



# **TOMS RIVER REGIONAL SCHOOLS**

**Social Studies Department**

**World History/US History**

**7th Grade**

Board Approval: 8/18/22  
Revised: 7/2022

## **Philosophy, Mission and Vision**

**Philosophy:** The Social Studies department aims to provide a challenging and diverse curriculum to our students through various courses embracing history, social science, and psychology. The Social Studies department embraces the idea that the role of the school is to develop productive, civic-literate, empathetic individuals who can think critically, problem solve effectively, and communicate successfully. This department will meet the student's need for knowledge and skill development in the specific content areas of geography, history, politics, economics, and the social and cultural aspects of our community, both locally and globally. Another important element is both students and staff acquiring 21st Century skills in technology, which has become an integral part of building educational relationships and keeping on pace with the evolving transformation of society. It is understood that this curriculum must demonstrate connections to the world beyond the classroom, thus ensuring relevance and significance while fostering lifelong learning.

**Mission:** The Social Studies department will provide a student-centered environment where abilities are cultivated, interests are developed, intellects are challenged, and students are educationally enriched. Utilization of real world examples will create connections from past to present, while enhancing the ability to develop a global perspective through a clear lens. While incorporating new educational methods, resources, and technologies, students are prepared to become lifelong learners, critical thinkers, and active citizens in their communities.

**Vision:** Every Toms River Regional Schools student will become a critical thinker, active participant in the civic process, tolerant, respectful, and possess the ability to relate historical facts to contemporary issues.

### **Course description and/or program overview:**

The unit on African civilizations will allow students to explain how geography affected the development and interaction of civilizations over the entire continent. They will analyze the effects of government, disputes, traditional religious beliefs, and the spread of Islam on African societies. Students will analyze Africa's complex societies, each with many common characteristics, as well as how they built economies, and they will explain how artistic works created by Africans reflected their beliefs

After completion of the unit on Medieval Europe, students will have learned how geography helped shape life in Europe after the fall of Rome. They will be able to recognize the Middle Ages as a time of struggle and conflict. Specifically, they will analyze kingdoms, feudalism, towns and cities, crusades, and plague, as well

as the effects of each. Students will describe how Europeans lived in an ordered society. They will also analyze how, as trade and cities grew, so did merchants and laborers. Furthermore, students will be able to identify the influence of the Catholic Church on almost every aspect of people's lives.

The unit on Renaissance and Reformation, allows students to recognize the Renaissance as a rebirth in culture, science, and the arts, as well as to understand how the Reformation was a movement to change and reform the Catholic Church. Students will analyze how wealthy Italian city-states developed new ideas about arts and learning and recognize the effect these changes had on Europe and, eventually, the world today. They will also analyze how the Reformation gave rise to a new religion in Europe called Protestantism

The First Americans unit has the students examine a variety of topics related to the development of the Ancient American civilizations. They will begin with a study of the migration of the first Americans via the Beringia Land Bridge and their ability to live off that new land. Next, they will analyze the development of the Ancient civilizations of MesoAmerica, as well as the groups of North America, such as the Iroquois. Students will examine how all of these groups achieved great things and developed complex cultures by relying on natural resources to survive, adapting to changes in their environments, and exchanging with other groups. Students will eventually determine how these great cultures eventually declined.

Exploring the Americas unit gives the students the opportunity to examine a variety of topics related to the Age of Exploration, specifically relating to the exploration of North America by the Europeans. Students will analyze how and why the Europeans sailed the oceans, looking for a direct trade route to the East Indies. This will include a focus on the ideas of "god, gold, and glory". Students will discover how the Europeans, instead, found a "new world" that countries would compete to explore and settle over the next centuries. Furthermore, students will understand and appreciate the exploitation of the Native American tribes that resulted from exploration by Spanish conquistadors and the competition among nations for

Lastly, the unit on Colonial America, students will have examined the development of the 13 colonies in terms of social and cultural experiences. Their studies will have them analyze how the colonists developed their own identity, one different from Europe, as well as how a divide escalated between the colonists and the Europeans. They will be able to identify how, despite the failure of their early attempts at colonizing, the British eventually dominated the continent and had colonies stretching for hundreds of miles along the Atlantic coast.

The French and Indian War led to a number of events and policies that created growing tension between the