Assessments

Summative assessments should provide overall evidence of the students’ learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

- Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? “good test takers”
- Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers”

Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.

Formative Assessments

Formative assessments should be used throughout the unit and lessons to check for students’ understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.

Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.

Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)

STAGE 3 – LEARNING PLAN**Summary of Learning Activities:**

- Teacher Resources
 - www.socialstudiesforkids.com
 - www.brainpop.com
 - www.discoveryeducation.com
- Read Aloud trade books
 - Rules and Laws** – Ann-Marie Kishel
 - Fairness** – Cynthia Fitterer Klingel

STAGE 1 – DESIRED RESULTS**Second Grade – Unit 4****Unit Title: Famous Americans****Established Goals: History, Culture, and Perspectives**

- 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights
- 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

Understandings: *Students will understand. . . .*

- That there have been specific people who have helped to shape American life through the years.
- That timelines can be used to mark important events in our own lives and the lives of famous people.

Essential Questions:

- Who helped to shape American life?
- How have people of the past affected our lives today?
- How is a timeline used to sequence important events in a person's life?

Students will know:

- The specific contributions and/or inventions made by the identified famous Americans (i.e. the light bulb, telephone, electricity, author of Declaration of Independence, etc.)
- The important events in some famous Americans' lives that helped lead to their significant contribution to society.

Students will be able to:

- Identify famous Americans who contributed to the development of American life. (i.e. George Washington, Thomas Jefferson, Benjamin Franklin, Thomas Edison, Alexander Graham Bell, etc.)
- Understand and explain why these people are famous and discuss their contributions to the development of American culture.
- Explore the use of timelines to mark important events in a person's life.
- Create a timeline of important events in a famous American's life and discuss the use of sequencing to identify significant moments.

STAGE 2 – ASSESSMENT EVIDENCE**Performance Tasks:****Suggested Tasks**

- Create a timeline to mark the important events of a famous American
- Give a short speech about a famous American's contributions.

Example:

Goal: To explain and define famous Americans who contributed to the development of American life.

Other Evidence:**Summative Assessments**

Summative assessments should provide overall evidence of the students' learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

STAGE 2 – ASSESSMENT EVIDENCE

Role: Historian

Audience: peers

Product/Performance: Develop a short presentation for the class based on a famous American

Standard/Criteria for Success: The presentation should include key contributions made by the famous American for the development of America. The presentation should include a poster with visual aids such as a picture of the famous American, a map of where they lived/traveled etc.

- Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? “good test takers”
- Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers”

Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.

Formative Assessments

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Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix.

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

- **Teacher Resources:**
www.educationworld.com/a_sites/sites028.shtml

Texts:

George Washington-Cheryl Harness

First Biographies: Sacagawea-Jan Gleiter and Kathleen Thompson

First Biographies: Abraham Lincoln-Barbara Knox

First Biographies: Harriet Tubman-Martha Rustad

STAGE 1 – DESIRED RESULTS**Second Grade - Unit 5****Unit Title: Economics, Innovation, and Technology****Established Goals: Economics, Innovation, and Technology**

6.1.5.C.5 Explain the role of specialization in the production and exchange of goods and services.

6.1.4.C.15 Describe how the development of different transportation systems impacted the economics of New Jersey and the United States.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

Understandings: *Students will understand that...*

- Economic opportunities are related to the availability of resources and technology
- Inventions throughout history have changed our lives.
- Improvements in science and technology played a major role in the transition from an agricultural society to an industrial society, and then to the information age.
- Improved access to information helps avoid miscommunication.
- The ways goods have been transported throughout history.
- That having effective communication skills assist in preventing misunderstandings and preparing for upcoming events. (weather forecasting, social media, print, news.)

Essential Questions:

- How does innovation affect our lives?
- How has creativity and innovation led to improvements in lifestyle, access to information, and the creation of new products?
- How has the development of different transportation systems impacted how we transport goods (railroad, etc)?
- How has the development of communications systems led to increased collaboration and the spread of ideas?
- What role has science and technology played in the transition from an agricultural society to an industrial society, and then to the information age?

Students will know:

- Key terms such as: innovation, economics, agriculture, etc.
- Specific inventions that have changed the way we do things. (For example: cotton gin, light bulb, manufacturing machinery, etc)
- Various ways to receive and send information to prevent misunderstandings and prepare for upcoming events. (weather forecasting, social media, print, news)
- Various ways goods and people have been transported today and in the past.
- The effects of society changing from agriculture to industrial and then to a society based on information.

Students will be able to:

- Identify the modes of communication used to transmit ideas.
- Understand that effective communication skills assist in preventing misunderstandings.
- Identify the types of transportation used to move goods and people.
- Understand the reasons why society evolved from an agricultural to an industrial society, and then to the current information age.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Example:

Goal: To explain the different transportation systems and the benefits of each.

Role: Head of Shipping Department.

Audience: Department workers

Product/Performance: Pamphlet for two. Construct different transportation systems (i.e. plane and boat)

Standards/Criteria for Success: Each pamphlet will show a picture of the chosen methods of transportation. Attach a list to each one containing the benefits and consequences of each. (i.e. plane is faster but more expensive)

Other Evidence:

Summative Assessments

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Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

- Read Aloud trade books
Flat Stanley - Jeff Brown
Goodnight, Goodnight Construction Site – Rinker & Lichtenherd

- Teacher Resources

United Streaming video: Transportation in and Between Communities

www.flatstanley.com

www.agclassroom.org

www.federalreserveeducation.org

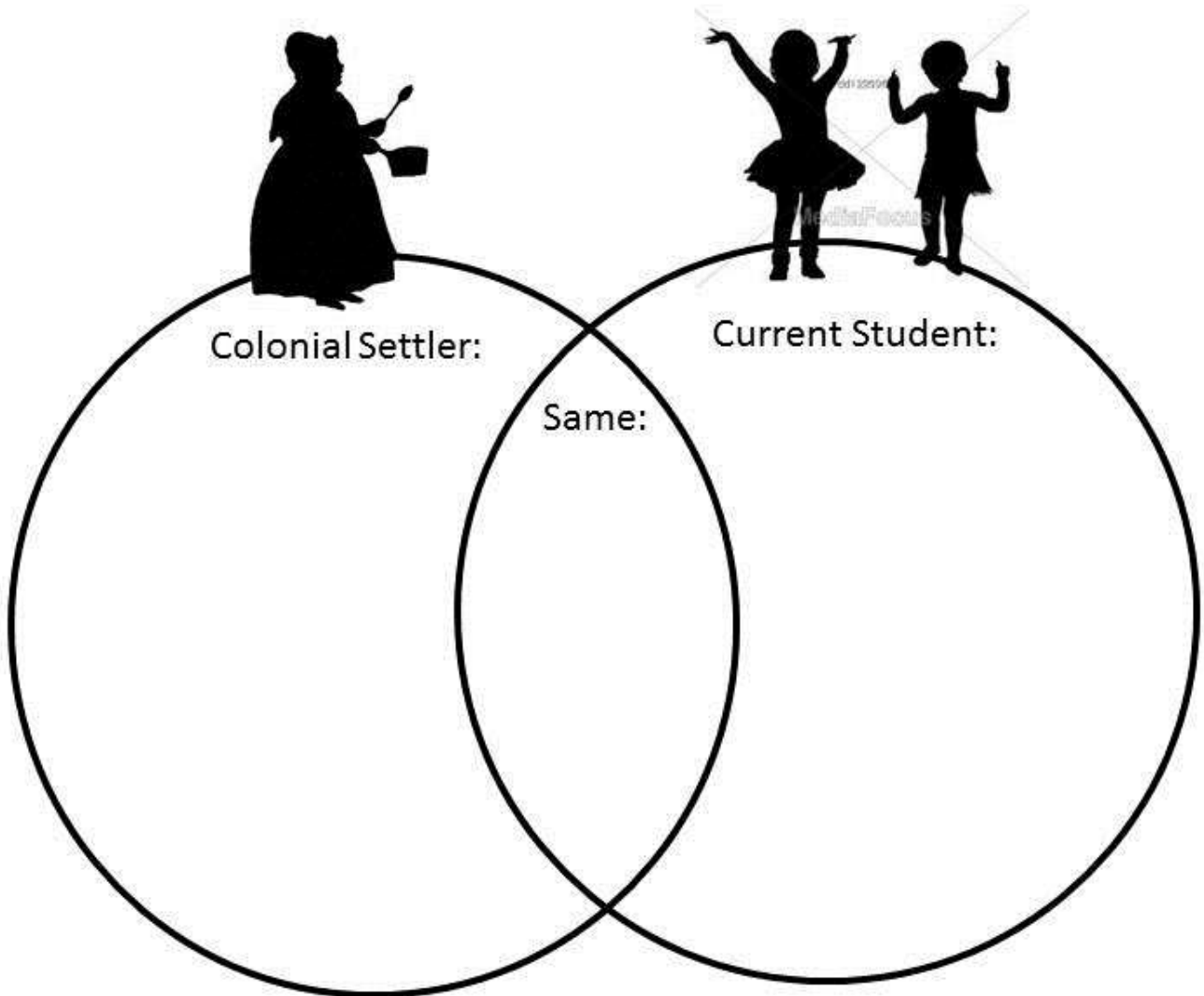
www.socialstudiesforkids.com

Name: _____

Teacher: _____

Social Studies Mid-Year Benchmark Assessment Second Grade

Compare your life to the life of the European Settlers. Complete the Venn diagram below showing the things that are the same and different.



If I was a Colonial settler, what would I bring?



Here is a picture of a settler's backpack. Draw at least three things that you might find inside. Using complete sentences, explain why these items are important.



Pictures

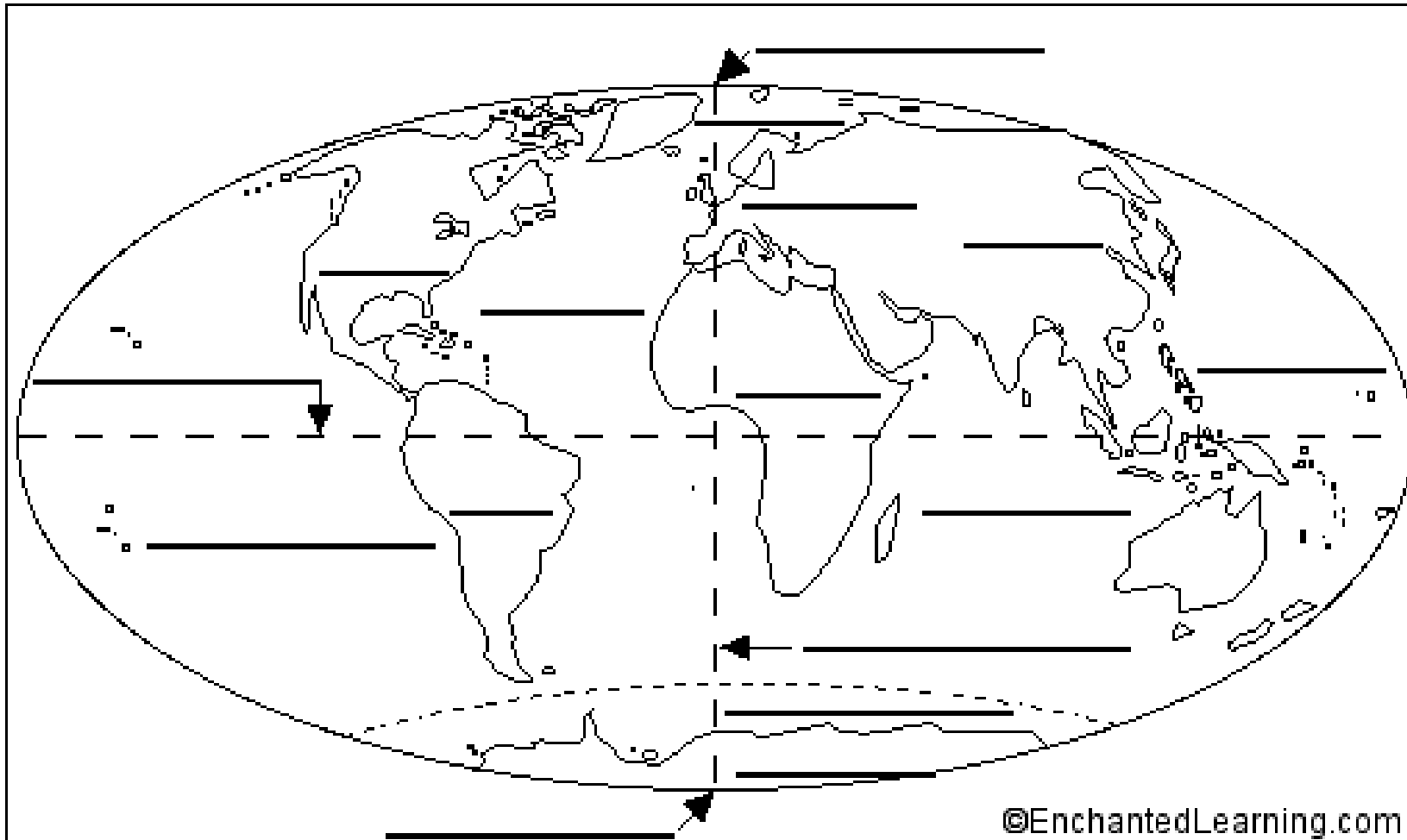
<p>Item _____ #1 _____ _____</p>	
<p>Item _____ #2 _____ _____</p>	
<p>Item _____ #3 _____ _____</p>	

Name: _____

Teacher: _____

Social Studies End-of-Year Benchmark Assessment
Second Grade

1. On the map below, label the seven continents and the four oceans.



2. Pretend you are going on a one month vacation to visit 2 different continents. You will first go to Africa for two weeks and then travel to Antarctica for two weeks. Explain how your time

in each place will be different. What will you pack in your suitcases for each? What activities will you do?

Social Studies Curriculum Map: Grade: 3

Months	September/October	November/December
Unit/Strand	Unit 1- Our World: Geography, People, Environment	Unit 2- History of America
NJSLS	6.1.4.B.1, 6.1.4.B.3, 6.1.4.B.4, 6.1.4.B.5, 6.1.4.B.6, 6.1.B.8, 6.1.4.C.9	6.1.4.D.4, 6.1.4.D.5, 6.1.D.13, 6.1.4.D.15, 6.1.4.D.16, 6.1.4.D.18, 6.1.4.D.19, 6.1.4.D.20
Essential Questions	<p>How do we represent the world around us?</p> <p>How does where you live influence how you live?</p> <p>How do people change and adapt to their environment?</p>	<p>How is the history of our country sustained?</p> <p>How do Civil Rights leaders influence current America?</p> <p>Why should liberties and freedoms be granted to all?</p>
Skills	<p>Analyze, identify, and use different types of maps and globes.</p> <p>Interpret and use a compass rose and symbols on a map and a globe.</p> <p>Describe how landforms, erosion, weather and climate are interconnected.</p> <p>Explain how the physical features of the land have an effect on people’s lives.</p> <p>Describe and determine how natural resources are misused and ways to conserve them.</p> <p>Determine ways pollution is created and ways to reduce it.</p> <p>Explain significant adaptations made by humans in order to survive their changing environment.</p>	<p>Discuss the implication of historical documents, i.e. Mayflower Compact, Declaration of Independence, U.S. Constitution and Bill of Rights?</p> <p>List the different Civil Rights leaders and the significant contributions they made?</p>
Concepts	<p>The study of geography encompasses the exploration of the Earth’s surface and the bodies of water that cover it.</p> <p>The physical features of the land</p>	<p>History has been sustained through various documents (i.e. Mayflower Compact, Declaration of Independence, U.S. Constitution, Bill of Rights).</p>

Social Studies Curriculum Map: Grade: 3

	<p>determines the types of activities people enjoy.</p> <p>The way to represent the world is through various types of maps.</p> <p>Landforms, erosion, weather, and climate are affected by location.</p> <p>Pollution can be created and reduced.</p> <p>Certain human activities and behaviors can cause pollution. People must adapt to their changing environment.</p>	<p>Civil Rights leaders influence America by valuing and respecting individual beliefs, ethnicities, and cultures.</p> <p>Fundamental beliefs of America is to grant liberties and freedoms to all its citizens.</p>
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Months	January/February/March	April/May/June
Unit/Strand	Unit 3- Citizenship and the U.S.	Unit 4- Economics
NJSLS	6.1.4.A.1, 6.1.4.A.2, 6.1.4.A.3, 6.1.4.A.9, 6.1.4.A.10, 6.1.4.A.13	6.1.4.C.1, 6.1.4.C.2, 6.1.4.C.5, 6.1.4.C.8, 6.1.4.C.9
Essential Questions	<p>What is the responsibility of elected officials to represent the needs of citizens?</p> <p>Why would an immigrant want to become a U.S. citizen?</p> <p>Should there be equal rights for all?</p> <p>How do we balance individual and community needs?</p> <p>How do the needs of a community impact the creation of law?</p> <p>How does the right to vote influence our elected officials?</p>	<p>How do people make economic decisions?</p> <p>What factors influence what people buy?</p> <p>How does the availability of resources affect economic outcomes?</p>
Skills	<p>Explaining the importance of protecting citizens right to vote.</p> <p>Describing the roles and</p>	<p>Compare different types of financial instruments</p> <p>Show the relationship between</p>

Social Studies Curriculum Map: Grade: 3

	<p>responsibilities of elected officials.</p> <p>Modeling the behaviors of a responsible citizen within a diverse community.</p> <p>Identifying numerous reasons to become a U.S. citizen.</p> <p>Articulating the importance of having equal rights for all U.S. citizens.</p>	<p>supply and demand.</p>
Concepts	<p>Elected officials have a responsibility to act in the best interest of citizens.</p> <p>Why people choose to become U.S. citizens.</p> <p>All U.S. citizens are treated equally and fairly regardless of race, ethnicity, creed, and gender.</p> <p>Consensus and majority rules.</p> <p>The importance of civil activist to catapult change.</p>	<p>Economic choices impact where people live and work.</p> <p>Economics is the driving force behind many decisions.</p> <p>Economic necessity.</p> <p>How supply and demand affect the price of goods and services.</p>

STAGE 1 – DESIRED RESULTS

Third Grade-Unit 1

Unit Title: Our World

Established Goals: 6.1.4.B.1: Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.B.3: Explain how and when it is important to use digital geographic tools, political maps and globes to measure distances and to determine time zones and locations using latitude and longitude.

6.1.4.B.4 Describe how landforms, climate, and weather and availability of resources have impacted where and how people live.

6.1.4.B.5: Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.6: Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism. 6.1.4.B.7: Explain why some locations in New Jersey and the United States are more suited for settlement than others.

6.1.4.B.8: Compare ways people choose to use and divide natural resources.

6.1.4.C.9: Compare and Contrast how access to and use of resources affects people across the world differently.

Understandings: *Students will understand that...*

- The study of Geography encompasses the exploration of the Earth’s surface and the bodies of water that cover it.
- The physical features of the land determine the types of activities people enjoy.
- A way to represent the world is through various types of maps.
- Landforms, erosion, weather and climate are affected by location.
- Pollution can be created and reduced.
- Certain human activities and behaviors can cause pollution.
- People must adapt to their changing environment.

Essential Questions:

- How do we represent the world around us?
- How does where you live influence how you live?
- How do people change and adapt to their environment?

Students will know:

- The various types of maps (political, physical, climate, product, road)
- The terms associated with a compass rose incorporating intermediate directions, distance and map symbols.
- Key vocabulary such as landforms, erosion, weather and climate.
- The similarities and differences of suburban, urban and rural environments, both regionally and globally.
- Natural resources are finite.
- Different ways humans have adapted over time.

Students will be able to:

- Analyze, identify and use different types of maps and globes.
- Interpret and use a compass rose and symbols on a map and a globe.
- Describe how landforms, erosion, weather and climate are interconnected.
- Explain how the physical features of land have an effect on people’s lives.
- Describe and determine how natural resources are misused and ways to conserve them.
- Determine ways pollution is created and ways to reduce it.
- Explain significant adaptations made by humans in order to survive their changing environment.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Suggested Tasks

- Create an advertisement that depicts the reasons why natural resources should be preserved.

Example:

Goal: Explain how geographical locations impact weather, transportation and activities.

Role: Sport event planner

Audience: public

Product/Performance: Create a travel guide for a major sports event (Super Bowl/World Series)

Standard/Criteria for Success: The travel guide must include the event's location. Depending on the geographical location, the guide should include the climate for the region, best ways to get around, types of activities in the area and appropriate dress attire.

Other Evidence:

Summative Assessments

Summative assessments should provide overall evidence of the students' learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

- Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? "good test takers"
- Could students do poorly on the specific assessment(s), but really have mastery of the content in question? "bad test takers"

Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.

Formative Assessments

Formative assessments should be used throughout the unit and lessons to check for students' understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.

Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.

Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

- **Teacher Resources**
www.discoveryschool.com
www.brainpopjr.com
www.nationalgeographic.com
- **Texts:**
How to Make an Apple Pie and See the World-Marjorie Priceman
Why Should I Protect Nature-Jen Green
Common Ground-Molly Bang

STAGE 1 – DESIRED RESULTS

Third Grade- Unit 2
Unit Title: History of America

Established Goals:

- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5 Relate key historical documents (i.e, the Mayflower Compact, The Declaration of Independence, The U.S. Constitution and The Bill of Rights to present day government and citizenship.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.15 Explain how various groups have dealt with the conflict between maintaining traditional beliefs and r and adopting new beliefs and practices.
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict using examples from the past and present.
- 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Understandings: *Students will understand that...*

- History has been sustained through various documents (i.e Mayflower Compact, Declaration of Independence, U.S. Constitution, Bill of Rights)
- Civil Rights leaders influence America by valuing and respecting individual beliefs, ethnicities, and cultures.
- Fundamental beliefs of America is to grant liberties and freedoms to all its citizens.

Essential Questions:

- How is the history of our country sustained?
- How do Civil Rights leaders influence current America?
- Why should liberties and freedoms be granted to all?

Students will know:

- The Mayflower Compact, Declaration of Independence, U.S. Constitution and Bill of Rights
- Key Civil Rights leaders
- The importance of Liberties (i.e. Freedom of Speech)

Students will be able to:

- Discuss the implication of historical documents i.e. Mayflower Compact, Declaration of Independence, U.S. Constitution, and Bill of Rights.
- List the different Civil Rights leaders and the significant contributions they made.

STAGE 2 – ASSESSMENT EVIDENCE**Performance Tasks:****Suggested Tasks**

- Biography of civil rights leaders
- Biography of famous women in the civil rights movement

Example:**Goal:** to create a class/school constitution**Role:** class/school leader**Audience:** peers**Product/Performance:** Students need to create a**Other Evidence:**

Summative Assessments: Summative assessments should provide overall evidence of the students’ learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

- Could students do the proposed assessment(s) well, but not really have mastered or understood the

<p>class/school document that represents rules and laws, which mimics the format of the U.S Constitution. <u>Standard/Criteria for Success:</u> Your document needs to contain 5-8 distinct laws/rules that must be applicable to all students in third grade.</p>	<p>content in question? “good test takers”</p> <ul style="list-style-type: none"> • Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers” <p>Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects Formative Assessments: Formative assessments should be used throughout the unit and lessons to check for students’ understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.</p> <p>Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.</p>
<p>Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)</p>	

STAGE 3 – LEARNING PLAN
<p>Summary of Learning Activities:</p> <ul style="list-style-type: none"> • Teacher Resources www.brainpopjr.com http://bensguide.gpo.gov • Texts: The Declaration of Independence-Landau The Constitution of the United States-Taylor Butler If You Were There When They Signed the Constitution-Elizabeth Levy Through My Eyes-Ruby Bridges Take a Stand Rosa Parks-Peter Roop and Connie Roop

STAGE 1 – DESIRED RESULTS

Third Grade-Unit 3

Unit Title: Citizenship and the U.S

Established Goals: 6.1.4.A.1: Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
 6.1.4.A.2: Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of America.
 6.1.4.A.3: Determine how “fairness,” “equality,” and the “common good” have influenced change local and national levels of government.
 6.1.4.A.9: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
 6.1.4.A.10: Describe how the actions of civil rights leaders served as a catalysts for social change and inspired social activism in subsequent generations.
 6.1.4.A.13: Describe the process by which immigrants become U.S citizens.

Understandings: *Students will understand that...*

- Elected officials have a responsibility to act in the best interest of citizens.
- Why people choose to become U.S citizens.
- All U.S citizens are treated equally and fairly regardless of race, ethnicity, creed and gender.
- Consensus and majority rules.
- The importance of civil activist to catapult change.

Essential Questions:

- What is the responsibility of elected officials to represent the needs of citizens?
- Why would an immigrant want to become a U.S citizen?
- Should there be equal rights for all?
- How do we balance individual and community needs?
- How do the needs of a community impct the creation of law?
- How does the right to vote influence our elected officials?

Students will know:

- key vocabulary words (officials, immigrant, citizen, rights etc.)
- Various reasons why someone would choose to become a U.S citizen.
- The process is takes to become a U.S citizen.
- Officials are elected by the majority vote.
- The importance of each citizen’s right to vote.

Students will be able to:

- Explaining the importance of protecting citizens’ right to vote.
- Describing the roles and responsibilities of elected officials.
- Modeling the behaviors of a responsible citizen within a diverse community.
- Identifying numerous reasons to become a U.S citizen.
- Articulating the importance of having equal rights for all U.S Citizens.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Suggested Tasks

- Create a pamphlet on becoming a U.S Citizen.
- Design a mock protest to ensure equal rights for all.
- Hold a class election and ensure the elected officials are the voice for the student population.

Other Evidence:

Summative Assessments: Summative assessments should provide overall evidence of the students’ learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

Example (G.R.A.S.P Format): Goal: Your goal is to persuade a European Citizen to become a U.S Citizen. Role: You are a citizen of the United States. Audience: Non-U.S Citizens. Situation: A European Citizen, who has been working and living in the U.S for the past several years has an opportunity to become a U.S Citizen allowing him/her to hold dual citizenship. Product/Performance: Write a letter to the European Citizen persuading him/her to become a dual citizen of the U.S. Standards/Criteria for Success: Your letter should be in proper letter format with a clear thesis statement, reasons and supporting arguments.

- Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? “good test takers”
- Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers”

Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.

Formative Assessments: Formative assessments should be used throughout the unit and lessons to check for students’ understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.

Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.

Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

- **Teacher Resources**
www.socialstudiesforkids.com
www.bensguide.gpo.gov
- **Texts:**
Mayor for a Day-Carl Sommer
The Blue and Gray-Eve Bunting
America Is-Louise Borden

STAGE 1 – DESIRED RESULTS

Third Grade-Unit 4

Unit Title: Economics

Established Goals: 6.1.4.C.1. Apply opportunity cost to evaluate individuals' decisions including ones made in their communities.

6.1.4.c.2. Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.c.3. Explain why incentives vary between and among producers and consumers.

6.1.4.c.5. Explain the role of specialization in the production and exchange of goods and services.

6.1.4.c.8 Illustrate how production, distribution and consumption of goods and services of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.4.C.9. Compare and contrast how access to and use of resources affects people across the world differently.

Understandings: *Students will understand that...*

- Economic choices impact where people live and work.
- Economics is the driving force behind many decisions.
- Economic necessity.
- How supply and demand affect the price of goods and services.

Essential Questions:

- How do people make economic decisions?
- What factors influence what people buy?
- How does the availability of resources affect economic outcomes?

Students will know:

- What is the cost of different choices (opportunity)
- What determines supply and demand.
- Different financial institutions.

Students will be able to:

- Compare different types of financial instruments.
- Show the relationship between supply and demand.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Suggested Tasks

- Create a monthly budget

Example:

Goal: to create class rewards that have assigned points depending on the supply and demand of the reward

Role: class member

Audience: peers

Product/Performance: Students create class reward coupons (late homework pass). Each coupon gets assigned a certain point value depending on the demand for that particular reward coupon.

Standard/Criteria for Success: Students must show that the higher the demand is for a certain reward coupon, the higher the point value must be.

Other Evidence:

Summative Assessments: Summative assessments should provide overall evidence of the students' learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

- Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? "good test takers"
- Could students do poorly on the specific assessment(s), but really have mastery of the content in question? "bad test takers"

Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects **Formative**

	<p>Assessments: Formative assessments should be used throughout the unit and lessons to check for students’ understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.</p> <p>Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.</p>
<p>Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)</p>	

STAGE 3 – LEARNING PLAN
<p>Summary of Learning Activities:</p> <ul style="list-style-type: none">• Teacher Resources www.brainpopjr.com http://bensguide.gpo.gov www.choiceliteracy.com• Texts: Max Malone Makes a Million-Charlotte Herman Freckle Juice-Judy Blume Tarantula Shoes-Tom Birdseye There’s a Llama in the Family-Johanna Hurwitz and Mark Graham

Grade 3 Mid-Year Assessment

NAME _____



List 3 things you learned in school about maps

1. _____

2. _____

3. _____



List 3 things you learned in school about globes

1. _____

2. _____

3. _____



Name at least 3 differences between:

URBAN

SUBURBAN

RURAL

<u>URBAN</u>	<u>SUBURBAN</u>	<u>RURAL</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____



Think about the historical documents that we discussed in class. Explain why studying these documents are important.

Choose one historical document and explain why this document was written. Give specific details telling why this document was important and its effect.

How Would You Spend Your Money?

Some people live in an urban environment. Others live in a rural environment. Think about the differences. If you were living in each of these environments, what kind of transportation would be best for living there? What kind of housing would you live in if you are in a rural environment versus an urban environment. What would you do for fun? Use your best writing below to pick a type of transportation, home, and things to do for fun and explain your choices.



How I use my money...	Urban 	Rural 
Transportation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Housing	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Fun & Entertainment	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Social Studies Curriculum Map: Grade: 4

Months	September/October	November/December
Unit/Strand	<u>Unit 1</u> Geography, People, and the Environment	<u>Unit 2</u> History, Culture and Perspectives
NJSLS	6.1.4.B.1.;6.1.4.B.2.;6.1.4.B.4	6.1.4.D.1.;6.1.4.D.2.;6.1.4.D.4;6.1.4.D.7.;6.1.4.D.8.;6.1.4.D.9.;6.1.4.D.10.;6.1.4.D.12.
Essential Questions	<p>How are New Jersey Businessses aided by the availability of resources?</p> <p>How does location determine the division of regions?</p> <p>What part do humans play in shaping or changing their environment?</p>	<p>What makes New Jersey unique?</p> <p>How has immigration both voluntary and involuntary impace Native American populations especially the Lenni Lenape?</p> <p>What was New Jersey’s role in the American Revolution?</p> <p>How have notable figures in New Jersey been represented historically and fictionally and their impact on local and national history (Gov. William Livingston)?</p>
Skills	<p>Identifying and locating the physical features, landforms and regions found in NJ.</p> <p>Comparing and contrasting the physical features, landforms and regions in NJ with the rest of the United States and the world.</p> <p>Using longitude and latitude, prime meridian, equator and scale to locate specific places and time zones.</p> <p>Explaining the nature, characteristics, and distribution of renewable and non-renewable resources.</p> <p>Identifying the distribution and characteristics of different populations for different regions of the United States.</p>	<p>Identify and describe regions and counties of New Jersey.</p> <p>The characteristics of the Lenni Lenape and their role in New Jersey’s development.</p> <p>The role of Gov. William Livingston played in the role of the development of New Jersey government.</p>

Social Studies Curriculum Map: Grade: 4

	<p>Recognizing the relationship of resources and human activities to various locations on a map.</p>	
Concepts	<p>The diverse landforms of New Jersey present present opportunities for activities and businesses.</p> <p>To maintain daylight hours throughtout the world, the wworld is divided into time zones.</p> <p>The physical features of the land determine the types of activities people endeavor.</p> <p>Maps are a way to represent the world.</p>	<p>New Jersey has a rich history with famous political, military and indigenous people (Lenni Lenape). New Jersey's evolution from the Garden State as an agrarian society to the development of major cities in New Jersey and the impact on our Nation.</p>

Social Studies Curriculum Map: Grade: 4

Months	January/February March	April/May/June
Unit/Strand	<u>Unit 3</u> Civics, Government, and Human Rights	<u>Unit 4</u> Economic Decisions
NJSLS	6.1.4.A.4.;6.1.4.A.5.; 6.1.4.A.6.;6.1.4.A.8.;6. 1.4.A.12	6.1.4.C.6.;6.1.4.C.7.;6.1.4.C.8.;6.1.4.C.9.;6.1.4.C.13.
Essential Questions	Is local/state/federal government essential to have? How does the government govern itself? Should the power of government be limited? Do state and federal taxes positively impact the citizens? Can participating in government make change for individuals? Should we have laws against prejudice/bias/slavery?	How did the location and resources of New Jersey affect its economic development? What makes New Jersey unique? What are the qualities of the entrepreneurs in a capitalistic society? How has specialization played a role in the production and exchange of goods and services?
Skills	Defining the responsibilities and roles of each branch of government. Acting without prejudice and bias toward other citizens. Identifying the steps government must take in order for a bill or law to be passed. Explaining the essential roles of local, state, and federal government.	Demonstrate how the roles of households, laborers, and governments both national and local are interrelated. Differentiate between various financial instruments. Compare and contrast how the scarcity of natural resources impacts and affects economic development
Concepts	The purpose of government, at all levels, is to allow the people to live in safety and happiness. The existence of	Limited resources, both private and public, influence the global and local market, i.e. New Jersey How households, businesses, laborers, and governments interact within the economic system The role of money, savings, debt and investment and the impact on individuals lives and how the proximity of New

Social Studies Curriculum Map: Grade: 4

	<p>government is for the benefit and interest of the governed only.</p> <p>How the three branches of government work together to maintain balance.</p> <p>The government funds its programs through taxes.</p> <p>Individuals can work with government to get laws passed that will directly benefit the people (Megan's law).</p> <p>The government creates and enforces laws to protect citizens against prejudice and bias.</p> <p>Citizens cannot act with prejudice and bias against another citizen.</p>	<p>Jersey to business centers has led to its development</p> <p>Certain traits make a good entrepreneur and how economic development encouraged and necessitates their prominence in our society.</p>
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STAGE 1 – DESIRED RESULTS

Fourth Grade – Unit 1

Unit Title: Civics, Government, and Human Rights

Established Goals: Civics, Government, and Human Rights

- 6.1.4.A.4: Explain how the United States government is organized and how the United States constitution defines and limits the power of government.
- 6.1.4.A.5: Distinguish the roles and responsibilities of the three branches of national government.
- 6.1.4.A.6: Explain how national and state governments share power in the federal system of government.
- 6.1.4.A.8: Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.A.12: Explain the process of creating change at the local, state, or national levels

Understandings: *Students will understand that...*

- The purpose of government, at all levels, is to allow the people to live in safety and happiness. The existence of government is for the benefit and interest of the governed only.
- How the three branches of government work together to maintain balance.
- The government funds its programs through taxes.
- Individuals can work with government to get laws passed that will directly benefit the people (Megan’s law)
- The government creates and enforces law to protect citizens against prejudice and bias.
- Citizens cannot act with prejudice and bias against another citizen.

Essential Questions:

- Is local/state/federal government essential to have?
- How does the government govern itself?
- Should the power of government be limited?
- Do state and federal taxes positively impact the citizens?
- Can participating in government make change for individuals?
- Should we have laws against prejudice/bias/slavery?

Students will know:

- Key Vocabulary (Executive Branch, Legislative Branch, Judicial Branch, prejudice, bias, bill, law, Senate, Supreme Court, Impeach etc.)
- The differences between the three branches of government.
- What local, state and federal taxes are used for.
- The procedures and steps it takes for a bill or law to be passed.
- What citizens can do to be involved with government.
- Citizens cannot use prejudice or bias as a means for decision-making.

Students will be able to:

- Define the responsibilities and roles of each branch of government.
- Act without prejudice and bias toward other citizens.
- Identify the steps government must take in order for a bill or law to be passed.
- Explain the essential roles of local, state, and federal government.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Suggested Tasks

- Create a brochure based on the branches of government.
- Create a “taxable” class community. Students receive

Other Evidence:

Summative Assessments: Summative assessments should provide overall evidence of the students’ learning. How well have the students learned the content knowledge of the unit? Can students explain

funny money for jobs they do in the class. The money is taxed and then used for certain needs of their community.

- Elected student officials must decide on where and how the tax money should be spent.
- Campaign and hold a mock election.

Example (G.R.A.S.P Format):

Goal: To explain democracy and the key elements of the three branches of government.

Role: You are a representative of the U.S Government.

Audience: Disgruntled U.S Citizens.

Situation: Many citizens feel the federal government is too large and would like to combine the responsibilities of government officials by integrating the three branches.

Product/Performance: Write a speech to the disgruntled citizens, which defines a democracy and explains the importance of the three government branches. **Standards/Criteria for Success:** Your speech should be 5-7 minutes long which contains a clear thesis and supporting details for your argument.

their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

- Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? “good test takers”
- Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers”

Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.

Formative Assessments: Formative assessments should be used throughout the unit and lessons to check for students’ understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.

Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.

Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

- Read Aloud Trade Books
 - The New Jersey Adventure Anthony DeCondo**, Gibbs-Smith Publisher
 - Branches of Government** by John Hamilton
 - Government: How Local, State, and Federal Government Works** by Mark Friedman
 - The Bill of Rights** by Patricia Quiri
 - The Constitution Translated for Kids** by Cathy Travis
- <http://www.state.us.nj>
- <http://www.brainpop.com/socialstudies/>
- http://www.educationworld.com/a_sites/sites053.shtml

STAGE 1 – DESIRED RESULTS

Fourth Grade – Unit 2

Unit Title: Geography, People, and the Environment

Established Goals: Geography, People, and the Environment

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.B.2. Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.4. Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

Understandings: *Students will understand that...*

- The diverse landforms of New Jersey present opportunities for activities and businesses.
- To maintain daylight hours throughout the world, the world is divided into time zones.
- The physical features of the land determine the types of activities people endeavor.
- Maps are a way to represent the world.

Essential Questions:

- How are New Jersey Businesses aided by the availability of resources?
- How does location determine the division of regions?
- What part do humans play in shaping or changing their environment?

Students will know:

- The physical features, landforms and regions found in NJ, the rest of the United States and the world.
- Key terms (longitude, latitude, prime meridian, equator and scale to locate specific places and time zones).
- The nature(?), characteristics, and distribution of renewable and non-renewable resources.
- The basic components of the earth's physical systems, including landforms, water, erosion, weather and climate and how they impact human development.

Students will be able to:

- Identifying and locating the physical features, landforms and regions found in NJ.
- Comparing and contrasting the physical features, landforms and regions in NJ with the rest of the United States and the world.
- Using longitude and latitude, prime meridian, equator and scale to locate specific places and time zones.
- Explaining the nature, characteristics, and distribution of renewable and non-renewable resources.
- Identifying the distribution and characteristics of different populations for different regions of the United States.
- Recognizing the relationship of resources and human activities to various locations on a map.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Suggested Tasks:

- Create a relief model of New Jersey

Example:

Goal: Your goal is to show other grades physically the characteristics of New Jersey

Role: Model architect

Audience: A group of second graders

Situation: You have been asked to make a

Other Evidence:

Summative Assessments

Summative assessments should provide overall evidence of the students' learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessments should pass the two question test:

<p>topographical model of the New Jersey</p>	<ul style="list-style-type: none"> • Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? “good test takers” • Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers” <p>Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, and concluding projects.</p> <p>Formative Assessments Formative assessments should be used throughout the unit and lessons to check for students’ understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.</p> <p>Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.</p>
<p>Key Criteria: Tasks should be complex, real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format of G.R.A.S.P.S, see appendix)</p>	

<p>STAGE 3 – LEARNING PLAN</p>	
<p>Summary of Learning Activities:</p> <ul style="list-style-type: none"> • Read aloud trade books <ul style="list-style-type: none"> The New Jersey Adventure Anthony DeCondo The Scholastic Environmental Atlas of the United States by Mark Mattson State by State Atlas by Justine Ciovacco • Time for Kids • http://www.worldatlas.com/webimage/countrys/naerica/usstates/lgcolor • http://kids.nationalgeographic.com/Games/GeographyGames/Geospy • http://brainpop.com 	

STAGE 1 – DESIRED RESULTS	
<p>Grade 4 – Unit 3 Unit Title: Economic Decisions</p> <p>Established Goals: Economic, Innovations & Technology 6.1.4.C.6. Describe the role and relationship among households, businesses, laborers, and governments, with the economic system. 6.1.4.C.7. Explain how the availability of private and public goods and services is influenced by the global market and government. 6.1.4.C.8. Illustrate how production, distribution and consumption, of goods and services, are interrelated and are affected by the global markets and events in the world community. 6.1.4.C.9. Compare and contrast how access to and use of resources affects people across the world differently. 6.1.4.C.13. Determine the qualities of entrepreneurs in a capitalistic society.</p>	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Limited resources, both private and public, influence the global and local market i.e. New Jersey • How do the household, businesses, laborers, and governments interact within the economic system? • The role of money, savings, debt and investment and the impact on individuals lives and how the proximity of New Jersey to business centers has led to its development • Certain traits make a good entrepreneur and how economic development encouraged has and necessitates their prominence in our society. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the location and resources of New Jersey affect its economic development? • What makes New Jersey unique? • What are the qualities of the entrepreneurs in a capitalistic society? • How has specialization played a role in the production and exchange of goods and services?
<p>Students will know:</p> <ul style="list-style-type: none"> • The role of households, businesses, laborers, and the government in the economic system. • Various financial vehicles, money instruments, debt and investment, money, checks, debit and credit cards, stocks and bonds. • Local resources and how their availability affects local economies in New Jersey and the region. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate how the roles of households, laborers, and governments both national and local are interrelated. • Differentiate between various financial instruments • Compare and contrast how the scarcity of natural resources impacts and affects economic development

STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks: Suggested Tasks</p> <ul style="list-style-type: none"> • The Game of Life <p>Example: Goal: SW learn how to make life and monetary choices Role: Economic Stakeholder in New Jersey Audience: Other Stakeholders and Institutions Standard/Criteria for Success: The journal entries will show budgetary outcomes and reflective ruminations</p>	<p>Other Evidence: Summative Assessments: Summative assessments should provide overall evidence of the students’ learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessment should pass the two question test:</p>

on economic and life decisions and revisions. Journals should show how decisions may be changed and goals for the future. SW be given a budget of \$1,000 and will work within constraints. Given specific ratios they must live within their budgets (1/2 on housing, 1/8 on food, 1/4 on SW saving). SW present budget allocation on EXCEL and graphically in charts, i.e. pie and bar, etc. SW use assigned items to barter for goods and services with classmates within game rules. SW determines the need to establish an agreed upon, medium of exchange.

Product/Performance: Graphic representation and balance sheet must accurately depict proportional allocations

- Could students do the proposed assessment(s) well, but not really have mastered or understood the content in question? “good test takers”
- Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers”

Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, concluding projects.

Formative Assessments: Formative assessments should be used throughout the unit and lessons to check for students’ understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.

Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.

Key Criteria: Tasks should be complex real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format G.R.A.S.P.S., see appendix)

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

- Read aloud trade books
Alexander Who Used To Be Rich Last Sunday by Judith Viorst
Pigs Will be Pigs by Amy Axelrod
The Penny Pot by Stuart J. Murphy
First Things First by Kristi D. Holl
Mall Mania by Betsy Haynes
The Toothpaste Millionaire by Jean Merrill
Make Four Millionaire Dollars By Next Thursday by Stephen Manes
- <http://www.socialstudiesforkids.com/subjects/economics.htm>
- <http://www2.scholastic.com/browse/collection.jsp?id=455>
- <http://www.brainpop.com/math/dataanalysis/budget/preview.weml>
- <http://www.smckids.com>

STAGE 1 – DESIRED RESULTS

Fourth Grade-Unit 4

Unit Title: History, Culture and Perspectives

Established Goals: 6.1.4.D.1. Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey
 6.1.4.D.2. Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
 6.1.4.D.4. Explain how key events led to the creation of the United States and the state of New Jersey.
 6.1.4.D.7. Explain the role Governor William Livingston played in the development of New Jersey government.
 6.1.4.D.8. Determine the significance of New Jersey’s role in the American Revolution.
 6.1.4.D.9. Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and the individuals.
 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
 6.1.4.D.12. Explain how folklore and actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Understandings: *Students will understand that...*

- New Jersey has a rich history with famous political, military and indigenous people (Lenni Lenape).
- . New Jersey’s evolution from the Garden State as an agrarian society to the development of major cities in New Jersey and the impact on our Nation.

Essential Questions:

- What makes New Jersey unique?
 - . How has immigration both voluntary and involuntary impact Native American populations especially the Lenni Lenape?
 - . What was New Jersey’s role in the American Revolution?
 - . How have notable figures in New Jersey been represented historically and fictionally and their impact on local and national history (Gov. William Livingston)?

Students will know:

- Counties of New Jersey and how locales developed
- . Describe products and services developed and manufactured in New Jersey
- . Characteristics and behaviors of the Lenni Lenape and impact on NJ

Students will be able to:

- Identify and describe regions and counties of New Jersey
- . The characteristics of the Lenni Lenape and their role in New Jerseys development
- . The role of Gov. William Livingston played in the role of the development of New Jersey government.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

- . SW make and plan to assemble New Jersey cake by counties
 - . SW keep a diary from the perspective of the Lenni Lenape
- Example : (G.R.A.S.P.) Goal: Your goal is to build your county to scale and decorate it with specific products from region. Role: You are the NJ Cake Boss overseeing the coordination of all cakes. Audience: School and parents display Product/Performance: Create and decorate cake and assemble state of New Jersey Standards/Criteria for Success: Your cake must

Other Evidence:

Summative Assessments

- Summative assessments should provide overall evidence of the students’ learning. How well have the students learned the content knowledge of the unit? Can students explain their understandings and learnings with explanation and use of evidence? Are the students able to use the newly learned skills in other areas? Assessment should pass the two question test:
- Could students do the proposed assessment(s)

<p>include all parts in scale size and show the predominant product/resource from county.</p>	<p>well, but not really have mastered or understood the content in question? “good test takers”</p> <ul style="list-style-type: none"> • Could students do poorly on the specific assessment(s), but really have mastery of the content in question? “bad test takers” <p>Assessments could include summative tests, debates, demonstrations/role-playing that verify the knowledge and skills learned, summative evaluation of a unit portfolio that depicts the developing skills over the course of the unit, concluding projects.</p> <p>Formative Assessments Formative assessments should be used throughout the unit and lessons to check for students’ understandings of the new concepts and skills. The information derived from these assessments should be used to alter lessons and create a more individual student centered plan.</p> <p>Assessments could include graffiti walls, carousel walks, exit cards, give a fact-get a fact, anecdotal notes, and teacher observations.</p>
<p>Key Criteria: Tasks should be complex real-world application of the knowledge, skills and understandings. They often allow students to demonstrate knowledge and understandings with some choice/variety (usually in the format G.R.A.S.P.S., see appendix)</p>	

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

- Read aloud trade books
Ellis Island: Doorway to Freedom by Steve Kroll
New Jersey by Conrad R. Stein
The New Jersey Adventure by Anthony DeCondo
- **Time for Kids**
- **Governor Livingston**
- <http://video.nationalgeographic.com/video/kids/history>
- <http://www.42explore2.com/migration>
- <http://www.educationworld.com>
- <http://www.discoveryeducation.com>

Grade 4 Mid-Year Benchmark Assessment

New Jersey Map Project

Identify each of the five landform regions by using different color clay for each region and making sure the elevation is apparent.

Incorporate in Map

Identify the longitude and latitude of your town

Locate two areas with renewable resources and one with non-renewable resources.

Find two other important resources in New Jersey.

Identify the largest lake in New Jersey.

Put a star on the Capital of New Jersey.

Include a key/legend, scale and compass rose- which should include cardinal and intermediate directions.

Upon completion of the group project:

1. Each member will complete an individual extension map of the United States accurately depicting New Jersey's physical relationship to other regions in the country.

On your map of the Eastern half of the United States, draw the following:

- Draw the entire Appalachian Mountain Range
- Color and label the Atlantic Coastal Plains light blue.
- Color the Northeast Region yellow
- Outline the Southeast region red.
- Label the time zones.

2. Complete follow up questions (on separate sheet).



Grade 4 End-Year Benchmark Assessment

Create a time line chart about the New Jersey economy. First, think about what products are made in New Jersey. Next, think about how a product comes from an idea. What happens to that idea? Second, how is that product created? Third, what happens to it from there? Fourth, how do people get the product? Think about each stage of the economic life of that product and what event led to the next occurrence? Pick a product made in New Jersey and create a flow chart with the 4 events that show the life of that product. Each stage should be in chronological order. Make sure that on the flow chart each event has a title followed by three to four sentences to explain the event you have chosen. Descriptions should utilize a minimum of one vocabulary word you have learned about the economy in each stage. When looking at the entire flow chart, it should be clear as to how each stage is inter-related with the next in the time order of the lifespan of the product you have chosen. An example using a completely different idea is done below.

1

- **Plastic Bottles and Bags Are Thrown in the Delaware River**
- Plastic bottles and bags do not biodegrade. They gather in areas and are dangerous to wildlife. Some wildlife dies as a result of swallowing the harmful plastic.

2

- **The Delaware River Flows into the Delaware Bay**
- Rivers flow into larger bodies of water. Along with it flows the plastic that was thrown upstream. The plastic may litter beaches and get caught in the propellers of ships and boats that are in the bay.

Grade 4 End-Year Benchmark Assessment

Category	4-Owner/CEO	3-Manager	2-Entry-Level Worker	1- Apprentice
Organization/Sequence	Events are placed in proper order.	3 of the events are placed in proper order	2 of the events are placed in proper order.	Most events are incorrectly placed on the flow-chart.
Appropriate Vocabulary	More than 80% of vocabulary words were used accurately.	Between 75-80% of vocabulary words were used accurately.	Between 70-75% of vocabulary words were used accurately.	Less than 70% of vocabulary words were used accurately.
Facts/Details	Facts are accurate and describe the entire lifespan of the product	Facts are mostly accurate and describe the entire lifespan of the product	Facts are mostly accurate and partially describe the entire lifespan of the product	Facts are hardly accurate and partially describe the entire lifespan of the product
Cause & Effect	Causes and effects are logical; cause-effect transition words and phrases are used effectively.	At least 90% of causes and effects are logical; 90% of cause-effect transition words and phrases are used effectively.	80-90% of causes and effects are logical.	Less than 80% of causes and effects are logical.
Mechanics	There are few or no errors in mechanics, usage, grammar, or spelling.	There are some errors in mechanics, usage, grammar, or spelling.	There are numerous errors in mechanics, usage, grammar, or spelling.	There are numerous errors in mechanics, usage, grammar, or spelling, which interfere with meaning.

Social Studies Curriculum Map: Grade: 5

Months	September/ Mid-November	Mid-November/Mid-February
Unit/Strand	The Earliest Americans	European Exploration
NJSLS	<p>6.6.1.8.B.1.a: Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p> <p>6.1.8.D.1.a: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.8.A.2.b: Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.2.8.B.1.a: Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p> <p>6.2.8.C.1.a: Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.</p> <p>6.2.8.D.1.b: Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.</p>	<p>6.1.8.B.1.b Analyze the world in spatial terms using maps to determine what led to exploration of new water & land routes</p> <p>6.1.8.C.1.a Evaluate the impact of science on European exploration Evaluate the impact of religion on European exploration Evaluate the impact of technology innovations on European exploration</p> <p>6.1.8.C.1.b Explain why individuals & societies trade Explain how trade functions Explain the role of trade during the age of exploration</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries. Determine the power struggle's impact living in Europe. Determine the power struggle's impact living in the Americas.</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations</p> <p>6.2.8.B.4.b Assess how maritime and overland trade routes (Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.</p> <p>6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p> <p>6.2.8.B.4.h Explain how the locations land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.</p> <p>6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population, growth, urbanization, and commercialization</p> <p>6.2.8.D.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences</p>

Social Studies Curriculum Map: Grade: 5

		<p>6.2.8.D.4.b Analyze how religion both unified and divided people</p>
<p style="text-align: center;">Essential Questions</p>	<p>Were adaptations that Native American tribes made because of their geographic and political locations successful for their existence?</p>	<p>-What are the motivating factors of exploration? -Why would a monarch want to finance an exploration mission? -How did life in the New World change as a result of European exploration and/or settlement?</p>
<p style="text-align: center;">Skills</p>	<ul style="list-style-type: none"> -differentiating between the migratory patterns (ie. Land Bridge Theory) and eventual settlement. -sharing the contributions and achievements of the early Americans. -Determining how the Native Americans adapted and utilized geographic resources to meet their basic needs -sequencing events in Native American migration and settlement -persuasive writing -oral and written presentation skills 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> -Discussing factors that stimulated European overseas explorations between the 15th and 17th centuries and the impact of that exploration on the modern world. -Tracing the major land and water routes of the explorers. -Comparing the political, social, economic, and religious systems of Europeans, and Native Americans who converged in the western hemisphere after 1492 (ex. civic values, population levels, family structure, communication, use of natural resources) -Discussing the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Incan and Aztec empires, expeditions in the American Southwest, and the social composition of early settlers and their motives for exploration and conquest. -Creating basic chronological timelines of the age of exploration (1490-1650) -Relating the connection of this time period to the modern United States.
<p style="text-align: center;">Concepts</p>	<ul style="list-style-type: none"> -compare and contrast various Native American tribes. -assess the effectiveness of the use of natural resources. -make connections between how the natives' land usage led to modern day land usage/adaptations. -make connections between early forms of government and modern government. 	<ul style="list-style-type: none"> -That there were significant geographical, social, and governmental changes in society between the middle ages and the age of exploration. -That science, technology, and religion had strong roles in the development of exploration of the Western Hemisphere. -That there were unintended benefits and negative consequences of exploration and European settlement in North and South America. -Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. -European exploration expanded global economic and cultural exchange into the Western Hemisphere.

Social Studies Curriculum Map: Grade: 5

Months	Mid-February/March	April/June
Unit/Strand	Settlement & Conflict	Colonization
NJSLs	<p>6.1.8.A.1.a Compare & Contrast forms of governance among African, European, & Native American groups</p> <p>Compare & Contrast forms of belief systems among African, European, & Native American groups</p> <p>Compare & Contrast forms of family structures among African, European, & Native American groups</p> <p>6.1.8.D.1.b Explain how African, European, & Native American groups began a cultural transformation</p> <p>6.1.8.D.1.b Explain how African, European, & Native American groups began a cultural transformation</p> <p>6.1.8.B.2.b Compare & Contrast how the search for natural resources resulted in conflict versus cooperation between European colonists and Native Americans in the New World.</p> <p>6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.</p> <p>6.1.8.D.1.c Evaluate the impact of the Columbian Exchange on ecology from different perspectives</p> <p>Evaluate the impact of the Columbian Exchange on agriculture from different perspectives</p> <p>Evaluate the impact of the Columbian Exchange on culture from different perspectives</p>	<p>6.1.8.A.2.a Determine the roles of religious freedom in various North American colonies</p> <p>6.1.8.A.2.c Explain how race affected social opportunities during colonial times.</p> <p>Explain how gender affected social opportunities during colonial times.</p> <p>Explain how status affected social opportunities during colonial times.</p> <p>Explain how race affected economic opportunities during colonial times.</p> <p>Explain how gender affected economic opportunities during colonial times.</p> <p>Explain how race affected economic opportunities during colonial times.</p> <p>Explain how status affected economic opportunities during colonial times.</p> <p>Explain how race affected political opportunities during colonial times.</p> <p>Explain how gender affected political opportunities during colonial times.</p> <p>Explain how status affected political opportunities during colonial times.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration of the colonies</p> <p>Determine factors that impacted settlement patterns of the colonies</p> <p>Determine factors that impacted regional identities of the colonies</p> <p>6.1.8.C.2.a Relate slavery to Colonial labor systems</p> <p>Relate indentured servitude to Colonial labor systems</p> <p>6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>6.1.8.D.2.b Compare & Contrast the voluntary versus involuntary migratory experience of different groups of people.</p> <p>Explain why migratory experiences differ.</p>

Social Studies Curriculum Map: Grade: 5

<p style="text-align: center;">Essential Questions</p>	<ul style="list-style-type: none"> -How does geography influence the settlement of new land? -In what ways were the outcomes of the conflict between European and Native cultures both positive and negative? -How does a shift to lifestyle and culture result from a geographic location? -Were the North American colonies truly a land of opportunity? 	<ul style="list-style-type: none"> -How does the geographical region define the characteristics of a colony? -Was Colonial America a democratic society? -What defines a colony's culture? -What drives a colony's advancements? -How does man justify the subjugation (slavery) of others? -What leads people to change? -What are the similarities and differences of colonial daily life & our daily life? -What is the purpose of taxes? Do we need taxes? -Were the colonies justified in resisting British policies after the French and Indian war?
<p style="text-align: center;">Skills</p>	<ul style="list-style-type: none"> -Determining the roles of religious freedom and participatory government in various North American colonies. -Explaining how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. -Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. -Explain the system of mercantilism and its impact on the economies of the colonies and European countries. -Analyze the impact of triangular trade on multiple nations and groups. Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. 	<ul style="list-style-type: none"> -Explaining the differences in colonization of the Americas by England, the Netherlands, France and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans. -Connecting that people are immigrating to the United States today for various reasons and that those reasons and the five big factors will continue to influence the development of our cultural norms. -Evaluating and predicting how the development of the colonies led to changes in the relationships between colonies and the mother country and foreshadowed revolution. -Explaining what taxes are, how they are collected, and how tax dollars are used by local, state, and national governments to provide goods and services
<p style="text-align: center;">Concepts</p>	<ul style="list-style-type: none"> -The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. -The colonists adapted to geographic conditions that they were not exposed to previously. 	<ul style="list-style-type: none"> -American culture is open to interpretation based on who is describing it. -Globalization had a large impact on the founding of America. -The citizens of Colonial America were as politically, economically, religiously, socially, intellectually, and artistically diverse as are the citizens of the United States today. -British actions and policy toward its colonies was based on the philosophy of Mercantilism. -Both the British and the Colonists developed strong arguments in their positions regarding British taxation policy.

5th Grade UbD Unit 1 Plan

Subject: Emergence of Americas
 Unit: The Earliest Americans

Stage 1: Desired Results

Established Goals	Transfer Goals
<p>6.6.1.8.B.1.a: Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p> <p>6.1.8.D.1.a: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.8.A.2.b: Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.2.8.B.1.a: Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p> <p>6.2.8.C.1.a: Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.</p> <p>6.2.8.D.1.b: Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.</p>	<p>Students will be able to independently use their learning of the characteristics of Native Americans to identify tribe relationships.</p>

Meaning

<p>Understandings</p> <ul style="list-style-type: none"> -compare and contrast various Native American tribes. -assess the effectiveness of the use of natural resources. -make connections between how the natives' land usage led to modern day land usage/adaptations. -make connections between early forms of government and modern government. 	<p>Essential Questions</p> <p>Were adaptations that Native American tribes made because of their geographic and political locations successful for their existence?</p>
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Acquisition of Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> -essential terms including migration, civilization, Iroquois, Algonquian, Inuit, Makah, Pueblo, Hopi, Zuni, tipi, longhouse, wigwam, potlatch, totem pole, dugout. -Geographical regions and migration patterns of various tribes. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> -differentiating between the migratory patterns (ie. Land Bridge Theory) and eventual settlement. -sharing the contributions and achievements of the early Americans. -Determining how the Native Americans adapted and utilized geographic resources to meet their basic needs -sequencing events in Native American migration and settlement -persuasive writing -oral and written presentation skills

Stage 2: Acceptable Evidence

Performance Task

Role Play: You are the curator for the National Museum of Native Americans. You are creating a presentation to the Museum Board of Directors to show that the Native American tribe that you have been assigned deserves to be included in the museum because of their contributions. Create a cohesive written or oral presentation on Native Americans that highlights the contributions and achievements of your tribe as well as their lasting legacy.

Persuasive writing: students decide which tribes were “most successful” based on their adaptation to geographic resources. Success of a tribe should be based upon the following criteria:

- Homes & Shelter
- Food
- Clothing
- Customs & Traditions

Students should keep in mind that through their note taking they should concentrate on what resources were used, and how they used those resources to better their lives. An overall “best tribe” should be determined. Students should describe in their writing how this tribe best used their resources, how they adapted to the climate and vegetation of the land, and how their economical usage of resources should be an example for wasteful Americans to consider. Tie-in with Art can allow students to create artifacts that represent their tribe of choice.

Timeline replication (sequencing) projects.

Other Evidence

Checking for understanding through the usage of:

- midway assessment-Quiz/ Test (including all of or some of the following):
matching, open response, multiple choice, essay, fill in the blank
- oral assessments
- participation rubrics
- graded homework/class work
- student conferencing
- written assignments
- map skills
- reading comprehension

- primary source analysis
- replicating a Native American artifact

Stage 3: Learning Plan

Pre-Assessment

-Survey of prior knowledge (i.e true or false survey, KWL chart, draw a sketch of student perception of a Native American)

Learning Events

-note-taking from teacher lecture/presentation
-video learning (youtube, United Streaming, educational videos, etc)
-non-fiction reading-(80%)
 Don't Know Much About American History by Kenneth Davis.
 If You Lived With The Indians Of The Northwest Coast by Anne Kamma
 If You Lived With The Hopi Indians by Anne Kamma
 If You Lived With The Iroquois by Ellen Levine
 If You Lived With The Cherokees by Peter Roop
 If You Lived With The Sioux Indians by Ann McGovern
-historical fiction novels-(20%)
 In the Light of the Forest by Conrad Richter and
 Sign of the Beaver by Elizabeth George Speare
-primary source analysis (i.e. Letter from Chief Joseph, treaties, maps, etc.)
-Links: <http://cehs.unl.edu/ushistory/online/native/primary.html>
- [Andrew Jackson;s message to Congress on Indian Removal](http://www.andrewjackson.org/andrewjackson/message-to-congress-on-indian-removal)
http://cwva.org/area_prehistories/kvprehistory-maslowksi.html
http://news.nationalgeographic.com/news/2003/11/1106_031106_firstamericans_2.html
<http://www.native-languages.org/kids.htm>
http://www.youtube.com/watch?v=x0Kf_mYjQ4w
<http://www.schooltube.com/video/86ff2cea13c9d27db6e6/Migration-Into-North-America> (Migration into North America)
http://www.youtube.com/watch?v=-9K_LSdYdDU (The Mystery of the First Americans)
Time Warp Trio videos: (Mayans) <http://www.youtube.com/watch?v=Hxfh66l77WM>
<http://www.youtube.com/watch?v=FJTWgkWIjiQ>
<http://www.youtube.com/watch?v=w6AlFQdQjWc>

National Archives for Primary Sources and Lesson Plans <http://www.archives.gov/education/lessons/>

Progress Monitoring

Checking for understanding through the use of midway assessments, oral assessment, participation rubrics, graded homework/class work, student conferencing, etc.
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5th Grade UbD Unit 2 Plan

Subject: Emergence of Americas
 Unit: European Exploration

Stage 1: Desired Results

Established Goals	Transfer Goals
<p>6.1.8.B.1.b Analyze the world in spatial terms using maps to determine what led to exploration of new water & land routes</p> <p>6.1.8.C.1.a Evaluate the impact of science on European exploration</p> <p>Evaluate the impact of religion on European exploration</p> <p>Evaluate the impact of technology innovations on European exploration</p> <p>6.1.8.C.1.b Explain why individuals & societies trade</p> <p>Explain how trade functions</p> <p>Explain the role of trade during the age of exploration</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries.</p> <p>Determine the power struggle's impact living in Europe.</p> <p>Determine the power struggle's impact living in the Americas.</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations</p> <p>6.2.8.B.4.b Assess how maritime and overland trade routes (Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.</p> <p>6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time</p>	<p>Students will be able to independently determine the contributing and motivating factors for exploration.</p> <p>Students will use evidence to demonstrate how the impact of European exploration changed the Native American way of life.</p>

<p>period, and relate these changes to current environmental challenges.</p> <p>6.2.8.B.4.h Explain how the locations land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.</p> <p>6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population, growth, urbanization, and commercialization</p> <p>6.2.8.D.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences</p> <p>6.2.8.D.4.b Analyze how religion both unified and divided people</p>	
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Meaning	
<p style="text-align: center;">Understandings</p> <ul style="list-style-type: none"> -That there were significant geographical, social, and governmental changes in society between the middle ages and the age of exploration. -That science, technology, and religion had strong roles in the development of exploration of the Western Hemisphere. -That there were unintended benefits and negative consequences of exploration and European settlement in North and South America. -Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. -European exploration expanded global economic and cultural exchange into the Western Hemisphere. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • What are the motivating factors of exploration? • Why would a monarch want to finance an exploration mission? • How did life in the New World change as a result of European exploration and/or settlement?

Acquisition of Knowledge and Skills

Students will know...

- essential terms including astrolabe, caravel, caravan, slave, empire, nation, reformation, Renaissance, trade, society, conquest, conquistador, surplus, economy, monarchy, tribal rule, profit, cartographer, expedition, mutiny, company, estuary, colonist.
- Exploration patterns.
- Major European explorers of North and South America and their accomplishments.
- The causes and effects of conflicts between European explorers and Early American civilizations.
- 3 major economic systems of the Age of Exploration

Students will be skilled at...

- Discussing factors that stimulated European overseas explorations between the 15th and 17th centuries and the impact of that exploration on the modern world.
- Tracing the major land and water routes of the explorers.
- Comparing the political, social, economic, and religious systems of Europeans, and Native Americans who converged in the western hemisphere after 1492 (ex. civic values, population levels, family structure, communication, use of natural resources)
- Discussing the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Incan and Aztec empires, expeditions in the American Southwest, and the social composition of early settlers and their motives for exploration and conquest.
- Creating basic chronological timelines of the age of exploration (1490-1650)
- Relating the connection of this time period to the modern United States.

Stage 2: Acceptable Evidence

Performance Task
<p>-Role Play: You are a cartographer (map maker) in the 1600's, and the King of Spain has asked that you make a map of where all of the European explorers have traveled. Your map should include the route of at least 4 explorers. The map should include where they began their voyage, their stops, and their final destination. Each explorer's route should have its own symbol in your map key. Your map must also have a compass rose, labeled continents and oceans, and labeled equator.</p> <p>-Write and illustrate a cohesive written or oral presentation on (an) Explorer(s) which highlights his contributions and achievements that relate to the modern-day United States.</p> <p>-Persuasive writing to have students convince a European Monarch to fund their exploration journey to the Western Hemisphere.</p> <p>-Debate one of the five major theories of the causes of exploration.</p> <p>-Creation of a map that compares and contrasts exploration and subsequent trade routes</p> <p>-Replication of a sequencing timeline of key events in the Age of Exploration</p>
Other Evidence
<p>Checking for understanding through the usage of:</p> <ul style="list-style-type: none">• midway assessment• oral assessments• participation rubrics• student conferencing• written assignments• map skills• Written Assignment-Creating expository non-fiction writing• research and presentation of findings

Stage 3: Learning Plan

Pre-Assessment

-Survey of prior knowledge (short quiz, KWL, true/false correction, brainstorming, carousel brainstorming)

- [Why Explore, Why Trade? Activity](#)

Learning Events

-note-taking from teacher lecture/presentation

-video learning (Brainpop, youtube, United Streaming, educational videos, etc)

-non-fiction reading (80%)

-historical fiction novels (20%)*The Travels of Benjamin Trudela* by Uri Shulevitz, *Pedro's Journal* by Pam Conrad, *Stowaway* by Karen Hesse,

-primary source analysis (i.e. treaties, maps, etc.)

-Links:

Exploring the World: The Portuguese Explorers Ancient Lights, 1999 . Full Video.

Discovery Education. Web. 15 January 2013. <<http://www.discoveryeducation.com/>>

Challenging Geography: Explorers Discover America Parterre Productions, 1992 . Full Video.

Discovery Education. Web. 15 January 2013. <<http://www.discoveryeducation.com/>>

Early Explorers: The Age of Discovery 100% Educational Videos, 2004 . Full Video.

Discovery Education. Web. 15 January 2013. <<http://www.discoveryeducation.com/>>

Exploring the Renaissance (1350-1650) Ancient Lights, 1994 . Full Video.

Discovery Education. Web. 15 January 2013. <<http://www.discoveryeducation.com/>>

Exploring the World: Ferdinand Magellan and the First Voyage Around the World Ancient Lights, 2000 . Full Video. Discovery Education. Web. 15 January 2013.

<<http://www.discoveryeducation.com/>>

Exploring the World: Spanish Explorers of North America Ancient Lights, 2000 . Full Video.

Discovery Education. Web. 15 January 2013. <<http://www.discoveryeducation.com/>>

Medieval Times: Life in the Middle Ages (1000-1450 A.D.) Ancient Lights, 1992 . Full Video.

Discovery Education. Web. 15 January 2013. <<http://www.discoveryeducation.com/>>

The Explorers: Christopher Columbus: Voyager to a New World Ancient Lights, 2006 . Full Video.

Discovery Education. Web. 15 January 2013. <<http://www.discoveryeducation.com/>>

The Explorers: Francisco Pizarro and the Incas Ancient Lights, 2006 . Full Video.
Discovery Education. Web. 15 January 2013. <<http://www.discoveryeducation.com/>>
The French Explorers: The Beginnings of French Exploration and Settlement in North
America: 1490-1564 Ancient Lights, 2004 . Full Video. Discovery Education. Web. 15
January 2013. <http://www.discoveryeducation.com/>>
The Great Age of Exploration (1400-1550) Ancient Lights, 1998 . Full Video.
Discovery Education. Web. 15 January 2013. <<http://www.discoveryeducation.com/>>
Understanding Economics Cochran, 1999 . Full Video.
Discovery Education. Web. 15 January 2013. <<http://www.discoveryeducation.com/>>

Progress Monitoring

Checking for understanding through the use of : midway assessments, oral
assessments, participation rubrics, graded homework/class work, student conferencing,
etc.

UbD Unit 3Plan

Subject: Emergence of Americas
 Unit: American Settlement and Conflict

Stage 1: Desired Results

Established Goals	Transfer Goals
<p>6.1.8.A.1.a Compare & Contrast forms of governance among African, European, & Native American groups</p> <p>Compare & Contrast forms of belief systems among African, European, & Native American groups</p> <p>Compare & Contrast forms of family structures among African, European, & Native American groups</p> <p>6.1.8.D.1.b Explain how African, European, & Native American groups began a cultural transformation</p> <p>6.1.8.D.1.b Explain how African, European, & Native American groups began a cultural transformation</p> <p>6.1.8.B.2.b Compare & Contrast how the search for natural resources resulted in conflict versus cooperation between European colonists and Native Americans in the New World.</p> <p>6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.</p> <p>6.1.8.D.1.c Evaluate the impact of the Columbian Exchange on ecology from different perspectives</p> <p>Evaluate the impact of the Columbian Exchange on agriculture from different perspectives</p> <p>Evaluate the impact of the Columbian Exchange on culture from different perspectives</p>	<ul style="list-style-type: none"> ● Students will explain how geography influenced the settlement of new land. ● Students will infer how shifts in lifestyle resulted from geographic relocation. ● Students will chart both the positive and negatives results of the clash between European and Native cultures.

Meaning	
<p style="text-align: center;">Understandings</p> <ul style="list-style-type: none"> • The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. • The colonists adapted to geographic conditions that they were not exposed to previously. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • How does geography influence the settlement of new land? • In what ways were the outcomes of the conflict between European and Native cultures both positive and negative? • How does a shift to lifestyle and culture result from a geographic location? • Were the North American colonies truly a land of opportunity?

Acquisition of Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> • The interactions between Native Americans and European settlers, such as agricultural, trade, cultural exchanges, and military alliances and conflicts. • The background of Spanish Exploration, settlement, and missions in the American Southwest. • The reasons that allowed initial colonies such as Jamestown and Plymouth to succeed and flourish. • The concepts of the Mayflower 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Determining the roles of religious freedom and participatory government in various North American colonies. • Explaining how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. • Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and

<p>Compact and how it set a standard for permanent settlements.</p> <ul style="list-style-type: none">• Key terms: pilgrim, compact, self-rule, majority rule, stock, prosperity, cash crop, legislature, burgess, authority.	<p>Native American groups in the New World.</p> <ul style="list-style-type: none">• Explain the system of mercantilism and its impact on the economies of the colonies and European countries.• Analyze the impact of triangular trade on multiple nations and groups.• Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
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Stage 2: Acceptable Evidence

Performance Task
<ul style="list-style-type: none">• Role Play: You are a monarch-appointed mediator, sent to the colonies to attempt to negotiate a treaty between the Natives and the Colonial Settlements. Create a chart that outlines the wants and needs of the Natives compared the the colonists. Based upon this chart, create a script/dialogue with three characters (Native Chief, Colonist Leader, Mediator) that demonstrates a successful negotiation that allows for both the needs/wants of the Natives and the Colonists as well as some compromises on both sides.• Tests and quizzes• Academic Prompts: Writing prompt—essay—outlined in class using text and primary source information
Other Evidence
<p>Checking for understanding through the usage of:</p> <ul style="list-style-type: none">• midway assessment• oral assessments• participation rubrics• student conferencing• written assignments• map skills• Class discussions• Teacher observations of student work• Student Self-Assessment

Stage 3: Learning Plan

<p>Pre-Assessment</p>
<p>-Survey of prior knowledge (i.e true or false survey, KWL chart)</p>
<p>Learning Events</p>
<p>-note-taking from teacher lecture/presentation -video learning (Brainpop, youtube, United Streaming, educational videos, etc) -non-fiction reading (80%) Don't know Much about Pilgrims, by Kenneth Davis -historical fiction novels (20%) Raven's Cry by Christie Harris, Constance: A Story about Early Plymouth by Patricia Clapp, Finding Providence: The Story of Roger Williams by Avi, Streams to the River, River to the Sea by Scott O'Dell -primary source analysis (i.e. treaties, maps, etc.) -Links: http://www.historyglobe.com/jamestown/ Living History: Living at the Plymouth Colony Ancient Lights, 2000 . Full Video. Discovery Education. Web. 15 January 2013. <http://www.discoveryeducation.com/> Moments in Time: Jamestown: Against All Odds Discovery Channel, 2003 . Full Video. http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/index.html (Triangle Trade interactive map) Discovery Education. Web. 15 January 2013. <http://www.discoveryeducation.com/> American History: Colonial America Discovery Education, 2006 . Full Video. Discovery Education. Web. 15 January 2013. <http://www.discoveryeducation.com/></p>
<p>Progress Monitoring</p>
<p>Checking for understanding through the use of midway assessments, oral assessment, participation rubrics, graded homework/class work, student conferencing, etc.</p>

5th Grade UbD Unit 4 Plan

Subject: Emergence of Americas Unit: Colonial Society in America

Stage 1: Desired Results

Established Goals	Transfer Goals
<p>6.1.8.A.2.a Determine the roles of religious freedom in various North American colonies</p> <p>6.1.8.A.2.c Explain how race affected social opportunities during colonial times.</p> <p>Explain how gender affected social opportunities during colonial times.</p> <p>Explain how status affected social opportunities during colonial times.</p> <p>Explain how race affected economic opportunities during colonial times.</p> <p>Explain how gender affected economic opportunities during colonial times.</p> <p>Explain how race affected economic opportunities during colonial times.</p> <p>Explain how gender affected economic opportunities during colonial times.</p> <p>Explain how race affected political opportunities during colonial times.</p> <p>Explain how gender affected political opportunities during colonial times.</p> <p>Explain how status affected political opportunities during colonial times.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration of the colonies</p> <p>Determine factors that impacted settlement patterns of the colonies</p> <p>Determine factors that impacted regional identities of the colonies</p> <p>6.1.8.C.2.a Relate slavery to Colonial labor systems</p> <p>Relate indentured servitude to Colonial labor systems</p> <p>6.1.8.C.3.a Explain how taxes and government</p>	<ul style="list-style-type: none"> ● Students will explain how geographical regions define the characteristics of a colony. ● Students will give evidence to support what drives a civilization's advancements. ● Students will list reasons how man has justified the subjugation of others. ● Students will compare and contrast the similarities and differences of colonial daily life to our daily life.

<p>regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>6.1.8.D.2.b Compare & Contrast the voluntary versus involuntary migratory experience of different groups of people.</p> <p>Explain why migratory experiences differ.</p>	
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Meaning	
<p style="text-align: center;">Understandings</p> <ul style="list-style-type: none"> • American culture is open to interpretation based on who is describing it. • Globalization had a large impact on the founding of America. • The citizens of Colonial America were as politically, economically, religiously, socially, intellectually, and artistically diverse as are the citizens of the United States today. • British actions and policy toward its colonies was based on the philosophy of Mercantilism. • Both the British and the Colonists developed strong arguments in their positions regarding British taxation policy. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • How does the geographical region define the characteristics of a colony? • Was Colonial America a democratic society? • What defines a colony's culture? • What drives a colony's advancements? • How does man justify the subjugation (slavery) of others? • What leads people to change? • What are the similarities and differences of colonial daily life & our daily life? • What is the purpose of taxes? Do we need taxes? • Were the colonies justified in resisting British policies after the French and Indian war?

Acquisition of Knowledge and Skills

Students will know...

- Spain, France & Britain's motives and methods of colonization.
- Push-pull factors bringing colonists to the New World.
- Comparison and contrast of the three major sections of the colonies; Southern, Middle, and New England political, economic, religious, social, intellectual, and occupational patterns.
- That the "five big factors" (cultural/societal, economic, political, geographic and technological) affected the way that different early colonial settlements developed.
- The colonies were split into three major sections: New England, Middle, and Southern colonies.
- The colonies used slavery to gain profits from plantations, despite the horrible treatment of human beings.
- What the key tax acts were that the British imposed on the American colonies: Intolerable Act, Sugar Act, Stamp Act, etc..
- Key terms: plantation, mercantilism, "taxation without representation," indentured servants, frontier, puritans, molasses, blacksmith, raw material, missionary, town meeting, charter, expel, fundamental, industry, immigrant, militia, apprentice, county, delegate, congress, proclamation, treason, repeal, boycott, liberty.

Students will be skilled at...

- Explaining the differences in colonization of the Americas by England, the Netherlands, France and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.
- Connecting that people are immigrating to the United States today for various reasons and that those reasons and the five big factors will continue to influence the development of our cultural norms.
- Evaluating and predicting how the development of the colonies led to changes in the relationships between colonies and the mother country and foreshadowed revolution.
- Explaining what taxes are, how they are collected, and how tax dollars are used by local, state, and national governments to provide goods and services

Stage 2: Acceptable Evidence

Performance Task

- **Role Play: Colonial Stock Prospectus**—Students will create a stock prospectus—you are to create a pamphlet to convince investors back in England to invest in your colony. The problem is many investors have given up because of Native American uprisings, unsafe passages across the Atlantic, and a lack of return on earlier investments. You have been appointed by the governor of one of the 13 colonies (assigned) and you must research your colony’s offerings, the obstacles, and the potential returns to the investors (audience). You must create a pamphlet/brochure which incorporates text, graphics, and source information. You must also create a 2 minute oral presentation in which you will sell your ideas to the investors.
- **Role Play: You have the position of “Royal Prognosticator” for King George II.** Based upon your understanding of the development and changes in the Colonies in North America, make several predictions about what “might” happen as a result of actions over the next four decades (1765-1805)
- **Math interdisciplinary:** You are the owner of a Colonial Tea company. Tea costs \$11 a case and the import tax costs 8% of the purchase price. You need to buy 90 cases. How much will each case cost with the addition of the import tax? What will be your total price? [And additional math problems like this with a historical base)
- New England Colonies: (Massachusetts, New Hampshire, Rhode Island, Connecticut
- Middle Atlantic Colonies: (New York, New Jersey, Pennsylvania, Delaware)
- Southern Colonies: (Maryland, Virginia, North Carolina, South Carolina, Georgia)
- 3 Groups will create presentations on the various colony regions. They will present this information to the class. Students will compare and contrast the three regions and determine the key differences between them.
 1. Map & Geography/Climate (Recreate a map with descriptions of climate and vegetation zones)
 2. Religion (Create a chart of the major religious groups who settled within the region, their belief systems, traditions, and practices. Was there anything controversial about them?)
 3. Key Leaders/Government (3 trading cards giving bulleted biographical information including accomplishments and challenges leading their colony)
 4. Economy & Key Industries (Picture based map with explanations of the key industries and what they did.)
 5. Relationship with Native Americans (What tribes lived within the region? Create a chart as to major conflicts, alliances, treaties, and peaceful coexistence that happened within the region.)

6. Slavery/African Americans (Recreate a news article that discusses auction and selling of slaves, where they were sold to, what jobs they were responsible for and their treatment/rights as human beings.)

- For a final assessment, students can write a short essay based on which region they would settle if they were a potential colonist coming to the new world. Students would need to justify what prompted them to choose their respective region based upon geography and climate, religion, leadership and government, economics and industries, and relationships with Native Americans and African Americans.

Other Evidence

Checking for understanding through the usage of:

- midway assessment
- oral assessments
- participation rubrics
- graded homework/class work
- student conferencing
- written assignments
- map skills
- analyzing political cartoons
- Colonial job webquests/research and presentation

Stage 3: Learning Plan

Pre-Assessment

-Survey of prior knowledge (i.e true or false survey, KWL chart)

Learning Events

- note-taking from teacher lecture/presentation
- video learning (Brainpop, youtube, United Streaming, educational videos, etc)
- non-fiction reading (80%)
- historical fiction novels (20%)Charlotte by Janet Louise Swoboda Lunn, Early Thunder by Jean Fritz, Jump Ship to Freedom by James Lincoln & Christop Collier
- primary source analysis (i.e. treaties, maps, etc.)

-Links:

<http://questgarden.com/104/46/9/100606100112/> (Colonial Webquest)

http://teachertube.com/viewVideo.php?video_id=144117 (Brainpop video, Road to the Revolution)

<http://www.boston-tea-party.org/index.html> (Boston Tea Party Historical Society)

<http://www.historycentral.com/Revolt/index.html>

<http://www.earlyamerica.com/music/revolutionary.htm> (Music during Colonial times)

<http://www.taxhistory.org/www/website.nsf/Web/TaxHistoryMuseum?OpenDocument>

<http://apps.irs.gov/app/understandingTaxes/student/whys.jsp>

<http://apps.irs.gov/app/understandingTaxes/teacher/whys.jsp>

<http://www.history.org/history/>

<http://www.socialstudiesforkids.com/graphics/13mapnew.htm>

<http://teachingwithpowerpoint.com/Col.html>

Making the Thirteen Colonies: New England Colonies Ancient Lights, 2003 . Full Video.

Discovery Education. Web. 15 January 2013. <<http://www.discoveryeducation.com/>

National Archives for Primary Sources and Lesson

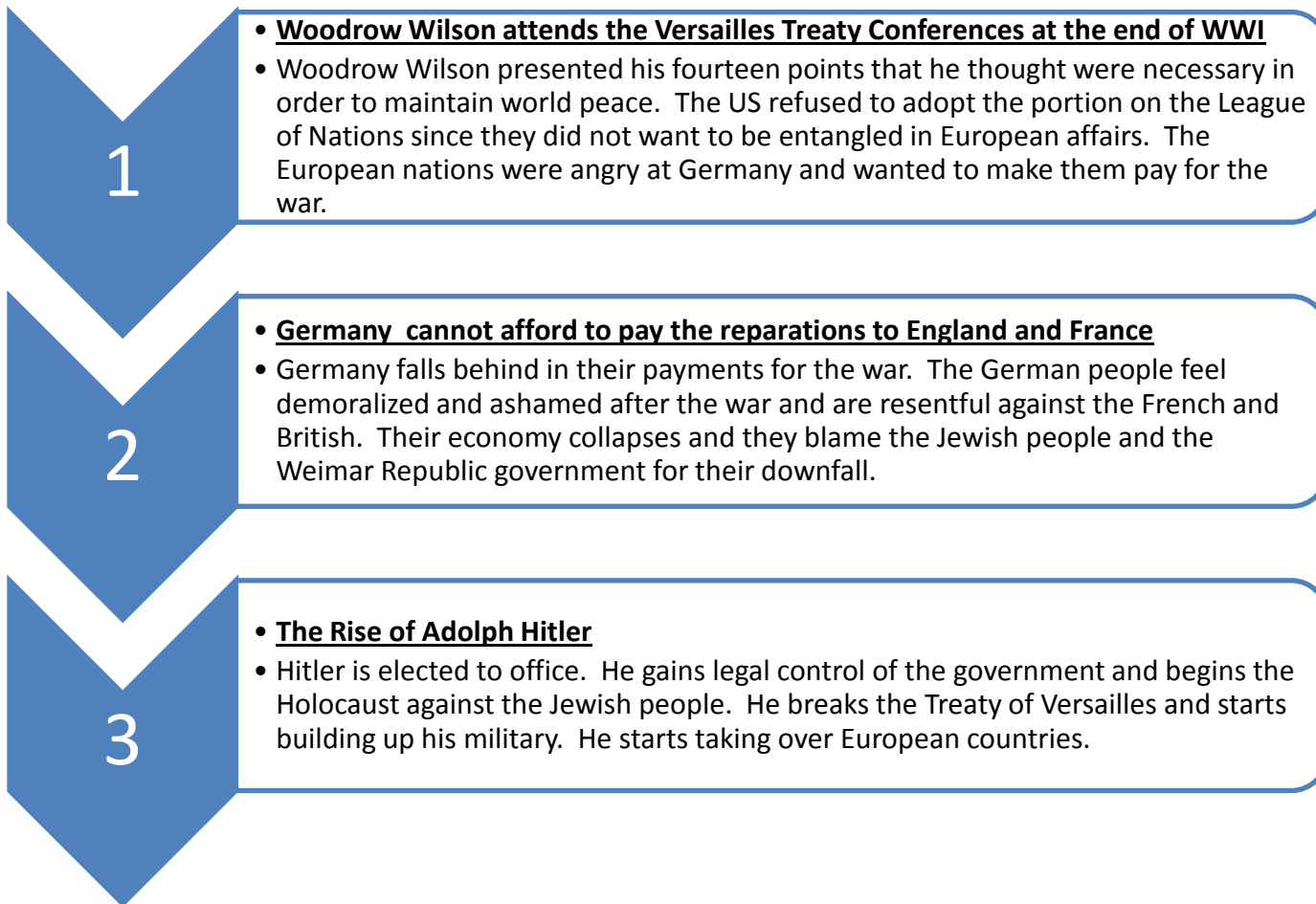
Plans <http://www.archives.gov/education/lessons/>

Progress Monitoring

Checking for understanding through the use of midway assessments, oral assessment, participation rubrics, graded homework/class work, student conferencing, etc.

Grade 5 Mid-Year Benchmark Assessment

Create a cause and effect chart of important events from the Middle Ages to the beginning of settlement by the Europeans in the Western hemisphere. Think about what event led to the next occurrence? Events should be in chronological order, and there should be eight in all. Make sure that on the flow chart each event has a title followed by three to four sentences to explain the event you have chosen. Descriptions should utilize a minimum of one vocabulary word per event. When looking at the entire flow chart, it should be apparent as to how each event is inter-related with the next in the time order of history. An example is done below.



Grade 5 Mid-Year Benchmark Assessment

Category	4-King	3-Knight	2-Explorer	1- Pauper
Organization/Sequence	Events are placed in proper order.	90-95% of events are placed in proper order	80-90% of the events are placed in proper order.	Most events are incorrectly placed on the flow-chart.
Appropriate Vocabulary	More than 80% of vocabulary words were used accurately.	Between 75-80% of vocabulary words were used accurately.	Between 70-75% of vocabulary words were used accurately.	Less than 70% of vocabulary words were used accurately.
Facts/Details	Facts are accurate for all events. No major details are excluded.	Facts are accurate for at least 85% of events. One or two major events may be missing.	Facts are accurate for 75-85% of events. Some events included are trivial, and major events are missing.	Less than 75% of facts are accurate. Many major events are excluded, and too many trivial events are included.
Cause & Effect	Causes and effects are logical; cause-effect transition words and phrases are used effectively.	At least 90% of causes and effects are logical; 90% of cause-effect transition words and phrases are used effectively.	80-90% of causes and effects are logical.	Less than 80% of causes and effects are logical.
Mechanics	There are few or no errors in mechanics, usage, grammar, or spelling.	There are some errors in mechanics, usage, grammar, or spelling.	There are numerous errors in mechanics, usage, grammar, or spelling.	There are numerous errors in mechanics, usage, grammar, or spelling, which interfere with meaning.

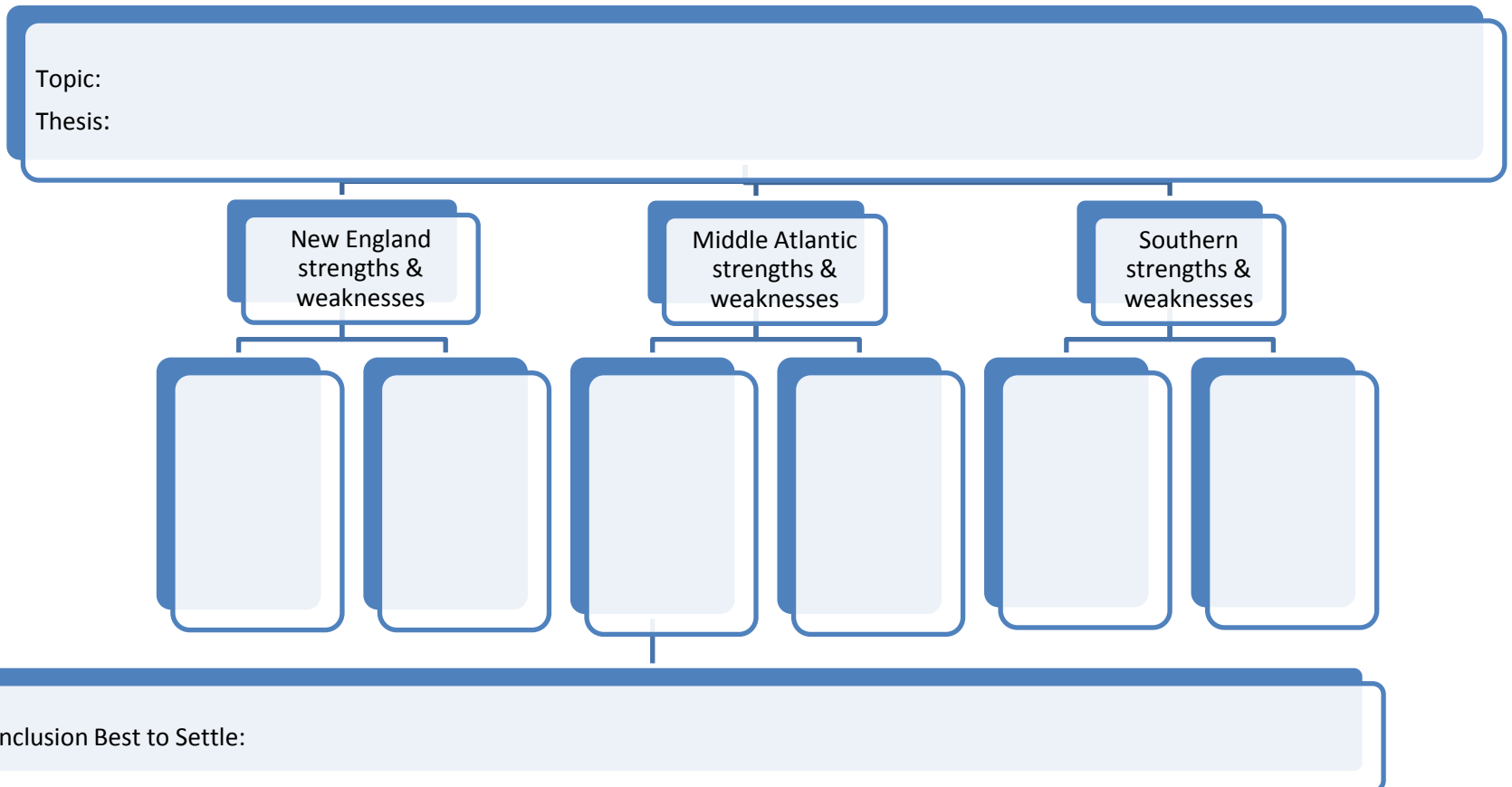
Grade 5 End-Year Benchmark Assessment

Essay:

The original 13 Colonies were developed into three distinct regions: New England, Middle Atlantic, and Southern. Based upon what you know about each of these regions including: Geography/Climate, Religion, Key Leaders/Government, Economy & Key Industries, Relationship with Native Americans, and Slavery/African Americans, what was each region's biggest strength? What was each region's biggest weakness? In your conclusion, determine and convince readers which region would have been the best to live if you were a prospective settler at this time in history.

This essay is asking you to compare and contrast and persuade. Utilize the following organization chart to help gather your thoughts. In the essay, you should have an opening paragraph with topic and thesis, three body paragraphs, and a conclusion that restates the key points of the essay. Utilize appropriate transitions to move from idea to idea.

Include a title for your essay.



Grade 5 End-Year Benchmark Assessment

Category	Published Author	Historian	Unpublished Author	Novice
Content	Single, distinct focus. Unified and coherent. Stays on topic. Well- developed, elaborated details.	Single focus. Some sense of unity and coherence. Stays on topic. Some key ideas developed.	Attempts to focus. May drift or shift focus. May stray off topic. Some development or elaboration of details.	Minimal response to topic; uncertain focus. No development or elaboration of details.
Details	At least 1-2 strengths & weaknesses included in each paragraph.	At least 1 strength & weakness included in each paragraph.	Less than 1 strength & weakness included in each paragraph.	No strengths & weaknesses included in each paragraph.
Format	Opening paragraph has a strong thesis statement. All other paragraphs have an appropriate main idea & conclusion sentence.	Opening paragraph has a strong thesis statement. Most other paragraphs have an appropriate main idea & conclusion sentence.	Opening paragraph has a thesis statement. Most other paragraphs have a main idea & conclusion sentence.	Opening paragraph has a thesis statement. Some other paragraphs have a main idea & conclusion sentence.
Conclusion	Contains 3 strong arguments to prove your choice.	Contains 2 strong arguments to prove your choice.	Contains 1 strong argument to prove your choice.	Contains no strong arguments to prove your choice.
Mechanics	Very few, if any, errors	Few errors.	No consistent pattern of errors. Some errors that do not interfere with meaning.	Numerous errors, patterns of errors, errors that interfere with meaning.

Social Studies Curriculum Map: Grade 6:

Months	September/Mid-November	Mid-November/Mid-January
Unit/Strand	The Independence Movement & American Revolution	Forming a New Nation
NJSLS	<p>6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p> <p>6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p> <p>6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution.</p> <p>6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p> <p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p>	<p>6.1.8.A.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.</p> <p>6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p> <p>6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</p> <p>6.3.8.C.1 Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.</p> <p>6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p> <p>9.1.8.B.1 Use multiple points of view to create alternative solutions.</p> <p>9.1.8.B.2 Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.</p>
Essential Questions	<ul style="list-style-type: none"> ● What are reasons for citizens to revolt against their government? ● Was the American Revolution a "radical" revolution? ● Would you have been a revolutionary in 1776? ● Was the American Revolution inevitable? ● Should the United States seek alliances with other nations regardless of political agendas? 	<ul style="list-style-type: none"> ● What kind of government is best for citizens? ● Whose ideas were best for the new nation: Hamilton or Jefferson? ● Does national, state or local government have the biggest effects on our lives? Which level is best at solving problems? ● How do the fundamental principles of the Constitution establish a federal government that allows for growth and change over time? ● Do separation of powers and checks and balances make our government function too slowly?
Skills	<ul style="list-style-type: none"> ● Describing and mapping crucial battles, key cities, and American territorial expansions and the settlement of the frontier during this period ● Construct timelines of the events occurring during major eras 	<ul style="list-style-type: none"> ● Understanding and analyzing the Articles of Confederation and its role as a precursor to the Constitution. ● Interpreting the contents of the U.S. Constitution. ● Evaluating the impact of the Constitution on everyday life. ● Identifying the three branches of the federal government and the tasks of each branch. ● Explaining the system of checks and balances. ● Recognizing the relevancy of the Bill of Rights
Concepts	<ul style="list-style-type: none"> ● Most colonists did not support the movement toward Independence prior to the publication of Common Sense. ● The colonists were divided in their support 	<ul style="list-style-type: none"> ● The United States Constitution is the supreme law of the land. ● The United States government is one that

Social Studies Curriculum Map: Grade 6:

Concepts	for the war, putting regional and self interests ahead of national interest.	<p>is “by the people, for the people”.</p> <ul style="list-style-type: none"> • The writers of the Constitution created the constitution to be amended or changed as the needs of the nation changed. • The Constitution allows for a separation of powers giving the federal government and individual states different roles and authority over different aspects of society (ie. marriage, military, educatio). • A greater in depth understanding of the checks and balances and the inter-relationships between the three branches of government.
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Months	Mid-January/Mid-February	Mid-February/Mid-April
Unit/Strand	An Expanding New Republic	Era of Reform
NJSLS	<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>6.1.8.A.3.e Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.</p> <p>6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p> <p>6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p> <p>9.1.8.B.1 Use multiple points of view to create alternative solutions.</p> <p>9.1.8.B.2 Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural ,gender-specific, generational), and determine how the data can best be used to design multiple solutions</p>	<p>6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p> <p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.D.4.b Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p> <p>6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p> <p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p> <p>9.1.8.B.1 Use multiple points of view to create alternative solutions.</p>
Essential Questions	<ul style="list-style-type: none"> • Does the US have a mission to expand land, freedom, and democracy? • How does Manifest Destiny influence the settlement and geographic changes of the United States? • What constitutes imperialism? 	<ul style="list-style-type: none"> • What forces unite and divide a nation? • Does equality depend on government actions? • Did the Supreme Court give too much power to the Federal government at the expense of the states? • Did the efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period positively

Social Studies Curriculum Map: Grade 6:

		<p>impact American society?</p> <ul style="list-style-type: none"> • Does the United States have a mission to expand freedom and democracy? • Can legislative compromise solve moral issues? (i.e. <i>Dred Scott</i>) • Does a geographic minority have the right to ignore the laws of a national majority? • When is compromise necessary and when is it not a viable solution?
Skills	<ul style="list-style-type: none"> • Analyzing how events are related over time. • Using critical thinking skills to interpret events, recognize bias, point of view, and context. • Assessing the credibility of primary and secondary sources. • Analyzing data in order to see people and events in context. • Formulating questions based on information needs. • Using effective strategies for locating information. • Comparing and contrasting competing interpretations of current and historical events. • Interpreting events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians. • Distinguishing fact from fiction by comparing sources about figures and events with fictionalized characters and events. • Summarizing information in written, graphic, and oral formats. 	<ul style="list-style-type: none"> • Describing the political, economic, and social changes in New Jersey and American society preceding the Civil War, including the early stages of industrialization, the growth of cities, and the political, legal, and social controversies surrounding the expansion of slavery. • Explaining how major events are related to one another in time. • Selecting and using various geographic representations to compare information about people, places, regions, and environments. • Using maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. • Comparing and contrasting differing interpretations of current and historical events. • Assessing the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. • Constructing timelines of the events occurring during major eras.
Concepts	<ul style="list-style-type: none"> • Political differences during Washington's administration lead to the rise of political parties in America. • Lewis and Clark were given set goals by Thomas Jefferson in their exploration of the Louisiana Territory. • The United States was divided along sectional lines whether or not they should wage war on Britain. • The nations of Latin America used the United States Revolutionary War as a model in their own revolutions against European control. • The Industrial Revolution in England was duplicated and improved upon in the United States. • What the Monroe Doctrine was and how that established American foreign policy. • What were the key battles and military leaders in the War with Mexico, the end results of the conflict, and the lasting political impacts of that war. • The concept of the Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition resulting from the Mexican War (1846-1848). 	<ul style="list-style-type: none"> • Even though there was less discrimination based on social class, discrimination based on sex and race grew worse beginning in the 1820's. • A racist attitude led to the belief that the United States had the right to take over new lands. • Expansion had positive economic effects for the country, but negatively impacted Native Americans, Chinese Americans, Mexican Americans, and African Americans. • The survival and prosperity of the economic system in the South depended on the use of slave labor. • The economy in the North was influenced by new inventions and changes in communication and transportation. • Anti slavery advocates believed that only by ending slavery could the United States become truly democratic. • Political and social reform in America in the 1840's was based on the ideals of liberty and equality expressed in the Declaration of Independence

Social Studies Curriculum Map: Grade 6:

Months	Mid-April/June	
Unit/Strand	Civil War & Reconstruction	
NJSLS	<p>6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>6.1.8.B.5.a Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.</p> <p>6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p> <p>6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p> <p>9.1.8.B.1 Use multiple points of view to create alternative solutions.</p> <p>9.1.8.B.2 Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions</p>	
Essential Questions	<ul style="list-style-type: none"> ● Was the Civil War inevitable? ● Was the Civil War worth its costs? ● Does Abraham Lincoln deserve to be called "The Great Emancipator?" ● How do differing perspectives on the causes and effects of the Civil War lead to different interpretations? ● Did the culmination of the Civil War actually provide equality for all citizens in the United States as alluded to in the Declaration of Independence? ● Did the life of an African American change after the Civil War, during Reconstruction, and after the 13th Amendment was passed? 	
Skills	<ul style="list-style-type: none"> ● Analyzing different points of view in regard to New Jersey's role in the Civil War, including abolitionist sentiment in New Jersey and New Jersey's vote in the elections of 1860 and 1864. ● Explaining the major events of the American Civil War including: The causes of the Civil War (slavery, states' rights), The course and conduct of the war (Antietam, Vicksburg, Gettysburg), Sectionalism, The Dred Scott and other Supreme Court decisions, The role of women, The role of African Americans, The Gettysburg Address, The Emancipation Proclamation 	
Concepts	<ul style="list-style-type: none"> ● How the quotation, "A house divided against itself cannot stand," applies to the friendships and military lessons from the Mexican War and had an impact on the military leaders during the Civil War ● Key battles and campaigns during the 	

Social Studies Curriculum Map: Grade 6:

	<p>war.</p> <ul style="list-style-type: none">• Geography played a distinctive role in campaign strategy, troop movement, and outcomes.• Key terms: Reconstruction, assassinate, black codes, sharecropping, carpetbagger, scalawag, segregation, border state, strategy, casualty, secede, Confederacy, emancipation, fugitive, underground, abolitionist, equality	
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6th Grade UbD Unit 1 Plan

Subject: 6th Grade United States History
 Unit: The Independence Movement & American Revolution

Stage 1: Desired Results

Established Goals	Transfer Goals
<p>6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p> <p>6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p> <p>6.1.8.B.3.d Explain why New Jersey’s location played an integral role in the American Revolution.</p> <p>6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American</p>	<ul style="list-style-type: none"> • Students will apply their understanding that disputes over political authority and economic issues can contribute to a movement for independence as they did in the colonies. • Students will have the ability to recognize a problem and apply critical thinking and problem-solving skills to solve a problem, and realize it is a lifelong skill that develops over time. • Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, which fosters creativity and innovative thinking. • Students will explain that there is a political agenda behind alliances.

<p>Revolution.</p> <p>6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p> <p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p>	
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Meaning	
<p style="text-align: center;">Understandings</p> <ul style="list-style-type: none"> • Most colonists did not support the movement toward Independence prior to the publication of Common Sense. • The colonists were divided in their support for the war, putting regional and self interests ahead of national interest. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • What are reasons for citizens to revolt against their government? • Was the American Revolution a “radical” revolution? • Would you have been a revolutionary in 1776? • Was the American Revolution inevitable? • Should the United States seek alliances with other nations regardless of political agendas?

Acquisition of Knowledge and Skills

Students will know...

- Discuss the major events (e.g. Boston Tea Party, Battle of Trenton, Saratoga, Valley Forge, French & Indian War) and personalities (e.g., George Washington, John Adams, John Witherspoon, William Franklin, Benjamin Franklin, Thomas Jefferson, Thomas Paine, Samuel Adams, Benedict Arnold, Paul Revere) of the American Revolution.
- Identify major British and American leaders, and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approving the Declaration of Independence (1776), the publication of "Common Sense," and major battles of the Revolutionary War.
- Key terms: tory, patriot, whigs, Continental Army, Common Sense, Declaration of Independence, social contract, bayonet, alliance
- New Jersey's critical role in the American Revolution, including major battles, the involvement of women and African Americans, and the origins of the movement to abolish slavery.
- What alliances were formed during the Revolutionary War and what the political motive was behind each alliance?

Students will be skilled at...

- Describing and mapping crucial battles, key cities, and American territorial expansions and the settlement of the frontier during this period
- Construct timelines of the events occurring during major eras

Stage 2: Acceptable Evidence

Performance Task
<ul style="list-style-type: none">• Prepare to hold an open forum to petition the leaders at the Second Continental Congress in which the guests discuss which side to take in the Revolutionary War; staying subjects of the British government vs. Revolting. (Assign roles; women, blacks, farmers, manufacturers, importers/exporters, tradesmen, etc.)• Create a PowerPoint/Keynote presentation (5 slides) that has students explain their "Top 5" crucial events or turning points of the Revolutionary War. Each slide should have a visual and the turning point. Presentations will give a brief description of the event and the student's opinion about why the event(s) they chose were a key turning point.• As you study conflicts during the Revolutionary War, think about the statement "The pen is mightier than the sword". What does this statement mean? Do you agree or disagree with this statement? Each time you discuss your views in context to the Revolutionary War, keep a log of the reasons for or against supporting the statement. Construct an argument supporting the statement or why you do not agree with it. You must use specific historical examples in your argument. Be sure you can identify and explain cause and effect in the historical examples. Is the statement relevant to today's world? Why or why not? Can you think of some challenge the world faces today that can be remedied by "the pen"? How might you go about making this change?
Other Evidence
<ul style="list-style-type: none">-Quizzes and Tests (focus on cause and effect skills)-Post assessment tied to <u>pre-assessment</u> misconception check-Mini-research projects-Written Assignment-Practicing written and oral presentation skills-Map skills-Analyzing political cartoons

Stage 3: Learning Plan

Pre-Assessment
<ul style="list-style-type: none">• Misconception check (tied to post-assessment)--Students are given a series of true/false statements. ie, The Boston Tea Party took place when Native Americans boarded a ship and threw British tea into the water because the British were taking over their territory. Paul Revere successfully warned all of New England

that the Loyalists were on their way to invade rebel homes. Post assessment will be the same, but the students will need to change all false statements and make them true.

- Open Ended Question--Thomas Jefferson wrote in the Declaration of Independence..."We hold these truths to be self-evident that all men are created equal." Do you think they really believed what they wrote? Explain your reasoning
 - Lesson Plan
Idea: <http://www.pbs.org/teachers/connect/resources/1564/preview/> .
 - http://www.pbs.org/ktca/liberty/road_q1_1.html (online pre-assessment about Revolutionary War)

Learning Events

- For the teachers: Content overview at <https://www.khanacademy.org/humanities/history/us-history/v/us-history-overview-1--jamestown-to-the-civil-war>
- Read My Brother Sam is Dead by Collier & Collier
- View portions of the movie: April Morning directed by Delbert Mann
- Writing personal historical narrative or journal entries similar to the "Dear America" series
- Books by Ken Davis <http://dontknowmuch.com>
- Quizlet flashcard series <http://quizlet.com/subject/american-revolution//>
- Online PBS video clips <http://www.pbs.org/teachers/connect/resources/1951/preview/>
- <http://www.history.com/topics/american-revolution>
- <http://www.socialstudiesforkids.com/articles/ushistory/bostonteaparty.htm>
- interactive timeline of Revolutionary War: <http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.htm>
- National Archives for Primary Sources and Lesson Plans <http://www.archives.gov/education/lessons/>

Progress Monitoring

Checking for understanding through the use of midway assessments, oral assessment, participation rubrics, graded homework/class work, student conferencing, etc.

6th Grade UbD Unit 2 Plan

<p>Subject: 6th Grade United States History Unit: Forming a New Nation</p>

Stage 1: Desired Results

Established Goals	Transfer Goals
<p>6.1.8.A.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.</p> <p>6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p> <p>6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</p> <p>6.3.8.C.1 Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.</p> <p>6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors</p>	<ul style="list-style-type: none"> • Students will identify different types of governments and explain their strengths and weaknesses. • Students will explain the fundamental principles of the Constitution. • Students will describe how the Constitution allows for growth and change.

<p>that impact critical thinking and problem-solving skills.</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p> <p>9.1.8.B.1 Use multiple points of view to create alternative solutions.</p> <p>9.1.8.B.2 Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.</p>	
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Meaning	
<p style="text-align: center;">Understandings</p> <ul style="list-style-type: none"> • The United States Constitution is the supreme law of the land. • The United States government is one that is “by the people, for the people”. • The writers of the Constitution created the constitution to be amended or changed as the needs of the nation changed. • The Constitution allows for a separation of powers giving the federal government and individual states different roles and authority over different aspects of society (ie. marriage, military, educatio). • A greater in depth understanding of the checks and balances and the inter-relationships between the three branches of government. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • What kind of government is best for citizens? • Whose ideas were best for the new nation: Hamilton or Jefferson? • Does national, state or local government have the biggest effects on our lives? Which level is best at solving problems? • How do the fundamental principles of the Constitution establish a federal government that allows for growth and change over time? • Do separation of powers and checks and balances make our government function too slowly?

Acquisition of Knowledge and Skills

Students will know...

- Key terms: federalism, legislative, executive, judicial, New Jersey Plan, Virginia Plan, compromise, bill, veto, override, amendment, Articles of Confederation, Constitution, federalist and anti-federalist, Bill of Rights
- The reasons why the Articles of Confederation made a weak Government for the new nation
- The rights given to citizens as part of the Bill of Rights

Students will be skilled at...

- Understanding and analyzing the Articles of Confederation and its role as a precursor to the Constitution.
- Interpreting the contents of the U.S. Constitution.
- Evaluating the impact of the Constitution on everyday life.
- Identifying the three branches of the federal government and the tasks of each branch.
- Explaining the system of checks and balances.
- Recognizing the relevancy of the Bill of Rights

Stage 2: Acceptable Evidence

Performance Task

Role Play: Mock Constitutional Convention:

This performance task examines the major arguments of the Federalists and AntiFederalists at the Constitutional Convention. Teacher will assign each student a person to portray in a mock Constitutional Convention. The students will research the positions of their individuals and the state they are representing. Students will be evaluated according to their ability to debate the topics, stay in character as evidence by researched facts, and make convincing arguments.

They will explain their position on:

- 1) make-up and method of choosing congressional delegates;
- 2) issue of slavery in the new country; and
- 3) powers that should or should not be given to the national government.

They will prepare an opening statement where they will outline their positions on the three issues. In addition, each of these will be debated as they support their position on the issues.

- 4) Lastly, they will write a letter "home" to their state explaining and supporting their stance on these issues from the convention.

The Art of Compromise Activity:

Students can choose 5 items from a list that they would like for their school and 5 items

that they not like. They will need to represent these 10 items in a mock convention event where they will need to get as many of their choices on a final constitution that all participants will agree. The final constitution has to have 5 items from each category. There should be a set amount of time to complete this task. Once the process is done, students should count how many items from their original list appeared on their final constitution. Discussion should take place to establish a foundation whether or not each individual's rights were represented in the final constitution. What compromises were made? Why were compromises made? How does this relate to the original representatives at the Constitutional Convention in Philadelphia?

Other Evidence

Checking for understanding through the usage of:

- midway assessment
- oral assessments
- participation rubrics
- graded homework/class work
- student conferencing
- written assignments
- map skills
- analyzing political cartoons

Stage 3: Learning Plan

Pre-Assessment

-Survey of prior knowledge (i.e true or false survey, anticipation guide, KWL chart)

Learning Events

-Note taking

<http://www.usconstitution.net/constkids4.html>

-video learning (Brainpop, youtube, United Streaming, educational videos : school house rocks, ,ie 1776, etc)

-non-fiction reading (80%)

-historical fiction (20%)

-primary source analysis (i.e. treaties, maps, etc.)

-Links:

PBS Kids: Wilson and Ditch Visit Historical

Philadelphia <http://pbskids.org/wilsonandditch/cities/?city=philadelphia§ion=epis>

[ode&pid=MhAYND XZp5V5YzxFAKwDIvdtWBsBBQj](#)

C-Span for Teachers (free, but membership required) <http://www.c-spanclassroom.org/>
National Archives for Primary Sources and Lesson
Plans <http://www.archives.gov/education/lessons/>

Progress Monitoring

Checking for understanding through the use of midway assessments, oral assessment, participation rubrics, graded homework/class work, student conferencing, etc.

6th Grade UbD Unit 3 Plan

Subject: 6th Grade United States History
 Unit: An Expanding New Republic

Stage 1: Desired Results

Established Goals	Transfer Goals
<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>6.1.8.A.3.e Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.</p> <p>6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p> <p>6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion</p>	<ul style="list-style-type: none"> ● The students will justify why the US has a mission to expand land, freedom, and democracy. ● The students will explain how Manifest Destiny influenced the settlement and geographic changes of the United States. ● Students will be able to compare and contrast the British treatment of American colonists compared to the United States treatment of Native American groups and citizens from other countries located in North America through Manifest Destiny and the Monroe Doctrine.

<p>and economic development of the United States.</p> <p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p> <p>9.1.8.B.1 Use multiple points of view to create alternative solutions.</p> <p>9.1.8.B.2 Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural ,gender-specific, generational), and determine how the data can best be used to design multiple solutions</p>	
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Meaning	
<p style="text-align: center;">Understandings</p> <ul style="list-style-type: none"> • Political differences during Washington’s administration lead to the rise of political parties in America. • Lewis and Clark were given set goals by Thomas Jefferson in their exploration of the Louisiana Territory. • The United States was divided along sectional lines whether or not they should wage war on Britain. • The nations of Latin America used the United States Revolutionary War as a model in their own revolutions against European control. • The Industrial Revolution in England was duplicated and improved upon in the United States. • What the Monroe Doctrine was and how that established American foreign policy. • What were the key battles and military leaders in the War with Mexico, the end results of the 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • Does the US have a mission to expand land, freedom, and democracy? • How does Manifest Destiny influence the settlement and geographic changes of the United States? • What constitutes imperialism?

<p>conflict, and the lasting political impacts of that war.</p> <ul style="list-style-type: none"> • The concept of the Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition resulting from the Mexican War (1846-1848) 	
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Acquisition of Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> • Descriptions of American territorial expansions and the settlement of the frontier during this period. • The causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Tecumseh's rebellion). • The background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans). • The economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital. • How societies have been affected by industrialization and by different political and economic philosophies within particular regions of the United States. • How inventions and innovations have improved standards of living over the course of history. • How to construct timelines of the events occurring during major eras. • Key terms: Manifest Destiny, 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Analyzing how events are related over time. • Using critical thinking skills to interpret events, recognize bias, point of view, and context. • Assessing the credibility of primary and secondary sources. • Analyzing data in order to see people and events in context. • Formulating questions based on information needs. • Using effective strategies for locating information. • Comparing and contrasting competing interpretations of current and historical events. • Interpreting events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians. • Distinguishing fact from fiction by comparing sources about figures and events with fictionalized characters and events.

<p>Louisiana Purchase, Sacagawea, cotton gin, Robert Fulton, railroad expansion, pony express, Oregon Trail, 49'er, Homestead Act, squatters, nationalism, annex, siege, etc.</p>	<ul style="list-style-type: none"> Summarizing information in written, graphic, and oral formats.
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Stage 2: Acceptable Evidence

<p>Performance Task</p>
<p>1) Students are a children's book author working on a book called "Manifest Destiny". They will write and illustrate a book that explains Manifest Destiny's influence on the settlement and geographic changes of the United States. It should be written at a level that second grade students could understand.</p> <p>2) Students write an essay in which they explain the ideas and events that led to the rapid territorial expansion of the United States in the 1840s. The essay should be developed using well-chosen facts, concrete details, and quotations from the primary and secondary sources contained in the unit.</p> <p>The essay should be supported with facts, details, and quotations from at least 2 of the following primary sources:</p> <ul style="list-style-type: none"> John L. O'Sullivan, Manifest Destiny (1839 and 1845) Polk's Declaration of War (1846) Proclamation from a Mexican General (1846) Americans Supporters of the Mexican War (1846-1847) Americans Opponents of the Mexican War (1846-1847) <p>And the following secondary sources:</p> <ul style="list-style-type: none"> Table and map of US territorial growth, 1800-1850 <p>3) Create a visual representation (graphic organizer, map, political cartoon strip, etc) of one of the major events of the unit, ie War of 1812, Lewis & Clark's journey, Native American conflicts and explain how the visual representation will help with understanding of the event.</p>
<p>Other Evidence</p>
<p>Checking for understanding through the usage of:</p> <ul style="list-style-type: none"> midway assessment

- oral assessments
- participation rubrics
- graded homework/class work
- student conferencing
- written assignments
- map skills
- analyzing political cartoons

HISTORICAL CONTENT AND ANALYSIS				
Content	Emerging (1)	Developing (2)	Proficient (3)	Exemplary (4)
WHST.6-8.2d Use domain-specific vocabulary from the unit to inform about the topic. <i>e.g. Manifest Destiny, expansion, annexation, territory</i>	Uses no unit vocabulary, or uses terms incorrectly	Begins to use unit vocabulary, but does not demonstrate an understanding of terms used, or describe their relevance to the essay	Incorporates unit vocabulary terms into essay in a way that demonstrates understanding of the terms	Incorporates unit vocabulary into essay and shows clear understanding of each term used; uses precise language throughout the essay
Identifies and describes impact of Manifest Destiny as a cause of U.S. territorial growth	Does not explicitly identify Manifest Destiny as a cause of U.S. territorial growth, or names it but cannot describe its significance	Identifies Manifest Destiny as a cause of U.S. territorial growth, but does not describe its impact on U.S. expansion	Identifies and defines Manifest Destiny, and describes its impact on U.S. expansion	Identifies and defines Manifest Destiny as a cause of U.S. expansion; describes its impact on territorial growth and its significance as an idea
Identifies and describes 2 political/economic factors that led to territorial growth in U.S. during 1840s <i>e.g. expansion of slavery, Polk's policies, population growth, Mexico's sparse population</i>	Makes no to little attempt to identify or describe causes of territorial growth, apart from Manifest Destiny	Identifies 1-2 political/economic factors of expansion, but does not describe how these factors led to territorial growth	Describes 2+ political/economic factors of expansion, and explains how at least one of the factors led to territorial growth	Describes 2+ political/economic factors of expansion, and analyzes the impact and significance of each factor in depth

EVIDENCE, REASONING AND ORGANIZATION				
NJSLS	Emerging (1)	Developing (2)	Proficient (3)	Exemplary (4)
WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.	Topic of the essay is difficult to determine; essay is disorganized, and is not written in paragraph form, or paragraphs do not each have clear topics	Does 1 out of 3: Introduces topic clearly; previews what is to follow; ideas, concepts, and information are organized into 3 separate paragraphs	Does 2 out of 3: Introduces topic clearly; previews what is to follow; organizes ideas, concepts, and information into 3 distinct body paragraphs	Does all 3: Introduces topic clearly; succinctly previews what is to follow; organizes ideas, concepts, and information into 3 distinct body paragraphs that support the topic

WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Develops the topic with no or little evidence (0-2 sources) that may not be relevant, does not include concrete details or examples	Develops the topic with some evidence (2-3 sources) that may or may not be relevant; uses a few concrete details or examples as support, but does not describe their importance	Develops the topic with relevant evidence (3 sources), and examines concrete details or examples in some paragraphs to add support the topic	Fully develops the topic with relevant facts (3 or more sources) and analyzes several concrete details, quotations and examples to support the topic in every paragraph
WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Uses some simple words and phrases to link sections and create cohesion (e.g., first, second, third; also, then, etc.). The result might be list-like.	Uses some explicit words and phrases to create cohesion (therefore, in summary) but is not consistent in connecting ideas	Writes in coherent prose that sequences the ideas and information	Writes in coherent prose that clearly sequences the ideas and information, and strengthens the explanation of the historical event or process
WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	Provides no more than a concluding sentence attached to a body paragraph; conclusion departs from information presented in essay	Provides an explicit concluding paragraph, but does not summarize all of the information presented in essay; may state which cause of expansion was most important, but does not describe how or why	Provides an explicit concluding paragraph that summarizes the information presented, and describes which cause of expansion was most important	Provides an explicit concluding paragraph that summarizes information presented, and analyzes which cause of expansion was most important

LANGUAGE AND CONVENTIONS				
	Emerging (1)	Developing (2)	Proficient (3)	Exemplary (4)
WHST.6-8.2e Establish and maintain a formal style and objective tone.	Writes as might speak. Language is informal, and essay is framed from personal point of view	Writes in a style appropriate to written communication, but personal views may dominate at times	Writes in a more formal style in order to convey ideas, concepts, and information clearly	Writes in a formal style throughout the whole essay in order to convey ideas, concepts, and information clearly and objectively to the reader
LS.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Lack of conventions (punctuation and capitalization) and many spelling and grammatical errors make positions, claims, or conclusions unclear and difficult to read.	Overall meaning of essay is clear, but spelling, punctuation, and grammatical errors persist.	Essay is clear and easy to read. There are few spelling, punctuation, or grammatical errors.	Each part of the essay is clear and easy to read. There are no spelling, punctuation, or grammatical errors.

Stage 3: Learning Plan

Pre-Assessment

- KWL chart for major ideas, ie Sacagawea, Manifest Destiny, Louisiana Purchase, Industrial Revolution
- Make predictions based on prior units. What do you think happened because of...

Learning Events

-Note taking

-video learning (Brainpop, youtube, United Streaming, educational videos, etc)
-Math interdisciplinary: "Costs in the 19th century" <http://www.pbs.org/teachers/connect/resources/4396/preview/>

-non-fiction reading (80%)

-Interior of Settler Cabins video
<http://www.pbs.org/teachers/connect/resources/5134/preview/>

-historical fiction (20%)

-primary source analysis (i.e. journals, treaties, maps, etc.)

-Conflict Resolution in US History
Simulation http://civiced.rutgers.edu/CONFLICT/sample_lesson.pdf

-Links:

Books by Ken Davis <http://dontknowmuch.com/>

National Archives for Primary Sources and Lesson
Plans <http://www.archives.gov/education/lessons/>

Progress Monitoring

Checking for understanding through the use of midway assessments, oral assessment, participation rubrics, graded homework/class work, student conferencing, etc.

6th Grade UbD Unit 4 Plan

Subject: 6th Grade United States Social Studies
 Unit: Era of Reform

Stage 1: Desired Results

Established Goals	Transfer Goals
<p>6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p> <p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.D.4.b Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p> <p>6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p> <p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p> <p>9.1.8.B.1 Use multiple points of view to create alternative solutions.</p>	<ul style="list-style-type: none"> • Students will recognize the following causes: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems had the ultimate effect of increased regional tensions. • Students will have the ability to recognize a problem and apply critical thinking and problem-solving skills. They will recognize that solving a problem is a lifelong skill that develops over time. • Students will gather and evaluate information from a variety of sources including global perspectives.

Meaning	
<p style="text-align: center;">Understandings</p> <ul style="list-style-type: none"> • Even though there was less discrimination based on social class, discrimination based on sex and race grew worse beginning in the 1820's. • A racist attitude led to the belief that the United States had the right to take over new lands. • Expansion had positive economic effects for the country, but negatively impacted Native Americans, Chinese Americans, Mexican Americans, and African Americans. • The survival and prosperity of the economic system in the South depended on the use of slave labor. • The economy in the North was influenced by new inventions and changes in communication and transportation. • Anti-slavery advocates believed that only by ending slavery could the United States become truly democratic. • Political and social reform in America in the 1840's was based on the ideals of liberty and equality expressed in the Declaration of Independence 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • What forces unite and divide a nation? • Does equality depend on government actions? • Did the Supreme Court give too much power to the Federal government at the expense of the states? • Did the efforts to reform education, women's rights, slavery, and other issues during the Antebellum period positively impact American society? • Does the United States have a mission to expand freedom and democracy? • Can legislative compromise solve moral issues? (i.e. Dred Scott) • Does a geographic minority have the right to ignore the laws of a national majority? • When is compromise necessary and when is it not a viable solution?

Acquisition of Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> • The background of American cultural, religious, and social reform movements in the antebellum period. • The characteristics of political and 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Describing the political, economic, and social changes in New Jersey and American society preceding the Civil War, including the early stages of industrialization, the growth of

<p>social reform movements in the antebellum period in New Jersey, including the 1844 State Constitution, the temperance movement, the abolition movement, and the women’s rights movement.</p> <ul style="list-style-type: none"> • Sectional compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820) and the continued resistance to slavery by African Americans. • New Jersey’s role in the Underground Railroad. • How African Americans suffered under slavery. • The Cotton Gin caused slavery to expand in the South. • Reformers tried to end slavery and how Americans reacted to the Anti-slavery Movement. • The Dred Scott decision was a major setback for the antislavery forces and abolition movement. • The expansion of railroads transformed American society and led to massive Chinese immigration. • Key terms: Harriet Beecher Stowe, Harriet Tubman, underground railroad, abolitionists, fugitive, equality, suffrage, temperance, amendment, compromise, Mark Twain, Tom Sawyer, Bleeding Kansas, industrial revolution, textile, mass production, supply & demand, etc.. 	<p>cities, and the political, legal, and social controversies surrounding the expansion of slavery.</p> <ul style="list-style-type: none"> • Explaining how major events are related to one another in time. • Selecting and using various geographic representations to compare information about people, places, regions, and environments. • Using maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. • Comparing and contrasting differing interpretations of current and historical events. • Assessing the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. • Constructing timelines of the events occurring during major eras.
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Stage 2: Acceptable Evidence

<p>Performance Task</p>
<p>1) You are on the admission committee for the fictitious “Inventors Hall of Fame” in 1855.</p>

Eli Whitney is a candidate for admission to this prestigious institution. Based upon your understanding of the political, economic, and social climate of the time, should Whitney be accepted into the “Hall of Fame” based upon the impact of the cotton gin on the lives of African-Americans in the south? Write a position paper explaining both sides of the issue and concluding with your point of view.

2) You are a slave who has made it to freedom on the Underground Railroad and have been asked to create a tribute for Harriet Tubman and how she helped contribute to (your) and 300 slaves’ freedom. You should write a one page paper discussing how Harriet Tubman helped you on your journey and explain the difficulties you encountered.

3) Analyze the presidencies of Fillmore, Pierce, and Buchanan. How did they compromise between the differing viewpoints of the Northern and Southern factions in the nation? What particular laws and agreements were made? Create a chart outlining the various compromises. Draw conclusions in a short essay as to whether their compromising enabled the nation to remain intact or led to the ultimate dissolution of the country.

Other Evidence

Checking for understanding through the usage of:

- midway assessment
- oral assessments
- participation rubrics
- graded homework/class work
- student conferencing
- written assignments
- map skills
- analyzing political cartoons

Stage 3: Learning Plan

Pre-Assessment

- Write a personal narrative from the point of view of a slave escaping via the Underground Railroad.
 - African Americans in the Revolutionary War
<http://www.pbs.org/teachers/connect/resources/1565/preview/>
- Make a t-chart to contrast the point of view of a southern slave owner and a northern non-slave owner.
- Students are given a list of inventions from this time period and must infer why it

was invented/how it made life easier and who is affected.

- Students will brainstorm in groups: What is unique about the south in terms of it's culture and geography? How do you think it affected their desire to secede from the union?

Learning Events

-Note taking

-video learning (Brainpop, youtube, United Streaming, educational videos, etc)

Cotton Gin Video (History Channel) <http://www.history.com/topics/cotton-gin-and-eli-whitney/videos#civil-wars-greatest-myth>

-non-fiction reading (80%)

-historical fiction (20%)

-primary source analysis (i.e. journals, treaties, maps, etc.)

American History: Abolishing Slavery in America Discovery Education, 2005 . Full Video. Discovery Education. Web. 15 January 2013. <<http://www.discoveryeducation.com/>>

<http://www.loc.gov/exhibits/african/afam005.html> Library of Congress

<http://video.search.yahoo.com/video/play; ylt=A2KLqIE8q VQAFoAgd77w8QF; ylu=X3oDMTBrC3VyamVwBHNIYwNzcgRzbGsDdmlkBHZ0aWQD?p=james+buchanan&vid=f2e753de187ae475a0875f71bd9d89e6&l=10%3A43&turl=http%3A%2F%2Fts4.mm.bing.net%2Fth%3Fid%3DV.5035828527300651%26pid%3D15.1&rurl=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DRWNT05hRc5U&tit=American+President+%2315%3A+James+Buchanan+%281857-1861%29&c=2&sigr=11a0c0mev&&tt=b> James Buchanan video

Determine the role of Uncle Tom's Cabin in the Civil War

- Analyze reviews of Uncle Tom's Cabin and complete a Venn diagram

Consult The Anti-Slavery Movement in America, 1830-1865, Slavery in the United States, War, Terrible War www.americaslibrary.gov/cgi-bin/page.cgi/jb/reform/beecher_1

Read and Interpret Negro Spirituals

- Listen to recordings of some spirituals and the Jubilee Singers.
- Write spirituals. Consult www.negrospirituals.com/

John Brown

- Read a biography of John Brown
- Examine primary sources relating to John Brown
- Develop an opinion of John Brown's actions: Criminal or hero?

www.pbs.org/wgbh/amex/brown/index.html

Audio speeches:

Frederick Douglas <http://www.teachushistory.org/files/dredscott/14.mp3>

Lucy Stone <http://www.teachushistory.org/files/dredscott/16.mp3>

Charleston Mercury <http://www.teachushistory.org/files/dredscott/23.mp3>

Letter about banning slavery

[http://www.territorialkansasonline.org/cgiwrap/imlskto/index.php?SCREEN=view image&file name=k301711&document id=102106&FROM PAGE=](http://www.territorialkansasonline.org/cgiwrap/imlskto/index.php?SCREEN=view_image&file_name=k301711&document_id=102106&FROM_PAGE=)

Missouri Compromise Document <http://www.nationalcenter.org/FugitiveSlaveAct.html>

US Constitution <http://www.pbs.org/wgbh/aia/part3/3h511t.html>

1. Place students into groups and distribute copies of these primary source documents. Using these documents, students will answer the question: "How did the United States deal politically with the question of slavery until the Civil War?"
2. Give students an edited copy of Abraham Lincoln's June 26, 1857 speech, students will write an essay in which they analyze Lincoln's response to the Dred Scott decision. (In this speech Lincoln addressed both the issue of citizenship and property. This speech is also a great source for introducing the Lincoln-Douglas debates.) If you were Lincoln, what would you have done?

National Archives for Primary Sources and Lesson Plans

<http://www.archives.gov/education/lessons/>

Progress Monitoring

Checking for understanding through the use of midway assessments, oral assessment, participation rubrics, graded homework/class work, student conferencing, etc.

6th Grade UbD Unit 5 Plan

Subject: 6th Grade United States History
 Unit: Civil War & Reconstruction

Stage 1: Desired Results

Established Goals	Transfer Goals
<p>6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>6.1.8.B.5.a Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.</p> <p>6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p> <p>6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives</p> <p>9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p> <p>9.1.8.B.1 Use multiple points of view to create alternative solutions.</p> <p>9.1.8.B.2 Assess data gathered to solve a problem for which there are varying</p>	<ul style="list-style-type: none"> • Students will explain how the Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. • Students will explain how the Civil War and Reconstruction had a lasting impact on the development of the United States. • The students will have the ability to recognize a problem and apply critical thinking and problem-solving skills to solve it. They will recognize this is a lifelong skill that develops over time.

perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions	
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Meaning	
<p style="text-align: center;">Understandings</p> <ul style="list-style-type: none"> • How the quotation, “A house divided against itself cannot stand,” applies to the friendships and military lessons from the Mexican War and had an impact on the military leaders during the Civil War • Key battles and campaigns during the war. • Geography played a distinctive role in campaign strategy, troop movement, and outcomes. • Key terms: Reconstruction, assassinate, black codes, sharecropping, carpetbagger, scalawag, segregation, border state, strategy, casualty, secede, Confederacy, emancipation, fugitive, underground, abolitionist, equality 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • Was the Civil War inevitable? • Was the Civil War worth its costs? • Does Abraham Lincoln deserve to be called “The Great Emancipator?” • How do differing perspectives on the causes and effects of the Civil War lead to different interpretations? • Did the culmination of the Civil War actually provide equality for all citizens in the United States as alluded to in the Declaration of Independence? • Did the life of an African American change after the Civil War, during Reconstruction, and after the 13th Amendment was passed?

Acquisition of Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> • Southerners did not trust Abraham Lincoln and did not believe his views on slavery. • The election of Lincoln meant that the Civil War was inevitable. • The South’s great military leadership and great willingness to defend its homeland offset the huge military and economic advantages of the North. • There were similarities and differences in the way the war affected the military 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Analyzing different points of view in regard to New Jersey’s role in the Civil War, including abolitionist sentiment in New Jersey and New Jersey’s vote in the elections of 1860 and 1864. • Explaining the major events of the American Civil War including: The causes of the Civil War (slavery, states’ rights), The course and conduct of the war (Antietam, Vicksburg, Gettysburg), Sectionalism, The Dred Scott and other

and civilian population of the North and South.	Supreme Court decisions, The role of women, The role of African Americans, The Gettysburg Address, The Emancipation Proclamation
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Stage 2: Acceptable Evidence

Performance Task
<p>1) The Civil War has just begun and your loved one (son, father, husband, uncle) is away fighting the enemy. To keep your soldier's spirits raised, your family has decided to put together a care package that will help them to keep up the good fight. You will create a care package that will contain at least 6 items that would have helped a Union soldier or a Confederate soldier during the Civil War.</p> <p>One of the 6 items that you are to provide is a 1 page letter to the soldier who is away at war. In your letter, you will explain how life has been at home (politics, economics, culture) since the war has begun.</p> <p>The remaining 5 items must fall into 5 different categories from the following list: food, clothing, personal item, inspirational item, entertainment item, or toiletry item. Each additional item in the care package must have a minimum of a one paragraph description attached to the item that explains the reason why the item was included in the package. You must also explain how the items in the package may have led to a change in the outcome of a specific battle or specific situation. How may have the goods provided led to a change in the outcome of the war for that one soldier?</p> <p>2) Assign students roles as Confederate or Union states in a Civil War states conference. They will engage in a mock conflict resolution seminar to see if the Union can get back together.</p> <p><u>Questions for the debate team representing the South</u></p> <p>A. What does the 13th amendment mean for the south and how will it affect the southern economy?</p> <p>B. If you were to meet an abolitionist what would you say to them in defense of slavery?</p> <p>C. What provisions would need to be made for the Southern states who have seceded to become a part of the union again? (See question C for the north)</p>

Questions for the debate team representing the North

A. Many of the southern states believe in having individual state rights versus federal rights. Why is it important for states to be a part of the union?

B. If slavery is abolished, what provisions will be made for the slaves who have to leave their owners?

C. What would you concede to have the Union get back together?

3) Matthew Brady was a Civil War photographer that documented the battles and famous people of that time period. Through one of his photographs, write a first person narrative taking on the characteristics of that individual during that historical era. Consider the following:

- Who was the person in the photograph? If they were famous, tell their story through their words. If they were unknown, create the story of their life.
- Focus on one singular event. Describe the environment, the lifestyle, hardships, and setting. Remember to be historically accurate in your depiction and details.
- What would this person want to tell people of this generation? What would they want people to understand about their life?
- Keep the photograph in mind. How do they look? What are they wearing? What is their facial expression telling? What is in the background? How does that relate to the story they are telling.
- Use primary resources to assist you in your research.

Other Evidence

Checking for understanding through the usage of:

- midway assessment
- oral assessments
- participation rubrics
- graded homework/class work
- student conferencing
- written assignments
- map skills
- analyzing political cartoons

Stage 3: Learning Plan

Pre-Assessment

Students write their opinions on what the federal government should be in control of versus what areas states should control.

List all of the differences you have learned that might cause the southern states to want to secede from the United States.

Learning Events

Read a first-hand account of the firing on Fort Sumter at www.eyewitnesstohistory.com/sumter.htm

“Beyond the Textbook”: Causing the Civil War <http://teachinghistory.org/history-content/beyond-the-textbook/23911>

Abraham Lincoln and NY Times Resources

<http://learning.blogs.nytimes.com/2010/11/05/resources-abraham-lincoln-and-the-civil-war/>

NY Times Civil War Resources

http://topics.nytimes.com/topics/reference/timestopics/subjects/c/civil_war_us/index.html

Read Civil War letters <http://www.civilwarletters.com/>

View a video clip of Underground Railroad <http://www.imdb.com/title/tt0110934/> and write a narrative story using facts from the video and classroom notes about the different perspectives of the Civil War

Civil War maps (primary sources) [http://memory.loc.gov/cgi-bin/map_item.pl?data=/home/www/data/gmd/gmd382/g3824/g3824g/cw0331000.sid&style=gmd&itemLink=r?ammem/gmd:@field\(NUMBER+@band\(g3824g+cw0331000\)\)&title=Field%20of%20Gettysburg,%20July%201st,%202nd%20%26%203rd,%201863%20Prepared%20by%20T.%20Ditterline.](http://memory.loc.gov/cgi-bin/map_item.pl?data=/home/www/data/gmd/gmd382/g3824/g3824g/cw0331000.sid&style=gmd&itemLink=r?ammem/gmd:@field(NUMBER+@band(g3824g+cw0331000))&title=Field%20of%20Gettysburg,%20July%201st,%202nd%20%26%203rd,%201863%20Prepared%20by%20T.%20Ditterline.)

A video reading of the Emancipation Proclamation:

<http://www.pbs.org/teachers/connect/resources/6854/preview/>

Antique Roadshow Clip: The value of Civil War Soldier items

<http://www.pbs.org/teachers/connect/resources/6199/preview/>

Black Soldiers sample lesson

- Read about the role of Black soldiers in the Civil War.

- Analyze a quote and a poster from the Civil War

- Weigh the pros and cons of enlisting during the Civil War.

Consult If You Lived When There Was Slavery in America, You Wouldn't Want to be a Civil

War Soldier!

www.archives.gov/education/lessons/blackscivil-war/

www.archives.gov/education/lessons/blackscivil-war/images/recruitment-broadside.gif

Appomattox sample lesson

- Analyze primary sources relating to the surrender at Appomattox

- Evaluate the conditions for the surrender Consult Fields of Fury, Robert E. Lee, Ulysses S. Grant [www.brotherswar.com/Civil War Quotes 4a.htm](http://www.brotherswar.com/Civil%20War%20Quotes%204a.htm)

www.eyewitnesstohistory.com/appomatx.htm

Plans for Reconstruction

- Research the different plans that were considered for Reconstruction

- Create your own plan based on aspects of the actual plans.

www.u-s-history.com/pages/h126.html

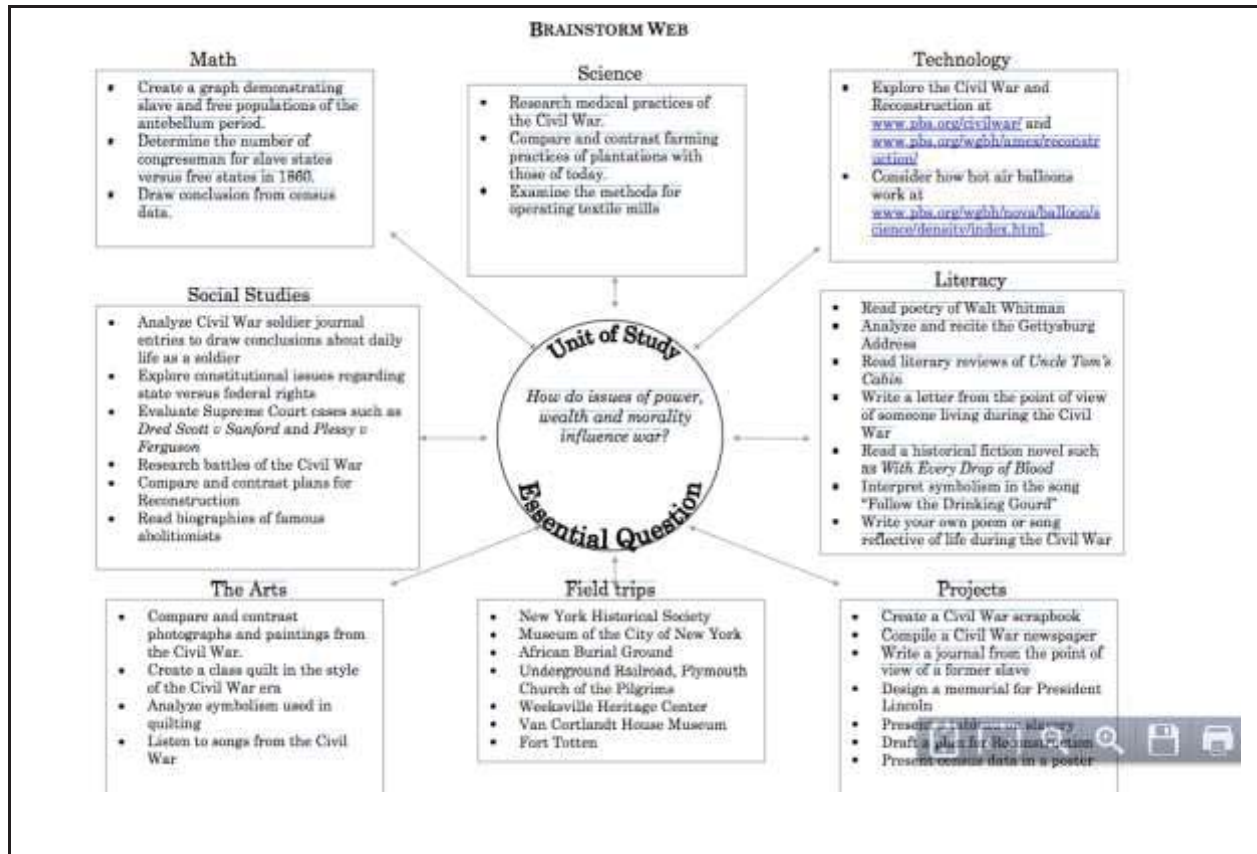
www.ushistory.org/us/35.asp

www.pbs.org/wgbh/amex/reconstruction/index.html

http://americanhistory.si.edu/presidency/timeline/pres_era/3_656.html

National Archives for Primary Sources and Lesson Plans

<http://www.archives.gov/education/lessons/>



Progress Monitoring

Checking for understanding through the use of midway assessments, oral assessment, participation rubrics, graded homework/class work, student conferencing, etc.

Grade 6 Mid-Year Benchmark Assessment

Create a cause and effect chart of important events from the seeds of Revolutionary War (unrest in the colonies) to the beginning of war with Britain and the culmination of the Revolutionary War. Think about what event led to the next occurrence? Events should be in chronological order, and there should be eight in all. Make sure that on the flow chart each event has a title followed by three to four sentences to explain the event you have chosen. Descriptions should utilize a minimum of two vocabulary words per event. When looking at the entire flow chart, it should be apparent as to how each event is inter-related with the next in the time order of history. An example is done below.

1

- **Woodrow Wilson attends the Versailles Treaty Conferences at the end of WWI**

- Woodrow Wilson presented his fourteen points that he thought were necessary in order to maintain world peace. The US refused to adopt the portion on the League of Nations since they did not want to be entangled in European affairs. The European nations were angry at Germany and wanted to make them pay for the war.

2

- **Germany cannot afford to pay the reparations to England and France**

- Germany falls behind in their payments for the war. The German people feel demoralized and ashamed after the war and are resentful against the French and British. Their economy collapses and they blame the Jewish people and the Weimar Republic government for their downfall.

3

- **The Rise of Adolph Hitler**

- Hitler is elected to office. He gains legal control of the government and begins the Holocaust against the Jewish people. He breaks the Treaty of Versailles and starts building up his military. He starts taking over European countries.

Grade 6 Mid-Year Benchmark Assessment

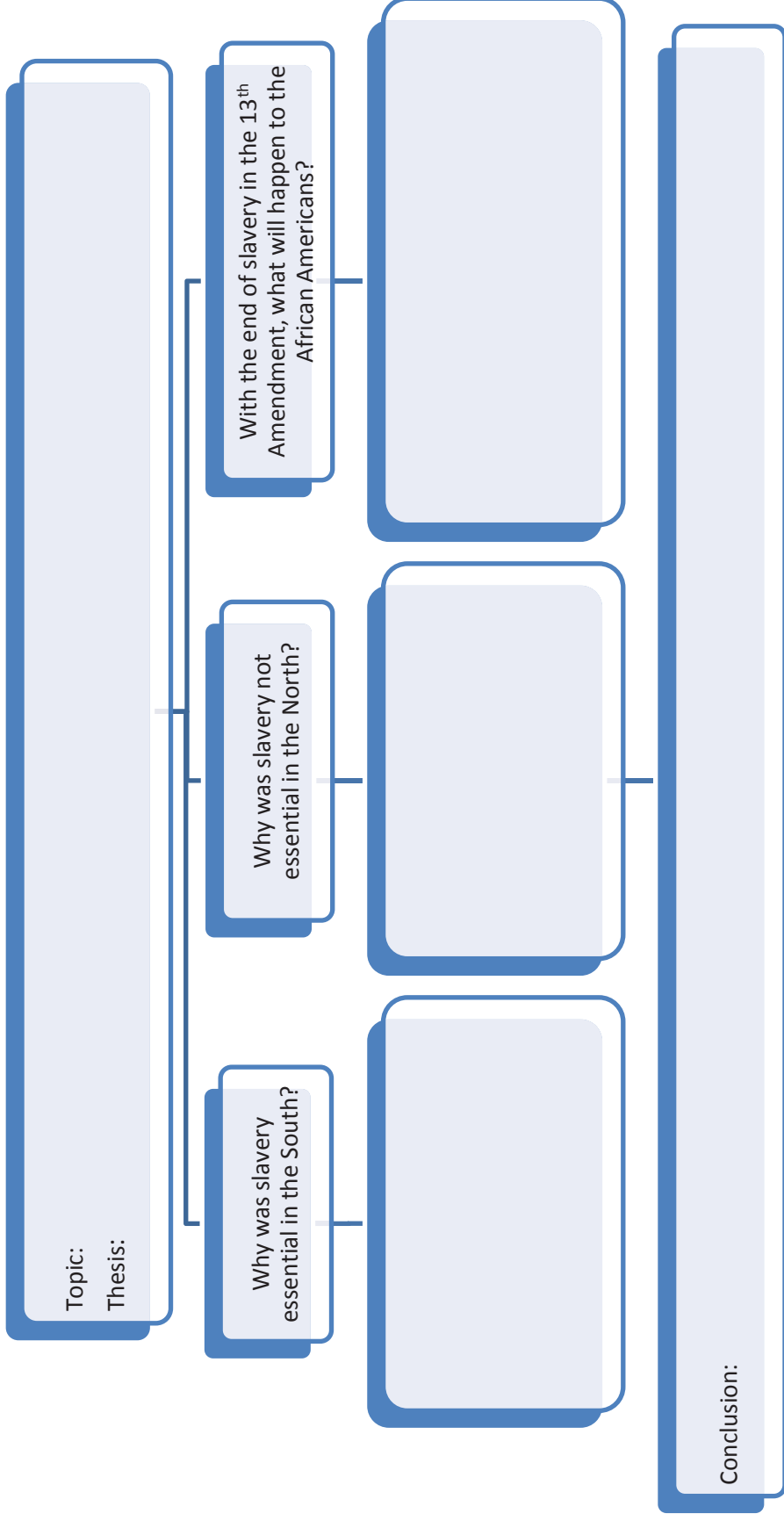
Category	4-King	3-Governor	2-Patriot	1- Fence-Sitters
Organization/Sequence	Events are placed in proper order.	90-95% of events are placed in proper order	80-90% of the events are placed in proper order.	Most events are incorrectly placed on the flow-chart.
Appropriate Vocabulary	More than 80% of vocabulary words were used accurately.	Between 75-80% of vocabulary words were used accurately.	Between 70-75% of vocabulary words were used accurately.	Less than 70% of vocabulary words were used accurately.
Facts/Details	Facts are accurate for all events. No major details are excluded.	Facts are accurate for 85-95% of events. One or two major events may be missing.	Facts are accurate for 75-85% of events. Some events included are trivial, and major events are missing.	Less than 75% of facts are accurate. Many major events are excluded, and too many trivial events are included.
Cause & Effect	Causes and effects are logical; cause-effect transition words and phrases are used effectively.	90-98% of causes and effects are logical; 90% of cause-effect transition words and phrases are used effectively.	80-90% of causes and effects are logical.	Less than 80% of causes and effects are logical.
Mechanics	There are few or no errors in mechanics, usage, grammar, or spelling.	There are some errors in mechanics, usage, grammar, or spelling.	There are numerous errors in mechanics, usage, grammar, or spelling.	There are numerous errors in mechanics, usage, grammar, or spelling, which interfere with meaning.

Grade 6 End-Year Benchmark Assessment

Essay:

The Northern and Southern colonies had different viewpoints and needs on slavery? Explain why the Southern colonies were dependent upon slavery. Why were the Northern colonies not dependent upon slavery? The 13th Amendment banned slavery. How would this amendment forever change the plight of African Americans within our country?

This essay is asking you to explain and speculate. Utilize the following organization chart to help gather your thoughts. In the essay, you should have an opening paragraph with topic and thesis, three body paragraphs, and a conclusion that restates the key points of the essay. Utilize appropriate transitions to move from idea to idea. Include a title for your essay.



Grade 6 End-Year Benchmark Assessment

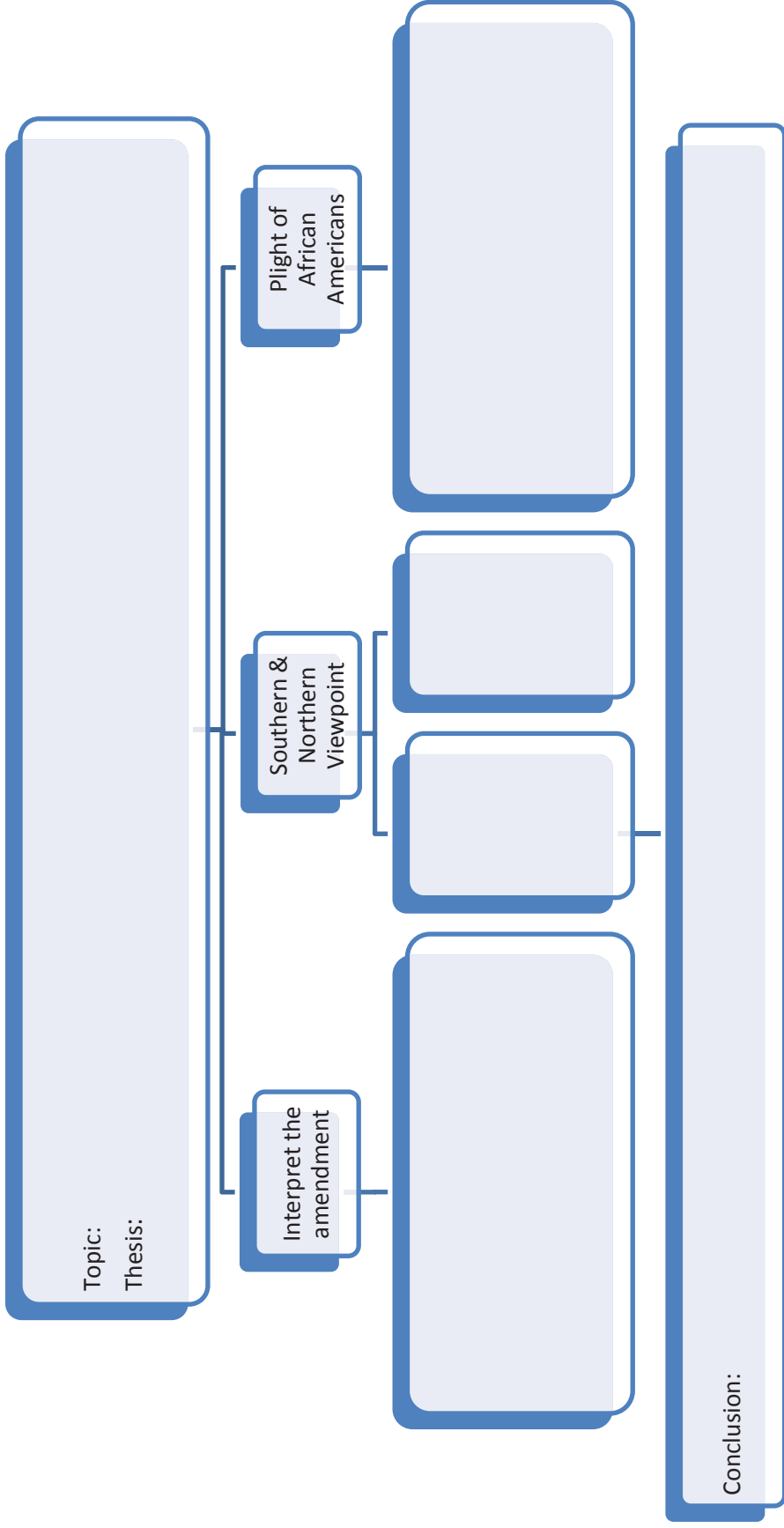
Category	Published Author	Historian	Unpublished Author	Novice
Content	Single, distinct focus. Unified and coherent. Stays on topic. Well- developed, elaborated details.	Single focus. Some sense of unity and coherence. Stays on topic. Some key ideas developed.	Attempts to focus. May drift or shift focus. May stray off topic. Some development or elaboration of details.	Minimal response to topic; uncertain focus. No development or elaboration of details.
Details	At least 2 reasons included in each paragraph.	2 reasons included in most paragraphs.	1-2 reasons included in some paragraphs.	1 reason included in each paragraph.
Format	Opening paragraph has a strong thesis statement. All other paragraphs have an appropriate main idea & conclusion sentence.	Opening paragraph has a strong thesis statement. Most other paragraphs have an appropriate main idea & conclusion sentence.	Opening paragraph has a thesis statement. Most other paragraphs have a main idea & conclusion sentence.	Opening paragraph has a thesis statement. Some other paragraphs have a main idea & conclusion sentence.
Conclusion	Restates the 3 key points of essay.	Restates 2 key points of essay.	Restates 1 key point of essay.	Restates no key points of essay.
Mechanics	Very few, if any, errors	Few errors.	No consistent pattern of errors. Some errors that do not interfere with meaning.	Numerous errors, patterns of errors, errors that interfere with meaning.

Grade 6 End-Year Benchmark Assessment (Advanced Learners)

Essay:

The 13th Amendment states: “Neither slavery nor involuntary servitude, except as punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.” What does this mean? How did the Southern and Northern states feel about this change made to the US Constitution? How would this amendment forever change the plight of African Americans within our country?

This essay is asking you to interpret, compare and contrast, and speculate. Utilize the following organization chart to help gather your thoughts. In the essay, you should have an opening paragraph with topic and thesis, three body paragraphs, and a conclusion that restates the key points of the essay. Utilize appropriate transitions to move from idea to idea. Include a title for your essay.



Grade 6 End-Year Benchmark Assessment

Category	Published Author	Historian	Unpublished Author	Novice
Content	Single, distinct focus. Unified and coherent. Stays on topic. Well- developed, elaborated details.	Single focus. Some sense of unity and coherence. Stays on topic. Some key ideas developed.	Attempts to focus. May drift or shift focus. May stray off topic. Some development or elaboration of details.	Minimal response to topic; uncertain focus. No development or elaboration of details.
Details	At least 2 reasons included in each paragraph.	2 reasons included in most paragraphs.	1-2 reasons included in some paragraphs.	1 reason included in each paragraph.
Format	Opening paragraph has a strong thesis statement. All other paragraphs have an appropriate main idea & conclusion sentence.	Opening paragraph has a strong thesis statement. Most other paragraphs have an appropriate main idea & conclusion sentence.	Opening paragraph has a thesis statement. Most other paragraphs have a main idea & conclusion sentence.	Opening paragraph has a thesis statement. Some other paragraphs have a main idea & conclusion sentence.
Conclusion	Restates the 3 key points of essay.	Restates 2 key points of essay.	Restates 1 key point of essay.	Restates no key points of essay.
Mechanics	Very few, if any, errors	Few errors.	No consistent pattern of errors. Some errors that do not interfere with meaning.	Numerous errors, patterns of errors, errors that interfere with meaning.

7th Grade Curriculum Map

Time Frame	September	October	November-December
Unit	Early Man	Mesopotamia	Egypt
Essential Questions	<p>How do people obtain their basic needs?</p> <p>How did physical geography affect the development and growth of this society?</p> <p>How did this society's belief system affect its historical accomplishments?</p> <p>What were the beliefs and values of people in this society?</p> <p>What types of governments were formed in this society and how did they develop?</p> <p>How did this society develop and organize its economic activities?</p>	<p>Why did early civilizations develop?</p> <p>.How did early civilizations develop?</p> <p>What are the key aspects of civilizations?</p> <p>What aspects of civilizations are common across time and locations?</p>	<p>How did physical geography affect the development and growth of Egypt?</p> <p>How did Egypt's polytheistic religion affect its historical accomplishments?</p> <p>What were the beliefs and values of people in this society?</p> <p>What types of governments were formed in this society and how did they develop?</p> <p>How did this society develop and organize its economic activities?</p>
Skills	<p>Identify the tools used to understand history.</p> <p>Compare and contrast the social organization of early hunters and gatherers to early agrarian societies.</p> <p>Explain migratory patterns of hunters/gathers from Africa.</p> <p>Describe the impact of migration on early humans' lives.</p> <p>Evaluate the impact of the agricultural revolution on population growth and the development of civilizations.</p> <p>Investigate how archaeological discoveries are used to understand what happen before written records.</p> <p>Construct timelines of the events occurring during major eras.</p> <p>Explain how major events are related to one another in time.</p> <p>Select and use various geographic representations to compare information about people, places, regions, and environments.</p> <p>Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p>	<p>Identify and construct a map depicting the important features of the fertile crescent</p> <p>Compare and contrast the societies of Babylon and Assyria, Sumer, and Persia</p> <p>Evaluate the importance of Hammurabi's Code</p> <p>Analyze the purpose writing served in Ancient Mesopotamia</p> <p>Describe how irrigation, domestication of animals, the wheel, and plow contributed to the growth of Mesopotamian Civilizations.</p> <p>Determine the reasons for growth and impact of the Persian Empire</p>	<p>Apply map skills by identifying significant locations in ancient Egypt and Nubia.</p> <p>Analyze the challenges and benefits of living along the Nile River.</p> <p>Organize information about Egypt three kingdom periods.</p> <p>Illustrate the vital resources obtained by the Egyptians and Nubians from their physical surroundings.</p> <p>Devise a step-by-step method for mummification.</p> <p>Synthesize features of the different ancient Egyptian social classes.</p> <p>Evaluate the influence of science and medicinal accomplishments.</p>
Concepts	<p>Tools such as oral traditions, artifacts, written language, and others are used by archeologists to understand history.</p> <p>Learning about a society's geography can help us understand its history.</p> <p>Gradually, our ancestors changed from surviving by hunting and gathering to farming and domesticating animals.</p> <p>The advantage of a steady food supply helped early farming settlements to grow into cities.</p>	<p>The importance of geography on patterns of settlement and development of civilizations</p> <p>The role of government in the world's economies through the creation of money, taxation and spending</p> <p>Legal codes establish order and structure within civilizations</p> <p>Agricultural improvements lead to the growth of civilizations and populations</p>	<p>The Nile River provided the ancient Egyptian and Nubian peoples with water, food, fertile soil, and other materials.</p> <p>The Nile River and its valley were central Trade routes for Egyptians and Nubians.</p> <p>Egyptian kings had absolute power and were thought to be gods.</p> <p>Egyptians believed in life after death and carefully prepared their dead for the afterlife.</p>

		Writing allows civilizations to keep records and pass on knowledge	<p>The Egyptian social order resembled a pyramid, with the pharaoh at the top, and the largest class, the peasants, at the base.</p> <p>The ancient Egyptians used hieroglyphics Egyptians were polytheistic</p>
NJSLS	<p>6.2.8.A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p> <p>6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources.</p> <p>6.2.8.C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.</p> <p>6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p> <p>6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p> <p>6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.</p> <p>6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>	<p>2.a- Explain why different ancient river valley civilizations developed similar forms of government.</p> <p>6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies.</p> <p>6.2.8.A.2.c- Determine the role of slavery in the economic and social structures of ancient river valley civilizations.</p> <p>6.2.8.B.2.a- Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>6.2.8.B.2.b- Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8.C.2.a- Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p> <p>6.2.8.D.2.a- Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.8.D.2.b- Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>6.2.8.D.2.c- Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.d- Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p> <p>9.1.8.A.1- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.2- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</p> <p>9.1.8.C.3- Model leadership skills during classroom and extra-curricular activities.</p>	<p>6.2.8.A.2.a- Explain why different ancient river valley civilizations developed similar forms of government.</p> <p>6.2.8.A.2.b- Explain how codifying laws met the needs of ancient river valley societies.</p> <p>6.2.8.A.2.c- Determine the role of slavery in the economic and social structures of ancient river valley civilizations.</p> <p>6.2.8.B.2.a- Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>6.2.8.B.2.b- Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8.C.2.a- Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p> <p>6.2.8.D.2.a- Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.8.D.2.b- Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>6.2.8.D.2.c- Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline</p> <p>6.2.8.D.2.d- Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p>

Unit	January	February-March	April-June
Duration	India	China	Greece
Essential Questions	<p>How did geography influence the history of Ancient India?</p> <p>Why does planning make cities more efficient? How did the people of Ancient India accomplish this?</p> <p>How did values and beliefs affect the people of Ancient India?</p> <p>What are the basic beliefs of Hinduism?</p> <p>Why did Hinduism bring the people of Ancient India together?</p> <p>Identify Buddha and describe his life and teachings.</p> <p>What are the main principals of Buddhism?</p> <p>Who were important Emperors that ruled the Maurya Empire?</p>	<p>How does the ideals and values of Ancient China affect us in today's society?</p> <p>How did the family structure of the Ancient Chinese influence the development of their society?</p> <p>How did Confucianism address the problems that plagued the Chinese society?</p> <p>What are the principals of Confucianism?</p> <p>How did Shi Huangdi unify China?</p> <p>Why was the Silk Road so beneficial to the Chinese Civilization?</p> <p>How did dynasties in Ancient China help civilization develop?</p> <p>What are the common geographical features in ancient civilizations and how do they impact the development of agriculture?</p> <p>What common factors serve to unite people with different cultural and socio-economic backgrounds?</p>	<p>What geographic factors affect life in ancient Greece?</p> <p>What factors led to the decline of the Greek civilization?</p> <p>How does war affect societies today and in the past?</p> <p>What are the contributions and effect of Greek Civilization on our society today?</p>
Skills	<p>Identify important cities, rivers, landforms, etc., on a map of ancient India.</p> <p>Express the impact of physical geography on the development of civilization in ancient India.</p> <p>Compare and contrast the methods used by Indian rulers to control their empire to other ancient rulers.</p> <p>Determine the extent to which Hinduism and Buddhism shaped the values of ancient India.</p> <p>Demonstrate the role of geography in the spread of major religions.</p> <p>Evaluate the importance of the legacies of ancient India.</p> <p>Construct timelines of the events occurring during major eras.</p> <p>Explain how major events are related to one another in time.</p> <p>Select and use various geographic representations to compare information about people, places, regions, and environments.</p> <p>Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p>	<p>Apply map skills by identifying significant locations in ancient China.</p> <p>Analyze the challenges and benefits of living along the Huang and Yellow River.</p> <p>Identify significant regions in ancient China, including the North China Plain, the South China Sea, the Gobi Desert, and the Himalayas.</p> <p>Synthesize information on important dynasties included in ancient China's history.</p> <p>Analyze the impact of Confucianism on daily life, government, and culture.</p> <p>Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of ancient China.</p> <p>Justify some of the major achievements of ancient China.</p> <p>Compare and contrast the methods used by the rulers of China to control and unify their expanding empires.</p> <p>Construct timelines of the events occurring during major eras.</p> <p>Explain how major events are related to one another in time.</p> <p>Select and use various geographic</p>	<p>Investigate how the geography of ancient Greece influenced the development of Greek civilization.</p> <p>Examine early Greek history along with the development of democracy.</p> <p>Identify the religious beliefs of the ancient Greeks and explore how the Greeks searched for knowledge about their world.</p> <p>Justify the legacies of ancient Greece.</p> <p>Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today.</p> <p>Determine the foundational concepts and principles of Athenian democracy that later influenced the development of the United States Constitution.</p> <p>Construct timelines of the events occurring during major eras.</p> <p>Explain how major events are related to one another in time.</p> <p>Select and use various geographic representations to compare information about people, places, regions, and environments.</p> <p>Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and</p>

		<p>representations to compare information about people, places, regions, and environments.</p> <p>Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p>	political systems
Concepts	<p>India's geographic setting limited the contact the ancient peoples of the Indian subcontinent had with the rest of the world.</p> <p>Aryans migrated in great waves from central Asia into India, influencing Indian life and culture.</p> <p>Hinduism is a complex religion that developed over a span of about 3,500 years.</p> <p>Hindus believed in nonviolence, and that good behavior will be rewarded and bad behavior will be punished.</p> <p>Buddhism flourished in India, along with Hinduism, but eventually it declined there. Missionaries carried the Buddha's message throughout Asia.</p> <p>Various rulers throughout this time lead to the expansion of the empire, but also the eventual decline due to internal conflicts, invasions, etc.</p> <p>Printing cloth, scholarly work, writings, and advances in mathematics were expanded under the Gupta Empire.</p>	<p>Flooding rivers, monsoon rains, and mountain and ocean barriers greatly affected China's early peoples.</p> <p>The family, headed by the eldest male, was at the heart of early Chinese society.</p> <p>Confucianism stated that a peaceful, orderly society was possible only when rulers treated others justly.</p> <p>Confucianism reformed Chinese government by requiring that civil service workers be hired based on merit.</p> <p>Under the Qin dynasty, some attempts to unify China's economy and culture benefited the people, while others cause unrest.</p> <p>The Silk Road opened China to trade with the lands to the west.</p> <p>The Chinese made many advances in learning and technology under the Han dynasty.</p>	<p>Geography encourages the growth of independent communities that shared a common culture.</p> <p>There were many contributions made by Greek philosophers.</p> <p>Greece's traditionally independent cities provided the foundation for government ruled by people.</p> <p>Polytheism explains natural phenomena.</p> <p>There was a well-defined social hierarchy.</p>
NJSLS	<p>6.2.8.A.2.a- Explain why different ancient river valley civilizations developed similar forms of government.</p> <p>6.2.8.A.2.b- Explain how codifying laws met the needs of ancient river valley societies.</p> <p>6.2.8.A.2.c- Determine the role of slavery in the economic and social structures of ancient river valley civilizations</p> <p>6.2.8.B.2.a- Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>6.2.8.C.2.a- Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p> <p>6.2.8.D.2.a- Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.8.A.3.a- Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding</p>	<p>6.2.8.A.2.a- Explain why different ancient river valley civilizations developed similar forms of government. Explain how codifying laws met the needs of ancient river valley societies.</p> <p>6.2.8.A.2.b- Explain how codifying laws met the needs of ancient river valley societies.</p> <p>6.2.8.A.2.c- Determine the role of slavery in the economic and social structures of ancient river valley civilizations.</p> <p>6.2.8.B.2.a- Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>6.2.8.B.2.b- Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8.C.2.a- Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p>	<p>6.2.8.A.3.b- Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.A.3.c- Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p>6.2.8.A.3.d- Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.</p> <p>6.2.8.A.3.e- Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.</p> <p>6.2.8.B.3.a- Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8.B.3.b- Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their</p>

	<p>empires.</p> <p>6.2.8.A.3.b- Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.B.3.a- Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8.C.3.a- Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</p> <p>6.2.8.C.3.b- Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p> <p>6.2.8.C.3.c- Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <p>6.2.8.D.3.a- Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.3.c- Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>6.2.8.D.3.d- Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p> <p>6.2.8.D.3.f- Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p>	<p>6.2.8.D.2.a - Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.8.D.2.b- Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>6.2.8.D.2.c- Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.d - Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p> <p>6.2.8.A.3.a- Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.A.3.b- Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.A.3.e- Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.</p> <p>6.2.8.B.3.a- Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8.C.3.a- Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</p> <p>6.2.8.C.3.b- Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p> <p>6.2.8.C.3.c- Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <p>6.2.8.D.3.a- Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.3.b- Relate the Chinese dynastic system to the longevity of authoritarian rule in China.</p> <p>6.2.8.D.3.c- Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>6.2.8.D.3.d- Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p>	<p>demise.</p> <p>6.2.8.C.3.a- Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</p> <p>6.2.8.C.3.b- Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p> <p>6.2.8.C.3.c- Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <p>6.2.8.D.3.a- Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.3.c- Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>6.2.8.D.3.d- Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p> <p>6.2.8.D.3.e- Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.f- Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p> <p>9.1.8.A.1- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.2- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</p> <p>9.1.8.C.3- Model leadership skills during classroom and extra-curricular activities.</p>
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		<p>6.2.8.D.3.e- Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.f- Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p>	
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DESIRED RESULTS

Unit Title: Early Man
Unit Duration: 3-4 weeks

Established Goals:

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.

6.2.8.A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.

6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.

6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources.

6.2.8.C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.

6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.

6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Understandings: *Students will understand that...*

- Tools such as oral traditions, artifacts, written language, and others are used by archeologists to understand history.
- Learning about a society's geography can help us understand its history.
- Gradually, our ancestors changed from surviving by hunting and gathering to farming and domesticating animals.
 - The advantage of a steady food supply helped early farming settlements to grow into cities.

Essential Questions:

1. • How do people obtain their basic needs?
2. • How did physical geography affect the development and growth of this society.
3. development and growth of this society.
4. • How did this society's belief system affect its historical accomplishments?
5. its historical accomplishments?
6. • What were the beliefs and values of people in this society?
7. in this society?
8. • What types of governments were formed in this society and how did they develop?
9. in this society and how did they develop?
10. • How did this society develop and organize its economic activities?
11. its economic activities?

Students will know:

- Stone Age and the development of farming during the New Stone Age
- What tools are used to understand history and discover the connection between geography and history.
- How hunter-gatherers lived during the Stone Age and the transition from non-permanent settlements to the growth of cities and

Students will be able to...

- Identify the tools used to understand history.
- Compare and contrast the social organization of early hunters and gatherers to early agrarian societies.
- Explain migratory patterns of hunters/gathers from Africa.
- Describe the impact of migration on early humans' lives.

<p>civilizations.</p>	<ul style="list-style-type: none"> • Evaluate the impact of the agricultural revolution on population growth and the development of civilizations. • Investigate how archaeological discoveries are used to understand what happen before written records. • Construct timelines of the events occurring during major eras. • 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 environments. • Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
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ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <p>Make a large cave painting which includes a written story depicting the scene you created.</p> <p>Create a diorama of one of the topics below: Old Stone Age vs. New Stone Age The Mammoth Hunt Various uses of tool</p> <p>Create a mobile which organizes information of the Unit</p> <p>Construct a Poster on ONE (1) topic below: Old Stone Age vs. New Stone Various Types of Man, Hunter vs. Gatherer, Ice Age</p> <p>Timeline of important events during this period</p>	<p>Other Evidence:</p> <p>Quizzes Tests Academic prompts Observations Homework Journals Essays Advanced Organizers Unit Organizers Concept Diagrams Guided practice Independent practice Student Reflections Self-assessment through charting of goals and progress Group Discussions</p>
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<p>Resources</p> <p>Early Humans Kids http://earlyhumans.mrdonn.org/</p> <p>What Does it Mean to be Human? http://humanorigins.si.edu/</p> <p>Video - Mankind the Story of All of Us: Early Humans http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/mankind-the-story-of-all-of-us-the-earliest-humans#mankind-the-story-of-all-of-us-the-earliest-humans</p> <p>Modern and Early Humans http://www.bbc.co.uk/nature/life/Homo</p> <p>http://www.kidspast.com/world-history/0001-prehistoric-humans.php</p>
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<http://app.discoveryeducation.com/search?Ntt=caveman+catastrophe>

Key Criteria Understandings – Link to today

1. Why is innovation so key to continued human progress?
2. How does agricultural development influence populations and settlement patterns?
3. How does language impact culture and society?
4. What causes populations to migrate?
5. How does artistic expression continue to influence human development?

STAGE 1 – DESIRED RESULTS	
<p>Unit Title: Mesopotamia Duration: 4-6 Weeks</p> <p>Established Goals: 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.</p> <p>6.2.8.A.2.a- Explain why different ancient river valley civilizations developed similar forms of government. 6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies. 6.2.8.A.2.c- Determine the role of slavery in the economic and social structures of ancient river valley civilizations. 6.2.8.B.2.a- Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. 6.2.8.B.2.b- Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. 6.2.8.C.2.a- Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations. 6.2.8.D.2.a- Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. 6.2.8.D.2.b- Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. 6.2.8.D.2.c- Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline. 6.2.8.D.2.d- Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies. 9.1.8.A.1- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.2- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.C.3- Model leadership skills during classroom and extra-curricular activities.</p>	
<p>Understandings: <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1.The importance of geography on patterns of settlement and development of civilizations 2. The role of government in the world's economies through the creation of money, taxation and spending 3. Legal codes establish order and structure within civilizations 4. Agricultural improvements lead to the growth of civilizations and populations 5. Writing allows civilizations to keep records and pass on knowledge 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why did early civilizations develop? 2. .How did early civilizations develop? 3. What are the key aspects of civilizations? 4. What aspects of civilizations are common across time and locations?
<p>Students will know:</p> <ul style="list-style-type: none"> -The fertile crescent: -Tigris and Euphrates River -Key Features of Civilizations and Empires - Sumer, Babylon, Assyria, Persian Empire -Important advancements which make civilization possible <ul style="list-style-type: none"> - irrigation - domestication of animals - wheel 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify and construct a map depicting the important features of the fertile crescent • Compare and contrast the societies of Babylon and Assyria, Sumer, and Persia • Evaluate the importance of Hammurabi's Code • Analyze the purpose writing served in Ancient Mesopotamia • Describe how irrigation, domestication of

<p>-plow -Achievements of Mesopotamian Civilizations -Writing -Architecture -Art -Law</p>	<p>animals, the wheel, and plow contributed to the growth of Mesopotamian Civilizations.</p> <ul style="list-style-type: none"> • Determine the reasons for growth and impact of the Persian Empire
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STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks: Create 3-dimensional map of fertile crescent highlighting key information from unit Create travel brochure to encourage settlement of the fertile crescent under assigned societies. Develop and present own version of Hammurabi's Code Students debate the merits of submitting to or taking up arms against the Persian Empire</p>	<p>Other Evidence: Quizzes Tests Academic prompts Observations Homework Journals Essays Advanced Organizers Unit Organizers Concept Diagrams Guided practice Independent practice Student Reflections Self-assessment through charting of goals and progress Group Discussions</p>
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Resources
British Museum - Mesopotamia
<http://www.mesopotamia.co.uk/menu.html>

Mr. Donn - Mesopotamia
<http://mesopotamia.mrdonn.org/>

University of Chicago
<http://mesopotamia.lib.uchicago.edu/>

National Geographic Video - Mesopotamia
<http://video.nationalgeographic.com/video/kids/people-places-kids/iraq-mesopotamia-kids/>

Crash Course Video - Ancient Mesopotamia
http://m.youtube.com/#/watch?v=sohXPx_XZ6Y&desktop_uri=%2Fwatch%3Fv%3DsohXPx_XZ6Y

Ancient Mesopotamia
<http://www.kidskonnnect.com/subjectindex/16-educational/history/257-ancient>

Key Criteria of Understanding: Link to Today

1. How do ethnic and religious differences shape the region today?

- 2. What are the reasons for the vast amounts of authoritarian regimes in the region and the lack of democracy?**
- 3. How has America's intervention and involvement in the region affected U.S. political relationships?**
- 4. What impact does the presence of oil have on the region's economy and politics?**
- 5. How has technology impacted political and civil unrest in the region?**
- 6. What is the United State's role in promoting democracy throughout the world?**
- 7. What is the status of women in societies of the region?**
- 8. How have western politics influenced the cultural and political developments of the region?**

DESIRED RESULTS

Unit Title: Ancient Egypt
Unit Duration: 6-8 weeks

Established Goals:

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.

- 6.2.8.A.2.a- Explain why different ancient river valley civilizations developed similar forms of government.
- 6.2.8.A.2.b- Explain how codifying laws met the needs of ancient river valley societies.
- 6.2.8.A.2.c- Determine the role of slavery in the economic and social structures of ancient river valley civilizations.
- 6.2.8.B.2.a- Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
- 6.2.8.B.2.b- Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
- 6.2.8.C.2.a- Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.
- 6.2.8.D.2.a- Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
- 6.2.8.D.2.b- Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
- 6.2.8.D.2.c- Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline
- 6.2.8.D.2.d- Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

Understandings: *Students will understand that...*

- The Nile River provided the ancient Egyptian and Nubian peoples with water, food, fertile soil, and other materials.
- The Nile River and its valley were central trade routes for Egyptians and Nubians.
- Egyptian kings had absolute power and were thought to be gods.
- Egyptians believed in life after death and carefully prepared their dead for the afterlife.
- The Egyptian social order resembled a pyramid, with the pharaoh at the top, and the largest class, the peasants, at the base.
- The ancient Egyptians used hieroglyphics
- Egyptians were polytheistic

Essential Questions:

- How did physical geography affect the development and growth of Egypt.
- How did Egypt's polytheistic religion affect its historical accomplishments?
- What were the beliefs and values of people in this society?
- What types of governments were formed in this society and how did they develop?
- How did this society develop and organize its economic activities?

Students will know:

- The physical geography of Egypt
- Sahara Desert
 - Nile River

Students will be able to...

- Apply map skills by identifying significant locations in ancient Egypt and Nubia.
- Analyze the challenges and benefits of living

<p>The contributions of the Nile River Absolute power of kings The polytheistic religion of Egypt The mummification process and its relationship to the afterlife Be able to explain the social class system of Egypt.</p>	<p>along the Nile River.</p> <ul style="list-style-type: none"> • Organize information about Egypt three kingdom periods. • Illustrate the vital resources obtained by the Egyptians and Nubians from their physical surroundings. • • Devise a step-by-step method for mummification. • Synthesize features of the different ancient Egyptian social classes. • Evaluate the influence of ancient Egyptian science and medicinal accomplishments. • Determine the role of slavery in the daily life of Egyptians
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ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Students will create a mummiform incorporating various elements of the Egyptian culture, such as the ankh, scarabs, crook, hieroglyphic writing, and gods • Students will create a pictorial representation of the social class pyramid. • Students will create an Egyptian magazine incorporating fashion, government, geography, religion, architecture, and other elements of daily life. 	<p>Other Evidence:</p> <p>Quizzes Tests Academic prompts Observations Homework Journals Essays Advanced Organizers Unit Organizers Concept Diagrams Guided practice Independent practice Student Reflections Self-assessment through charting of goals and progress Group Discussions</p>
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<p>Resources</p> <p>British Museum - Egypt http://www.ancientegypt.co.uk/menu.html</p> <p>Mr. Donn - Egypt http://egypt.mrdonn.org/</p> <p>BBC History - Egypt http://www.bbc.co.uk/history/ancient/egyptians/</p> <p>History Channel - Egypt http://www.history.com/topics/ancient-egypt</p> <p>Mummy Maker http://kids.discovery.com/games/just-for-fun/mummy-maker</p> <p>Young Indiana Jones Series (video)</p> <p>Mr Dowling - Ancient Egypt http://www.mrdowling.com/604egypt.html</p>
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Key Criteria Understandings – Link to today

1. What impact has the Arab Spring had on Egypt
2. How has communication technology affected cultural and political revolutions?
3. How does Egypt's position as an Islamic nation impact its political developments?
4. What is being done to improve the roles of women in Egyptian society?
5. In what ways is Egypt essential to the Israel/Palestine conflict?
6. How do various forms of government, such as authoritarian, theocracies, democracies, etc., influence the economic development of a region or people?
7. What unites and divides the Islamic and Arabic worlds and the West?

STAGE 1 – DESIRED RESULTS

Unit Title: India

Unit Duration: 6-8 weeks

Established Goals:

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.

- 6.2.8.A.2.a- Explain why different ancient river valley civilizations developed similar forms of government.
- 6.2.8.A.2.b- Explain how codifying laws met the needs of ancient river valley societies.
- 6.2.8.A.2.c- Determine the role of slavery in the economic and social structures of ancient river valley civilizations
- 6.2.8.B.2.a- Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
- 6.2.8.C.2.a- Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.
- 6.2.8.D.2.a- Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
- 6.2.8.A.3.a- Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.A.3.b- Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.B.3.a- Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- 6.2.8.C.3.a- Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
- 6.2.8.C.3.b- Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
- 6.2.8.C.3.c- Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.D.3.a- Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.D.3.c- Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.D.3.d- Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
- 6.2.8.D.3.f- Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

Understandings: *Students will understand that...*

- India’s geographic setting limited the contact the ancient peoples of the Indian subcontinent had with the rest of the world.
- Aryans migrated in great waves from central Asia into India, influencing Indian life and culture.
- Hinduism is a complex religion that developed over a span of about 3,500 years.
- Hindus believed in nonviolence, and that good behavior will be rewarded and bad behavior will be punished.
- Buddhism flourished in India, along with Hinduism, but eventually it declined there.

Essential Questions:

1. How did geography influence the history of Ancient India?
2. Why does planning make cities more efficient? How did the people of Ancient India accomplish this?
3. How did values and beliefs affect the people of Ancient India?
4. What are the basic beliefs of Hinduism?
5. Why did Hinduism bring the people of Ancient India together?
6. Identify Buddha and describe his life and teachings.

<p>Missionaries carried the Buddha’s message throughout Asia.</p> <ul style="list-style-type: none"> • Various rulers throughout this time lead to the expansion of the empire, but also the eventual decline due to internal conflicts, invasions, etc. • Printing cloth, scholarly work, writings, and advances in mathematics were expanded under the Gupta Empire. 	<p>7. What are the main principals of Buddhism? 8. Who were important Emperors that ruled the Maurya Empire?</p>
<p>Students will know: Styles of government by Gupta and Maurya</p> <ul style="list-style-type: none"> • Autocratic rule • Philosophical rule • Bureaucratic rule <p>Geography of the ancient river valleys Impact of Hinduism and Buddhism</p> <ul style="list-style-type: none"> • Daily life • Government • Culture • mythology <p>Social Hierarchy</p> <ul style="list-style-type: none"> • rights and responsibilities of women, men, slaves and foreigners • political, economic, and cultural systems • laborers <p>Trade and Economy</p> <ul style="list-style-type: none"> • trade routes including Mediterranean, China, India • uniform system of exchange <p>Legacies</p> <ul style="list-style-type: none"> • Technology • Sustainability farming • Weaponry • Communication • transportation 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify important cities, rivers, landforms, etc., on a map of ancient India. • Express the impact of physical geography on the development of civilization in ancient India. • Compare and contrast the methods used by Indian rulers to control their empire to other ancient rulers. • Determine the extent to which Hinduism and Buddhism shaped the values of ancient India. • Demonstrate the role of geography in the spread of major religions. • Evaluate the importance of the legacies of ancient India. • Construct timelines of the events occurring during major eras. • 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 environments. • Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Eightfold Path Board Game: Have students create a board game that features the eightfold path of Buddhism. The game should feature some form of questions that require knowledge of the religion, both historically and as a practice, in order to advance through the game. • Hindu Proverbs: Create motivational poster for the classroom that features a Hindu proverb. • Pretend that you are a time machine travel agent. Create an itinerary for a visit through Ancient India. Include in your itinerary places of interest that you would visit, a brief description of those places, meetings that you would set up with religious and/or political leaders, and any other activities of interest. Present your itinerary to the class. 	<p>Other Evidence:</p> <p>Quizzes Tests Academic prompts Observations Homework Journals Essays Advanced Organizers Unit Organizers Concept Diagrams Guided practice Independent practice Student Reflections Self-assessment through charting of goals and progress Group Discussions</p>
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Resources:
www.ancientindia.co.uk

www.idia.mrdonn.org

www.bbc.co.uk/history/ancientindia

www.india.mrdonn.org

www.historyforkids.org

www.youtube.com Dude Where's My Karma?

www.bbc.co.uk/schools/religion/hinduism

Key Criteria of Understanding: Link to Today

1. What are the causes of conflict between India and Pakistan?
2. What are the effects of population growth on India's urban and rural areas?
3. How has economic growth and development transformed India?
4. What are the effects of globalization on Indian society and culture?
5. What impact does the Hindu religion have on society in India today?
6. How does India's economic growth impact the United States?
7. Why is India's position as a nuclear state significant and how does this impact the United States?
8. How does India's position as the world's most populous democracy affect global politics?

STAGE 1 – DESIRED RESULTS**Unit Title: China****Unit Duration:** 4-6 weeks**Established Goals:**

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.

6.2.8.A.2.a- Explain why different ancient river valley civilizations developed similar forms of government. Explain how codifying laws met the needs of ancient river valley societies.

6.2.8.A.2.b- Explain how codifying laws met the needs of ancient river valley societies.

6.2.8.A.2.c- Determine the role of slavery in the economic and social structures of ancient river valley civilizations.

6.2.8.B.2.a- Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.

6.2.8.B.2.b- Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

6.2.8.C.2.a- Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.

6.2.8.D.2.a - Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.

6.2.8.D.2.b- Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.

6.2.8.D.2.c- Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.D.2.d - Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

6.2.8.A.3.a- Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.b- Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.A.3.e- Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a- Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.C.3.a- Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b- Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c- Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a- Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.b- Relate the Chinese dynastic system to the longevity of authoritarian rule in China.

6.2.8.D.3.c- Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.D.3.d- Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

6.2.8.D.3.e- Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.f- Determine the extent to which religions, mythologies, and other belief systems shaped the values of

classical societies.	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Flooding rivers, monsoon rains, and mountain and ocean barriers greatly affected China’s early peoples. • The family, headed by the eldest male, was at the heart of early Chinese society. • Confucianism stated that a peaceful, orderly society was possible only when rulers treated others justly. • Confucianism reformed Chinese government by requiring that civil service workers be hired based on merit. • Under the Qin dynasty, some attempts to unify China’s economy and culture benefited the people, while others cause unrest. • The Silk Road opened China to trade with the lands to the west. • The Chinese made many advances in learning and technology under the Han dynasty. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does the ideals and values of Ancient China affect us in today’s society? 2. How did the family structure of the Ancient Chinese influence the development of their society? 3. How did Confucianism address the problems that plagued the Chinese society? 4. What are the principals of Confucianism? 5. How did Shi Huangdi unify China? 6. Why was the Silk Road so beneficial to the Chinese Civilization? 7. How did dynasties in Ancient China help civilization develop? 8. What are the common geographical features in ancient civilizations and how do they impact the development of agriculture? 9. What common factors serve to unite people with different cultural and socio-economic backgrounds?
<p>Students will know:</p> <p>Geography of China</p> <ul style="list-style-type: none"> • Importance of rivers and flooding (Chang Jiang River, Huang He River, and Yangzi River) • Influence of landform on culture • Significance of climate due to geographical region <p>Family Dynamic</p> <ul style="list-style-type: none"> • Multi-generations cohabitating • Eldest male family members was decision maker. • Women were subordinate. • Importance of family name. <p>Han Dynasty Advancements</p> <ul style="list-style-type: none"> • Chinese inventions made more grain available, farmers’ lives easier • Inventions included: better plows - collar harness - wheelbarrow – watermill • Chinese first made paper in A.D. 105 from rags, tree bark, hemp fibers - before paper, books were made of expensive silk • Inexpensive paper made books more available - Chinese valued learning; government kept many records <p>Silk Road</p> <ul style="list-style-type: none"> • trade routes carried silk, other goods to and from China • trans-Eurasian trails crossed central Asia to Mesopotamia, Europe - caravan trails were well established by 100 B.C. • Silk, paper, pottery went west; metals, gems, horses came east • the spread of ideas, military methods, Buddhism, styles to China - Chinese art, silks, pottery influenced western cultures 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Apply map skills by identifying significant locations in ancient China. • Analyze the challenges and benefits of living along the Huang and Yellow River. • Identify significant regions in ancient China, including the North China Plain, the South China Sea, the Gobi Desert, and the Himalayas. • Synthesize information on important dynasties included in ancient China’s history. • Analyze the impact of Confucianism on daily life, government, and culture. • Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of ancient China. • Justify some of the major achievements of ancient China. • Compare and contrast the methods used by the rulers of China to control and unify their expanding empires. • Construct timelines of the events occurring during major eras. • 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 environments. • Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

<p>Confucianism</p> <ul style="list-style-type: none"> • religious practices of religion • Confucius as a leader. • social duty • Confucianism became influential philosophy in Japan, Korea, Vietnam <p>Qin Dynasty</p> <ul style="list-style-type: none"> • Shi Huangdi • Authoritarian government 	
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STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Shark Tank: Present a Chinese invention to a board of investors convincing them to help you market your product in return for a share in your profits. Your presentation should be technology based. • Silk Road: Create a 8-10 box cartoon strip demonstrating the progression along the Silk Road and various items that could be traded/experienced. Include text in your cartoon. • Create a speech given by Confucius that is comprised of all proverbs. Your speech should demonstrate a clear understanding of the values and beliefs of the religion while using the proverbs as mode for delivery. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Quizzes Tests Academic prompts Observations Homework Journals Essays Advanced Organizers Unit Organizers Concept Diagrams Guided practice Independent practice Student Reflections Self-assessment through charting of goals and progress Group Discussions
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RESOURCES:
www.ancientchina.co.uk/
www.china.mrdonn.org/
www.historyforkids.org/learn/china/
www.brainpopjr.com/socialstudies/ancienthistory/ancientchina/eawc.evansville.edu/chpage.htm

Key Criteria of Understanding: Link to Today

1. How has industrialization impacted China?
2. What impact is China’s industrialization having on the environment?
3. What were the affects of some free-market reforms introduced in China?
4. How does the world react to human rights violations in China?
5. What are the ramifications of the U.S. and China’s mutual economic dependence on one another?
6. How has religion and Buddhism been persecuted in modern China?
7. What is the impact of explosive population growth on urban centers?
8. How does overpopulation impact rural areas and agriculture?

STAGE 1 – DESIRED RESULTS

Unit Title: Greece

Unit Duration: 6-8 weeks

Established Goals:

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.

- 6.2.8.A.3.b- Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.A.3.c- Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
- 6.2.8.A.3.d- Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.
- 6.2.8.A.3.e- Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
- 6.2.8.B.3.a- Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- 6.2.8.B.3.b- Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.
- 6.2.8.C.3.a- Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
- 6.2.8.C.3.b- Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
- 6.2.8.C.3.c- Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.D.3.a- Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.D.3.c- Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.D.3.d- Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
- 6.2.8.D.3.e- Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.D.3.f- Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
- 9.1.8.A.1- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.C.2- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.C.3- Model leadership skills during classroom and extra-curricular activities.

Understandings: *Students will understand that...*

- Geography encourages the growth of independent communities that shared a common culture.
- There were many contributions made by Greek philosophers.
- Greece’s traditionally independent cities provided the foundation for government ruled by people.
- Polytheism explains natural phenomena.
- There was a well-defined social hierarchy.

Essential Questions:

1. What geographic factors affect life in ancient Greece?
2. What factors led to the decline of the Greek civilization?
3. How does war affect societies today and in the past?
4. What are the contributions and effect of Greek Civilization on our society today?

<ul style="list-style-type: none"> • Culture of an empire changes with conquest. <p>Students will know: Geography of Greece. Polytheism Greek Philosophers Democracy Greece’s relationship with the rest of the world.</p> <ul style="list-style-type: none"> • Trade • Economy • Merchants <p>Cultural contributions including:</p> <ul style="list-style-type: none"> • Math • Science • Philosophy • Art • Architecture • Drama <p>Daily life</p> <ul style="list-style-type: none"> • Social hierarchy 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Investigate how the geography of ancient Greece influenced the development of Greek civilization. 2. Examine early Greek history along with the development of democracy. 3. Identify the religious beliefs of the ancient Greeks and explore how the Greeks searched for knowledge about their world. 4. Justify the legacies of ancient Greece. 5. Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today. 6. Determine the foundational concepts and principles of Athenian democracy that later influenced the development of the United States Constitution. 7. Construct timelines of the events occurring during major eras. 8. Explain how major events are related to one another in time. 9. Select and use various geographic representations to compare information about people, places, regions, and environments. 10. Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems
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STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Simulate a trial of Socrates. • Create a blog that facilitates conversation between Greek philosophers. • Greek Olympics: Facilitate competition between the homerooms of the grade level that simulates activities from Greek culture. • Greek Election: Simulate an election situation that mimics Athenian democracy. • Archaeologist Simulation: Create a presentation for a museum curator that features an archeological find (students must recreate the actual item). Class can conduct an artifact walk around room. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Quizzes Tests Academic prompts Observations Homework Journals Essays Advanced Organizers Unit Organizers Concept Diagrams Guided practice Independent practice Student Reflections Self-assessment through charting of goals and progress Group Discussions
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<p>Resources:</p> <p>www.anceintgreece.org www.ancientgreece.co.uk www.bbc.co.uk/schools/primaryhistory/ancient_greeks/ www.history.com/topics/ancient-greece www.greece.mrdonn.com</p>
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Key Criteria of Understanding: Link to Today

- 1. How is Greece dealing with economic crisis?**
- 2. How does Greece's position in the European Union affect its future?**
- 3. How do democratic institutions survive amid chaos and disorder?**
- 4. How has increased economic globalization affected political relationships between nations?**
- 5. What impact do cultural values have on the success or failure of an economy?**
- 6. What are the effects of Greece's dispute with Macedonia?**
- 7. What role does NATO play in the security of democracies across the world?**

Benchmark Assessments

Grade 7

Mid-Year Assessment

Task: Write a five paragraph essay responding to the question, “What defines a group of people as a civilization?”. Using one of the civilizations that we have studied this year, give evidence of the aspects that make it a civilization.

Focus: Aspects of a group of people that define them as a civilization.

Goal: To identify and synthesize the characteristics of a group of people studied thus far which defines them as a civilization and write a five paragraph essay demonstrating this information.

Duration: 2 class days

Assessment: Standard Rubric

End-Year Assessment

Task: World Showcase Project: Groups of students will present the various civilizations studied throughout the year. Students must create a visual component that will enhance their oral presentation.

Focus: Civilizations studied throughout the year featuring their government, religion, culture, advancements, social systems, and timeline.

Goal: To synthesize the key elements of a civilization and demonstrate research and presentation skills as linked to content learned.

Duration: 2-4 weeks

Assessment: Standard Rubric

8th Grade Curriculum Map

Time Frame	September-October	November	December
Unit	Rome	Byzantine	Islam
Essential Questions	<p>How did physical geography affect the development and growth of Roman society?</p> <p>What are the legacies of the Roman experience in terms of government, culture, and religion?</p> <p>What factors led to the formation of the Roman Republic and its spread?</p> <p>What caused the fall of the Roman Republic and the growth and influence of the Roman Empire?</p> <p>What caused the fall of the Roman Empire?</p>	<p>Is it inevitable that empires will fall?</p> <p>How does the location of a civilization's empire influence its economy, culture, and religion?</p>	<p>How does religion act as both a unifying and dividing force among differing groups of people?</p> <p>How did Islam originate and spread?</p>
Skills	<p>Evaluate the impact of the achievements of the Romans on modern society</p> <p>Investigate how Romans formed a republic and identify the reasons that the Roman Republic went into decline.</p> <p>Examine the geography and how it affected early Roman settlement.</p> <p>Determine the foundational concepts and principles of the Roman Republic that later influenced the development of the United States Constitution.</p> <p>Analyze the social structure of ancient Rome, including family life, slavery, the rich, the poor, and citizenship.</p> <p>Survey the impact of expanding land and sea trade routes through the Mediterranean Basin to other parts of the Roman Empire.</p> <p>Synthesize how various factors contributed to the fall of the Roman Empire.</p> <p>Compare and contrast the methods used by the rulers to control and unify their expanding empires.</p> <p>Identify key aspects of Roman, law, architecture, and technology.</p>	<p>Explain components of an empire.</p> <p>Analyze the conditions leading to the fall of Rome.</p> <p>Evaluate why the geography of Constantinople was superior to Rome.</p> <p>Examine the cultural differences that led to the creation of the Eastern Orthodox Church.</p> <p>Compare and contrast the economy and government of Eastern and Western Empire.</p> <p>Determine the bias of a historical source.</p> <p>Analyze political boundaries and trade routes through the use of historical maps.</p>	<p>Compare and contrast the three major monotheistic religions.</p> <p>Explain the importance of Mecca to the success of the empire.</p> <p>Identify the impact of Muhammad on both political and religious world history.</p> <p>Understand the importance of the Five Pillars of Islam to practicing Muslims.</p> <p>Evaluate the importance of the advancements of the Islamic Empire.</p> <p>Analyze the causes of the political division between the Sunni and Shiites.</p> <p>Evaluate the impact of the expansion of Islam and the changes that occurred within those regions.</p> <p>Determine the bias of a historical source.</p> <p>Analyze political boundaries and trade routes through the use of historical maps.</p>
Concepts	<p>Characteristics of leaders determine the success and failure of the society that they lead.</p> <p>Roman achievements continue to influence society through modern day.</p> <p>The Roman civilization declined due to a variety of factors.</p> <p>The central location of Rome led to its success as an empire.</p>	<p>Civilizations fall due to a variety of factors and reasons.</p> <p>Geographic location affects the success or failure of an empire.</p> <p>Trade and cultural exchange are essential to the success of an empire.</p> <p>Religion influences society.</p>	<p>Religion acts as a unifying force.</p> <p>Religion acts as a dividing force.</p> <p>Religion shapes the culture and politics of society.</p> <p>Advancements impact the success/failure of a society.</p>
NJSLS	6.2.8.A.3.a- Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation	6.2.8.B.3.a- Determine how geography and the availability of natural resources influenced the development of the political,	6.2.8.B.3.a- Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of

	<p>systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.A.3.b -Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.A.3.c -Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p>6.2.8.A.3.e -Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.</p> <p>6.2.8.B.3.a- Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8.C.3.a- Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</p> <p>6.2.8.C.3.b- Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p> <p>6.2.8.C.3.c- Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <p>6.2.8.D.3.a- Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.3.c- Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>6.2.8.D.3.d- Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p> <p>6.2.8.D.3.e- Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.f- Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p>	<p>economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8.C.3.a- Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</p> <p>6.2.8.D.3.e- Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.f- Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p> <p>6.2.8.A.4.a- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations</p> <p>6.2.8.B.4.a- Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.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.</p> <p>6.2.8.B.4.d- 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.</p> <p>6.2.8.B.4.e- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p> <p>6.2.8.B.4.g- Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.</p> <p>6.2.8.C.4.a- Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.</p> <p>6.2.8.C.4.c- Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.</p> <p>6.2.8.C.4.e- Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and</p>	<p>the classical civilizations and provided motivation for expansion.</p> <p>6.2.8.C.3.a- Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</p> <p>6.2.8.D.3.e- Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.f- Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p> <p>6.2.8.A.4.a- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations</p> <p>6.2.8.B.4.a- Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.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.</p> <p>6.2.8.B.4.d- 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.</p> <p>6.2.8.B.4.e- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p> <p>6.2.8.B.4.g- Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.</p> <p>6.2.8.C.4.a- Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.</p> <p>6.2.8.C.4.c- Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.</p> <p>6.2.8.C.4.e- Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.</p> <p>6.2.8.D.4.b- Analyze how religion both unified and divided people.</p> <p>6.2.8.D.4.c- 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.</p> <p>6.2.8.D.4.h- Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p> <p>6.2.8.D.4.i- Explain how and why Islam spread in Africa, the significance of</p>
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		<p>impacted scientific thought and the arts.</p> <p>6.2.8.D.4.b- Analyze how religion both unified and divided people.</p> <p>6.2.8.D.4.c- 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.</p> <p>6.2.8.D.4.h- Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p> <p>6.2.8.D.4.i- Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.</p> <p>6.2.8.D.4.j- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.</p>	<p>Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.</p> <p>6.2.8.D.4.j- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.</p>
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Time Frame	Early January	January - February	March
Unit	Africa	China	Japan
Essential Questions	<p>How does geography impact cultures of the world in similar and different ways?</p> <p>How do the physical location of resources determine trade?</p> <p>What is the correlation between trade routes and the growth of kingdoms?</p>	<p>How were government positions filled in imperial China?</p> <p>What important inventions and innovations came from China?</p> <p>How did contact with the outside world influence Chinese culture?</p> <p>How did improvements in agriculture and trade impact China's development?</p>	<p>How does geography play a negative/positive role on the development of civilizations?</p> <p>How did Japan's geography lead to the creation of feudalism?</p> <p>How did the rise of samurai warriors and powerful warlords lead to the creation of a shogunate?</p> <p>Why did Japan adopt isolationism as a response to European influence?</p>
Skills	<p>Identify the geographical regions and features of Africa as they pertain to the existence of civilizations.</p> <p>Analyze the importance of trade in the success and failures of Ghana, Mali, and Songhai</p> <p>Evaluate the influence of Islam on the culture and politics of African kingdoms.</p> <p>Determine the bias of a historical source.</p> <p>Analyze political boundaries and trade routes through the use of historical maps.</p>	<p>Identify advances and innovation made by different dynasties</p> <p>Determine the lasting impact of innovations.</p> <p>Describe the positive and negative effects of the civil service system</p> <p>Evaluate the influence of Buddhism and Confucianism</p> <p>Analyze the positive and negative effects of isolationism</p> <p>Determine the causes for increased urbanization in China</p> <p>Evaluate the impact of European exploration of China</p>	<p>Explain the positive/negative affects of being an archipelago.</p> <p>Describe and understand the various roles in a feudal society.</p> <p>Based on Japan's geography, analyze why feudalism developed, why it was temporarily successful, and why it came to an end.</p> <p>Explain the role of samurai and the development of the shogunate.</p> <p>Explain how Europeans influenced the Japanese culture.</p> <p>Analyze the European's role in Japan's movement towards isolationism.</p>

<p>Concepts</p>	<p>Physical geography of Africa affects the development, economy, and culture of the people.</p> <p>Trade was essential to the rise and success of kingdoms in Africa.</p> <p>The introduction of Islam in Africa facilitated major modifications to politics and culture.</p> <p>Advanced civilizations existed within Sub-Saharan Africa.</p>	<p>Confucianism is both a religion and a cultural and governmental philosophy.</p> <p>Buddhism influenced Chinese culture.</p> <p>Style of governing varies by leadership.</p> <p>Individual Chinese dynasties led to advancements in society.</p> <p>The advantages and disadvantages of isolationism and internationalism as dictated by various Chinese dynasties.</p>	<p>The positive/negative affects of Japan being an archipelago.</p> <p>What feudalism is and why it developed in Japan.</p> <p>How Japan evolved from being a feudal society to becoming a shogunate.</p> <p>The European influence on Japanese culture and Japan's reaction to this influence.</p>
<p>Concepts</p>	<p>6.2.8.A.4.a - Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.B.4.a - Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.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.</p> <p>6.2.8.B.4.c - Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.</p> <p>6.2.8.B.4.e - Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p> <p>6.2.8.C.4.d - Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.</p> <p>6.2.8.D.4.i - Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.</p>	<p>6.2.8.A.4.a- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.A.4.b- Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p> <p>6.2.8.B.4.a- Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.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</p> <p>6.2.8.B.4.d- 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.</p> <p>6.2.8.B.4.e- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p> <p>6.2.8.B.4.f- Explain how the geographies of China and Japan influenced their development and their relationship with one another.</p> <p>6.2.8.C.4.a- Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization</p> <p>6.2.8.C.4.b- Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.</p> <p>6.2.8.C.4.c-- Explain how the development of new business practices and banking systems impacted global trade and the development of a</p>	<p>6.2.8.A.4.a- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.A.4.b- Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p> <p>6.2.8.B.4.a- Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.4.e- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p> <p>6.2.8.B.4.f- Explain how the geographies of China and Japan influenced their development and their relationship with one another.</p> <p>6.2.8.C.4.a- Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization</p> <p>6.2.8.C.4.b- Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.</p> <p>6.2.8.C.4.c-- Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.</p> <p>6.2.8.D.4.a- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.</p> <p>6.2.8.D.4.b- Analyze how religion both unified and divided people.</p>

		<p>merchant class.</p> <p>6.2.8.D.4.a- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.</p> <p>6.2.8.D.4.b- Analyze how religion both unified and divided people.</p> <p>6.2.8.D.4.c- 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.</p> <p>6.2.8.D.4.g- Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p> <p>6.2.8.D.4.j- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.</p>	<p>6.2.8.D.4.c- 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.</p> <p>6.2.8.D.4.j- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.</p>
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Unit	April	May - June
Duration	MesoAmerica	Medieval Europe
Essential Questions	<p>What were the cultural distinctions of the Aztecs, Maya, and Inca?</p> <p>Was the conquest of the American by the Spanish exploration or exploitation?</p> <p>How do societies organize themselves to create and manage wealth and resources?</p>	<p><i>How did Feudalism establish order in Europe during the Middle Ages?</i></p> <p><i>How influential was the Catholic Church in Western Europe?</i></p> <p><i>What was the impact of the Crusades?</i></p> <p><i>What was life like in Medieval towns?</i></p> <p><i>What lead to the decline of Feudalism?</i></p>
Skills	<p>Identify the key cities and landmarks of the Aztec, Maya, and Inca civilizations and explain their significance to the civilization.</p> <p>Analyze the characteristics of the cultural, religious, and political systems of the three civilizations.</p> <p>Evaluate the technological advancements of the three early American civilizations and their impact on the successes and failures of that civilization.</p> <p>Evaluate the impact of the arrival of the Europeans on the civilizations and their demise.</p> <p>Determine the bias of a historical source.</p> <p>Analyze political boundaries, exploration routes, and trade routes through the use of historical maps.</p>	<p>Analyze how the fall of Rome created conditions for the rise of feudalism.</p> <p>Explain the role Viking invasions played in the development of Feudalism.</p> <p>Identify and describe the societal hierarchy in feudal Europe.</p> <p>Analyze the role and influence of the Church in Medieval Europe through primary sources</p> <p>Determine the importance of Jerusalem to the three major religions: Christianity, Islam, Judaism</p> <p>Evaluate the positive and negative affects of the Crusades</p> <p>Compare the affects of the plague with modern health crises</p> <p>Explain the purpose of guilds in Medieval Europe</p> <p>Describe life in a Medieval town</p> <p>Determine the most important developments in the weakening of the feudal system</p>

<p>Concepts</p>	<p>The Aztec, Maya, and Inca were civilized groups living in the Western Hemisphere prior to the arrival of the Europeans.</p> <p>The arrival and conquest of European explorers led to the destruction of the native civilizations.</p> <p>The early American civilizations had many technological advancements that aided the development of their culture.</p> <p>Polytheistic practices were common among early American civilizations.</p>	<p>Medieval Europe was an era of decentralized government and increasing power for the Catholic Church.</p> <p>The need for order and protection leads to new forms of government/social structures.</p> <p>Religion acts as a unifying and dividing force.</p> <p>Religion shapes the culture and politics of a society.</p> <p>Economic, technological and intellectual advancements act as a driving force for political and social change.</p>
<p>NJSLS</p>	<p>6.2.8.A.4.a- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.B.4.a- Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.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.</p> <p>6.2.8.B.4.e- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p> <p>6.2.8.B.4.h- Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.</p> <p>6.2.8.C.4.a- Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.</p> <p>6.2.8.C.4.b- Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.</p> <p>6.2.8.D.4.a- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.</p> <p>6.2.8.D.4.b- Analyze how religion both unified and divided people.</p> <p>6.2.8.D.4.c- Analyze the role of religion and economics in shaping</p>	<p>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.</p> <p>6.2.8.A.4.a- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.A.4.b- Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p> <p>6.2.8.A.4.c- Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.</p> <p>6.2.8.B.4.a- Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.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.</p> <p>6.2.8.B.4.e- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p> <p>6.2.8.B.4.g- Explain why the strategic</p>

	<p>each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.8.D.4.j- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.</p> <p>9.1.8.A.1- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.2- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</p> <p>9.1.8.C.3- Model leadership skills during classroom and extra-curricular activities.</p>	<p>location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.</p> <p>6.2.8.C.4.a- Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.</p> <p>6.2.8.C.4.b- Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.</p> <p>6.2.8.C.4.c- Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.</p> <p>6.2.8.C.4.e- Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.</p> <p>6.2.8.D.4.a- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.</p> <p>6.2.8.D.4.b - Analyze how religion both unified and divided people.</p> <p>6.2.8.D.4.c- 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.</p> <p>6.2.8.D.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.</p> <p>6.2.8.D.4.e- Assess the demographic, economic, and religious impact of the plague on Europe. Determine which events led to the rise and eventual decline of European feudalism.</p> <p>6.2.8.D.4.f- Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p> <p>6.2.8.D.4.g- Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p> <p>6.2.8.D.4.h- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.</p> <p>6.2.8.D.4.j- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p>
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STAGE 1 – DESIRED RESULTS

Unit Title: Rome

Unit Duration: 6-8 weeks

Established Goals:

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.

6.2.8.A.3.a- Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.b -Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.A.3.c -Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.A.3.e -Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a- Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.C.3.a- Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b- Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c- Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a- Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.c- Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.D.3.d- Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

6.2.8.D.3.e- Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.f- Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

Understandings: *Students will understand that...*

- Characteristics of leaders determine the success and failure of the society that they lead.
- Roman achievements continue to influence society through modern day.
- The Roman civilization decline due to a variety of factors.
- The central location of Rome led to its success as an empire.

Essential Questions:

1. How did physical geography affect the development and growth of Roman society?
2. What are the legacies of the Roman experience in terms of government, culture, and religion?
3. What factors led to the formation of the Roman Republic and its spread?
4. What caused the fall of the Roman Republic and the growth and influence of the Roman Empire?
5. What caused the fall of the Roman Empire?

Students will know:

Republican form of government

- Plebeians, patricians, senators, consul, tribune

Students will be able to...

1. Evaluate the impact of the achievements of the Romans on modern society

<p>Leaders of Roman Empire:</p> <ul style="list-style-type: none"> • Cesar • Octavian • Augustus • Constantine • Nero <p>Legacies:</p> <ul style="list-style-type: none"> • Citizenship • Democracy • Religion • Architecture • Engineering • Law • Art <p>Decline of Roman Empire:</p> <ul style="list-style-type: none"> • Corrupt rulers • Decline of economy • Mercenary army • Size of empire • Moral decline • Barbarians <p>Geographical influence on Roman Republic/Empire</p> <ul style="list-style-type: none"> • Tiber River • Mediterranean • Trade Routes 	<ol style="list-style-type: none"> 2. Investigate how Romans formed a republic and identify the reasons that the Roman Republic went into decline. 3. Examine the geography and how it affected early Roman settlement. 4. Determine the foundational concepts and principles of the Roman Republic that later influenced the development of the United States Constitution. 5. Analyze the social structure of ancient Rome, including family life, slavery, the rich, the poor, and citizenship. 6. Survey the impact of expanding land and sea trade routes through the Mediterranean Basin to other parts of the Roman Empire. 7. Synthesize how various factors contributed to the fall of the Roman Empire. 8. Compare and contrast the methods used by the rulers to control and unify their expanding empires. 9. Identify key aspects of Roman, law, architecture, and technology.
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STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Simulate a trial of the assassins of Julius Cesar. • “Save the Republic”- groups will be presented with a scenario facing the Roman Republic to which they will need to propose solutions. The end result of this investigative project is an essay. • Roman Scrapbook- Students choose either the Roman Empire or the Roman Republic and a social class that they will represent. Students compile a scrapbook depicting their life in the empire including components such as government, art, architecture, religion, geography, culture, lifestyle, etc. • Best Emperor Award: create an award for an emperor based upon his achievements during his reign. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Quizzes Tests Academic prompts Observations Homework Journals Essays Advanced Organizers Unit Organizers Concept Diagrams Guided practice Independent practice Student Reflections Self-assessment through charting of goals and progress Group Discussions
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<p>Resources:</p> <p>www.medievaleurope.mrdonn.org</p> <p>www.rome.mrdonn.org</p> <p>www.history.com (specific categories including but not limited to: Western Roman Empire Falls, Ancient Rome, Hannibal, Julius Caesar, Alexander the Great, Punic Wars, Augustus)</p> <p>www.forham.edu/halsall/sbook.asp (specific category including but not limited to Rome)</p> <p>www.metmuseum.org (specific category including but not limited to the Roman Empire).</p>
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STAGE 3 – LEARNING PLAN

Key Criteria Understandings – Link to today

How do democratic or republican forms of government continue to shape the world today?

How does superiority in technology, engineering, and innovation contribute to political and economic might of nations throughout the world?

In what ways are urban centers around the world dealing with rising population numbers?

How does war and conflict lead to the consolidation of power by authorities?

How does the distribution of wealth among social classes affect societies?

What is the importance of the arts to a society?

What factors contribute to the growth and/or decline of America today?

STAGE 1 – DESIRED RESULTS

Unit Title: Fall of Rome/Byzantine

Unit Duration: 3-4 weeks

Established Goals:

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.

6.2.8.B.3.a- Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.C.3.a- Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.D.3.e- Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.f- Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

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

6.2.8.B.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.B.4.d- 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.B.4.e- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

6.2.8.B.4.g- Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.

6.2.8.C.4.a- Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.

6.2.8.C.4.c- Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.

6.2.8.C.4.e- Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

6.2.8.D.4.b- Analyze how religion both unified and divided people.

6.2.8.D.4.c- 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.D.4.h- Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.D.4.i- Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.

6.2.8.D.4.j- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Understandings: *Students will understand that...*

- civilizations fall due to a variety of factors and reasons.
- Geographic location affects the success or failure of an empire.
- Trade and cultural exchange are essential to the success of an empire.
- Religion influences society.

Essential Questions:

1. Is it inevitable that empires will fall?
2. How does the location of a civilization's empire influence it's economy, culture, and religion?

<p>Students will know:</p> <p>The characteristics of an empire.</p> <ul style="list-style-type: none"> • Centralized government. • Military and/or political conquest. • Social hierarchy • Cultural identity • Competition for control. • Controlled economy and trade. <p>The factors that led to the fall of Rome</p> <ul style="list-style-type: none"> • Political corruption • Urban decay • Decline of social and moral values • Over expansion • Economic downfall <p>The reasons for survival of the Byzantine Empire after the fall of Rome.</p> <ul style="list-style-type: none"> • Geographic location • Diversity of leadership • Economic prosperity • Trade and cultural exchange <p>The Eastern Orthodox Church adopted distinct characteristics from the Roman Catholic Church including:</p> <ul style="list-style-type: none"> • Hierarchy • Language • Doctrine 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Explain components of an empire. 2. Analyze the conditions leading to the fall of Rome. 3. Evaluate why the geography of Constantinople was superior to Rome. 4. Examine the cultural differences that led to the creation of the Eastern Orthodox Church. 5. Compare and contrast the economy and government of Eastern and Western Empire. 6. Determine the bias of a historical source. 7. Analyze political boundaries and trade routes through the use of historical maps.
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STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Students will create a real estate advertisement convincing people to move to the city of Constantinople highlighting geography, government, religion, and daily life or a similar task. 2. Students will create a Venn diagram demonstrating the similarities and differences between the Roman Catholic Church and the Eastern Orthodox Church. 3. Students will research and debate the key reason that they consider to be the most important for the fall of the Roman Empire. 4. Students will analyze and compare data that reflects the economic and government function of the Eastern and Western Empire. 5. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Quizzes Tests Academic prompts Observations Homework Journals Essays Advanced Organizers Unit Organizers Concept Diagrams Guided practice Independent practice Student Reflections Self-assessment through charting of goals and progress Group Discussions
<p>Resources:</p> <p>www.history.com (specific category including but not limited to Byzantine Empire)</p> <p>www.metmuseum.com (specific category including but not limited to Byzantine Art)</p>	

STAGE 3 – LEARNING PLAN

Key Criteria Understandings – Link to today

Has globalization reduced the importance of location in economic success?

How has religion continued to shape the areas once controlled by the Byzantine Empire?

What role do ethnic differences play in the political developments of the area?

What role has democracy played in the development of Turkey relative to other countries in the Middle East?

What factors have lead to the European Unions repeated rejections of Turkey’s interest in acquiring membership?

STAGE 1 – DESIRED RESULTS

Unit Title: Islam

Unit Duration: 4 weeks

Established Goals:

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.

6.2.8.B.3.a- Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.C.3.a- Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.D.3.e- Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.f- Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

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

6.2.8.B.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.B.4.d- 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.B.4.e- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

6.2.8.B.4.g- Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.

6.2.8.C.4.a- Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.

6.2.8.C.4.c- Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.

6.2.8.C.4.e- Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

6.2.8.D.4.b- Analyze how religion both unified and divided people.

6.2.8.D.4.c- 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.D.4.h- Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.D.4.i- Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.

6.2.8.D.4.j- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Understandings: *Students will understand that...*

- Religion acts as a unifying force.
- Religion acts as a dividing force.
- Religion shapes the culture and politics of society.
- Advancements impact the success/failure of a society.

Essential Questions:

1. How does religion act as both a unifying and dividing force among differing groups of people?
2. How did Islam originate and spread?

Students will know:

Students will be able to...

<p>The religious development of Islam.</p> <ul style="list-style-type: none"> • Muhammad • Mecca/Medina • Koran • Five Pillars of Islam • Mosque • Monotheistic <p>The historical/political development of the Islamic Empire.</p> <ul style="list-style-type: none"> • Muhammad • Mecca • Umayyads Expansion and Conquest • Sunni and Shiite <p>The advancements of the Islamic Empire.</p> <ul style="list-style-type: none"> • Technological • Mathematical • Literature • Art • Architecture • Science 	<ol style="list-style-type: none"> 1. Compare and contrast the three major monotheistic religions. 2. Explain the importance of Mecca to the success of the empire. 3. Identify the impact of Muhammad on both political and religious world history. 4. Understand the importance of the Five Pillars of Islam to practicing Muslims. 5. Evaluate the importance of the advancements of the Islamic Empire. 6. Analyze the causes of the political division between the Sunni and Shiites. 7. Evaluate the impact of the expansion of Islam and the changes that occurred within those regions. 8. Determine the bias of a historical source. 9. Analyze political boundaries and trade routes through the use of historical maps.
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STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Students will create a graphic organizer demonstrating the similarities and differences between the three monotheistic religions. 2. Students will study and analyze primary sources reflecting Mecca as a religious and political center for Islam. 3. Students will create a social media profile page for Muhammad demonstrating his accomplishments both religiously and politically. 4. Students will gain an understanding of the tenets of Islam through personal connections with practicing Muslim(s). 5. Students will research and discover the advancements of the Islamic Empire and create a visual presentation demonstrating their newly acquired knowledge. 6. Students will identify how the split of the Sunnis and Shiites affects modern day politics in the Muslim world. 7. Students will create a map demonstrating the changes that occurred within the regions that were taken over by the Islamic empire through symbols and shading. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Quizzes Tests Academic prompts Observations Homework Journals Essays Advanced Organizers Unit Organizers Concept Diagrams Guided practice Independent practice Student Reflections Self-assessment through charting of goals and progress Group Discussions
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Resources:

- www.metmuseum.org (specific category including but not limited to Islamic Art)
- www.forham.edu/halsall (specific category including but not limited to Islamic Faith and Theology, Muhammad and Foundations, Islamic Expansion and Empire)
- www.pbs.org (specific category including but not limited to the Five Pillars of Islam, Women of Islam)

Movie: Crescent and the Cross

www.history.com (specific category including but not limited to Roost of the Crusades)

www.middle-ages.org.uk/thecrusades.htm

STAGE 3 – LEARNING PLAN

Key Criteria Understandings – Link to today

How does access to oil shape the Arabian Peninsula and the Middle East today?

Are Islam and democracy compatible?

What are the effects of sharia law on populations in Islamic countries?

How does the Sunni/Shiite split continue to impact the world?

How have interventions by western powers, in Islamic, Arabic, and Middle Eastern countries, influenced the political development of these nations?

What is the status of Palestine and what actions are being taken on both sides to move towards peace in the region?

DESIRED RESULTS**Unit Title: Africa****Unit Duration:** 3-4 weeks**Established Goals:**

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.

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

6.2.8.B.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.B.4.c - Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.

6.2.8.B.4.e - Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

6.2.8.C.4.d - Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.

6.2.8.D.4.i - Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.

Understandings: *Students will understand that...*

- Physical geography of Africa affects the development, economy, and culture of the people.
- Trade was essential to the rise and success of kingdoms in Africa.
- The introduction of Islam in Africa facilitated major modifications to politics and culture.
- Advanced civilizations existed within Sub-Saharan Africa.

Essential Questions:

1. How does geography impact cultures of the world in similar and different ways?
2. How do the physical location of resources determine trade?
3. What is the correlation between trade routes and the growth of kingdoms?

Students will know:

The physical geography of Africa.

- Desert
- Rainforest
- Savannah
- River systems
- Coastline

The three Empire of Western Africa.

- Ghana
- Mali
- Songhai

The spread of Islam in Africa.

- North Africa
- Eastern coast of Africa
- Western coast of Africa.

The trade systems that existed within Africa.

- Gold and salt exchange

Students will be able to...

- Identify the geographical regions and features of Africa as they pertain to the existence of civilizations.
- Analyze the importance of trade in the success and failures of Ghana, Mali, and Songhai
- Evaluate the influence of Islam on the culture and politics of African kingdoms.
- Determine the bias of a historical source.
- Analyze political boundaries and trade routes through the use of historical maps.

ASSESSMENT EVIDENCE	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Students will write a postcard to a friend who lives in one of the other kingdoms explaining a minimum of five things that defines their culture (Mali, Songhai, or Ghana). • Students will create a Craig’s List advertisement for one of the natural resources found in Africa (East v. West) including: Why buy it, what are seeking in exchange, location, intended use. • Students will evaluate primary sources from Arab historians the existence of Muslim influence throughout Africa and identify possible bias in the sources. • Students will create a travel guide of Ibn Battuta chronicling his travels. • Students will present “eye-witness” accounts of the Mansa Musa Haji across Africa. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Quizzes Tests Academic prompts Observations Homework Journals Essays Advanced Organizers Unit Organizers Concept Diagrams Guided practice Independent practice Student Reflections Self-assessment through charting of goals and progress Group Discussions
<p>Resources:</p> <p>BBC - The Story of Africa: West African Kingdoms http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section4.shtml</p> <p>Exploring Africa http://exploringafrica.matrix.msu.edu/students/curriculum/m7a/activity3.php</p> <p>Mansa Musa Primary Source http://www.bu.edu/africa/outreach/resources/k_o_mali/</p> <p>Crash Course Mansa Musa and Islam in West Africa http://m.youtube.com/watch?v=jvnU0v6hcUo</p>	
<p>Key Criteria Understandings – Link to today</p> <p>How has competition over resources impacted the development of Africa?</p> <ul style="list-style-type: none"> · What resources are found in Africa? · What historical conflicts have resulted from competition of resources? · How do race, ethnicity, and religion play a role in African conflict? <p>How does the environment impact the lifestyles of the people?</p> <ul style="list-style-type: none"> · How is wealth valued by different African tribes? <p>Does modernization pose a threat or assistance to cultures of Africa?</p> <ul style="list-style-type: none"> · How do urban centers promote diversity and opportunity? · How do borders impact migratory people in Africa? 	

· What impact do machines have on rural people?

STAGE 1 – DESIRED RESULTS

Unit Title: China

Unit Duration: 4-6weeks

Established Goals:

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.

- 6.2.8.A.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.A.4.b- 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.B.4.a- Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.
- 6.2.8.B.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.B.4.d- 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.B.4.e- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.8.B.4.f- Explain how the geographies of China and Japan influenced their development and their relationship with one another.
- 6.2.8.C.4.a- Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization
- 6.2.8.C.4.b- Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
- 6.2.8.C.4.c- Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
- 6.2.8.D.4.a- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- 6.2.8.D.4.b- Analyze how religion both unified and divided people.
- 6.2.8.D.4.c- 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.D.4.g- 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.D.4.j- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Understandings: *Students will understand that...*

- ‘Confucianism is both a religion and a cultural and governmental philosophy.
- Buddhism influenced Chinese culture.
- Style of governing varies by leadership.
- Individual Chinese dynasties led to advancements in society.
- The advantages and disadvantages of isolationism and internationalism as dictated by various Chinese dynasties.

Essential Questions:

1. . How were government positions filled in imperial China?
2. What important inventions and innovations came from China?
3. How did contact with the outside world influence Chinese culture?
4. How did improvements in agriculture and trade impact China's development?

Students will know:

- Dynasties
 - Han, Tang, Song, Yuan, Ming
- Civil Service System
- Confucianism

Students will be able to..

- Identify advances and innovation made by different dynasties
- Determine the lasting impact of innovations.
- Describe the positive and negative effects of

<ul style="list-style-type: none"> • Buddhism • Inventions and Advancements <ul style="list-style-type: none"> ◦ Grand Canal ◦ Gunpowder ◦ Movable Type ◦ Inoculation ◦ Paper • Important People Qin Shihuangdi, Genghis Khan, Kublai Khan, Marco Polo, Tao Taizang 	<p>the civil service system</p> <ul style="list-style-type: none"> • Evaluate the influence of Buddhism and Confucianism • Analyze the positive and negative effects of isolationism • Determine the causes for increased urbanization in China <p>Evaluate the impact of European exploration of China</p>
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STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Shark Tank – Students present assigned Chinese invention to “board of investors” to convince them of importance of idea. 2. Students will be grouped and asked to create illustrated posters comparing any of the following: religions, dynasties, advancements. 3. Oral presentation and visual aid to highlight key elements of culture in imperial China. 	<p>Other Evidence:</p> <p>Quizzes Tests Academic prompts Observations Homework Journals Essays Advanced Organizers Unit Organizers Concept Diagrams Guided practice Independent practice Student Reflections Self-assessment through charting of goals and progress Group Discussions</p>
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Resources:
<http://www.fordham.edu/halsall/eastasia/eastasiasbook.asp>
www.history.com
<http://www.pbs.org/wgbh/nova/ancient/song-dynasty.html>
<http://m.youtube.com/watch?v=yIWORyToTo4>
http://afe.easia.columbia.edu/timelines/china_timeline.htm

Key Criteria:

1. How has industrialization impacted China?
2. What impact is China’s industrialization having on the environment?
3. What were the affects of some free-market reforms introduced in China?
4. How does the world react to human rights violations in China?
5. What are the ramifications of the U.S. and China’s mutual economic dependence on one another?
6. How has religion and Buddhism been persecuted in modern China?
7. What is the impact of explosive population growth on urban centers?
8. How does overpopulation impact rural areas and agriculture?

STAGE 1 – DESIRED RESULTS

Unit Title: Japan

Unit Duration: 4-6 weeks

Established Goals:

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.

- 6.2.8.A.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.A.4.b- 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.B.4.a- Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.
- 6.2.8.B.4.e- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.8.B.4.f- Explain how the geographies of China and Japan influenced their development and their relationship with one another.
- 6.2.8.C.4.a- Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization
- 6.2.8.C.4.b- Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
- 6.2.8.C.4.c-- Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
- 6.2.8.D.4.a- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- 6.2.8.D.4.b- Analyze how religion both unified and divided people.
- 6.2.8.D.4.c- 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.D.4.j- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Understandings: *Students will understand that...*

- What the positive/negative affects are of Japan being an archipelago.
- What feudalism is and why it developed in Japan.
- How Japan evolved from being a feudal society to becoming a shogunate.
- The European influence on Japanese culture and Japan’s reaction to this influence.

Essential Questions:

1. How does geography play a negative/positive role on the development of civilizations?
2. How did Japan’s geography lead to the creation of feudalism?
3. How did the rise of samurai warriors and powerful warlords lead to the creation of a shogunate?
4. Why did Japan adopt isolationism as a response to European influence?

Students will know:
 The physical geography of Japan
 Feudalism and the roles of the following:

- Samurai
- Peasants
- Artisans
- Merchants
- Feudal Lord

Japan as a shogunate

- Shogun

Students will be able to...

1. Explain the positive/negative affects of being an archipelago.
2. Describe and understand the various roles in a feudal society.
3. Based on Japan’s geography, analyze why feudalism developed, why it was temporarily successful, and why it came to an end.
4. Explain the role of samurai and the development of the shogunate.
5. Explain how Europeans influenced the

<ul style="list-style-type: none"> • Daimyos • Samurai • bushido <p>How Europeans affected the culture of Japan:</p> <ul style="list-style-type: none"> • Christianity • Guns affect on samurai • isolationism 	<p>Japanese culture.</p> <p>6. Analyze the European's role in Japan's movement towards isolationism.</p>
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STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Students will conduct a simulation called SPAM (samurai, peasants, artisans, merchants) which shows how feudalism worked in Japanese society. 2. Students will review primary source documents on the European influence on Japanese culture and Japan's response to this influence, as in laws enacted to deal with this. 3. Students will label a map of medieval Japan and explain the positive and negative aspects of its geography. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Quizzes Tests Academic prompts Observations Homework Journals Essays Advanced Organizers Unit Organizers Concept Diagrams Guided practice Independent practice Student Reflections Self-assessment through charting of goals and progress Group Discussions
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Resources:

The Age of the Samurai

http://afe.easia.columbia.edu/special/japan_1000ce_samurai.htm

Feudalism Webquest

<http://mhweb.townofmanchester.org/Library/webquests/feudalism.htm>

Prince Shotoku Seventeen Article Primary Source

http://info.teachtci.com/resources/ha/MWH/primarysources/MWH_U5Primary.aspx

Met Museum - Heian Period

http://info.teachtci.com/resources/ha/MWH/primarysources/MWH_U5Primary.aspx

PBS- Japan: Memoirs of a Secret Empire

http://www.pbs.org/empires/japan/entered0_8.html

Key Criteria of Understanding: Link to Today

1. How was Japan able to industrialize and become an economic power so rapidly and successfully?
2. How was Japan able to develop a democracy so rapidly and successfully?
3. How do traditional Japanese beliefs and values continue to impact society?
4. What role has the relationship between Japan other east Asian countries played in international politics?
5. What impact has the recent nuclear disaster in Japan had on energy policies in Japan and around the globe?
6. How does urbanization impact culture?
7. Why is innovation so important to the success of nations?

STAGE 1 – DESIRED RESULTS

Unit Title: Early American Civilizations

Unit Duration: 4-6 weeks

Established Goals:

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.

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

6.2.8.B.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.B.4.e- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

6.2.8.B.4.h- Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.

6.2.8.C.4.a- Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.

6.2.8.C.4.b- Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.

6.2.8.D.4.a- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.

6.2.8.D.4.b- Analyze how religion both unified and divided people.

6.2.8.D.4.c- 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.D.4.j- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

9.1.8.A.1- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.C.2- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.C.3- Model leadership skills during classroom and extra-curricular activities.

Understandings: *Students will understand that...*

- The Aztec, Maya, and Inca were civilized groups living in the Western Hemisphere prior to the arrival of the Europeans.
- The arrival and conquest of European explorers led to the destruction of the native civilizations.
- The early American civilizations had many technological advancements that aided the development of their culture.
- Polytheistic practices were common among early American civilizations.

Essential Questions:

1. What were the cultural distinctions of the Aztecs, Maya, and Inca?
2. Was the conquest of the American by the Spanish exploration or exploitation?
3. How do societies organize themselves to create and manage wealth and resources?

Students will know:

The key cities and geographic features.

- Andes Mountains
- Machu Picchu
- Yucatan Peninsula
- Terrace farming
- Tenochtitlan

Students will be able to...

1. Identify the key cities and landmarks of the Aztec, Maya, and Inca civilizations and explain their significance to the civilization.
2. Analyze the characteristics of the cultural, religious, and political systems of the three civilizations.
3. Evaluate the technological advancements of

<ul style="list-style-type: none"> • Chictzan Itza • Tulum • Cuzco <p>The culture, government, and technology of the three main early American civilizations..</p> <ul style="list-style-type: none"> • Aztec • Maya • Inca <p>The role of polytheism on the following cultures.</p> <ul style="list-style-type: none"> • Aztec • Inca • Maya <p>The influence of the following explorers and their role in the demise of early American civilizations.</p> <ul style="list-style-type: none"> • Francisco Pizarro • Hernan Cortez 	<p>the three early American civilizations and their impact on the successes and failures of that civilization.</p> <ol style="list-style-type: none"> 4. Evaluate the impact of the arrival of the Europeans on the civilizations and their demise. 5. Determine the bias of a historical source. 6. Analyze political boundaries, exploration routes, and trade routes through the use of historical maps.
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STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Students will create Mayan math problems using the Mayan number system and write a short story using the Mayan hieroglyph system. 2. Students will create a tri-Venn diagram comparing and contrasting the religions of the three civilizations. 3. Students will evaluate primary sources from Cortez and Pizarro and identify the bias. 4. Students will create a Twitter news feed for the leader of either the Inca or the Aztec informing their people of the takeover by the Europeans and the impact on the civilization. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Quizzes Tests Academic prompts Observations Homework Journals Essays Advanced Organizers Unit Organizers Concept Diagrams Guided practice Independent practice Student Reflections Self-assessment through charting of goals and progress Group Discussions
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RESOURCES:
www.aztec.com (categories including but not limited to Early MesoAmerica, Aztec Empire, Culture)
www.aztec-history.com
www.incas.mrdonn.com
www.mayas.mrdonn.com
www.aztecs.mrdonn.com
www.youtube.com (In search of History- the Aztec Empire, Empire of the Incas)

Key Criteria Understandings: Link to Today

1. What is the role of military technology in global politics?
2. How does disease impact populations?
3. How does competition for resources lead to exploitation of peoples around the world?
4. What are the implications of increased global contact among different societies and cultures?
5. How do people retain elements of traditional cultures through assimilation into new societies?

STAGE 1 – DESIRED RESULTS

Unit Title: Medieval Europe
6 Weeks

Established Goals:

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.

- 6.2.8.A.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.A.4.b- 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.A.4.c- Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.
- 6.2.8.B.4.a- Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.
- 6.2.8.B.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.B.4.e- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.8.B.4.g- Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.
- 6.2.8.C.4.a- Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
- 6.2.8.C.4.b- Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
- 6.2.8.C.4.c- Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
- 6.2.8.C.4.e- Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
- 6.2.8.D.4.a- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- 6.2.8.D.4.b - Analyze how religion both unified and divided people.
- 6.2.8.D.4.c- 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.D.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.D.4.e- Assess the demographic, economic, and religious impact of the plague on Europe. Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.D.4.f- 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.D.4.g- Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.D.4.h- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
- 6.2.8.D.4.j- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

Understandings: *Students will understand that...*

- Medieval Europe was an era of decentralized government and increasing power for the Catholic Church.
- The need for order and protection leads to new forms of government/social structures.

Essential Questions:

1. *How did Feudalism establish order in Europe during the Middle Ages?*
2. *How influential was the Catholic Church in Western Europe?*
3. *What was the impact of the Crusades?*

<ul style="list-style-type: none"> • Religion acts as a unifying and dividing force. • Religious shapes the culture and politics of a society. • Economic, technological and intellectual advancements act as a driving force for political and social change. 	<ol style="list-style-type: none"> 4. <i>What was life like in Medieval towns?</i> 5. <i>What lead to the decline of Feudalism?</i>
<p>Students will know:</p> <ul style="list-style-type: none"> • Key political figures of Medieval Europe <ul style="list-style-type: none"> ○ Clovis ○ Charlemagne ○ William the Conqueror ○ Henry IV ○ King Henry II ○ King John ○ Edward I ○ Joan of Arc • Various roles in feudal society <ul style="list-style-type: none"> ○ Lord ○ Knight ○ Peasant ○ Serf • The organization and hierarchy of the Catholic Church • The Catholic Church’s impact on <ul style="list-style-type: none"> ○ Politics ○ Daily life ○ Education ○ Art and Architecture • The reasons for, key figures and effects of the Crusades • The key factors in the decline of Feudalism <ul style="list-style-type: none"> ○ Political Developments in England ○ The Bubonic Plague ○ The Hundred Years War 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Analyze how the fall of Rome created conditions for the rise of feudalism. 2. Explain the role Viking invasions played in the development of Feudalism. 3. Identify and describe the societal hierarchy in feudal Europe. 4. Analyze the role and influence of the Church in Medieval Europe through primary sources. 5. Determine the importance of Jerusalem to three major religions. 6. Evaluate the positive and negative effects of the Crusades 7. Compare the effects of the plague with modern health crises’ 8. Explain the purpose of guilds in Medieval Europe 9. Describe life in a Medieval town 10. Determine the most important developments in the weakening of the feudal system <p style="text-align: center;">+</p>

STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Students will create comic book/graphic novel on a day in the life of one of the classes in feudal Europe. 2. Students will create a recruitment poster for a medieval guild. 3. Students will complete (online) diary (blog) entries as Crusader from Council of Clermont through the siege of Jerusalem. 4. Students will participate in debate on the positive and negative effects of the Crusades. 5. Students will create pamphlet comparing the effects of the plague with modern health crisis. 6. Create “facebook” template with interactions between major figures of the Medieval period. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Quizzes Tests Academic prompts Observations Homework Journals Essays Advanced Organizers Unit Organizers Concept Diagrams Guided practice Independent practice Student Reflections Self-assessment through charting of goals and progress Group Discussions
<p>Resources: Internet History Sourcebook</p>	

<http://www.fordham.edu/halsall/sbook.asp>

Medieval Europe Online

<http://www.medievaleuropeonline.com/>

Middle Ages

<http://www.middle-ages.org.uk/>

History of Feudalism

<http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ac35>

Video- The Dark Ages

<http://m.youtube.com/watch?v=KsHSbBxjAOk>

Eyewitness to History - The Plague

<http://www.eyewitnesstohistory.com/plague.htm>

BBC History - The Black Death

http://www.bbc.co.uk/history/british/middle_ages/black_01.shtml

Key Criteria of Understanding: Link to Today

1. **What role does fear of attacks play in increased government control and the reduction of liberties?**
2. **What is the relationship between the West and Islam today?**
3. **How do current health crises and epidemics affect the world?**
4. **What modern banking functions have contributed to economic growth and increased trade?**
5. **What factors lead to increased discrimination or persecution of minority groups?**
6. **In what ways does the Catholic Church continue to yield global influence?**
7. **Why has democracy flourished in Western Europe more rapidly than the Islamic world?**
8. **What is being done today to promote a more peaceful future for the holy city of Jerusalem and surrounding area?**

Benchmark Assessments

Grade 8

Mid-Year Assessment

Task: Write a five paragraph essay responding to the question, "Can the US fall as other civilizations have fallen?".

Focus: Decline of Civilizations

Goal: To develop and support a well reasoned position by analyzing information pertaining to both historical civilizations and modern day America.

Duration: 2 class days

Assessment: Standard Rubric

End-Year Assessment

Task: World Showcase Project: Groups of students will present the various civilizations studied throughout the year. Students must create a visual component that will enhance their oral presentation.

Focus: Civilizations studied throughout the year featuring their government, religion, culture, advancements, social systems, and timeline.

Goal: To synthesize the key elements of a civilization and demonstrate research and presentation skills as linked to content learned.

Duration: 2-4 weeks

Assessment: Standard Rubric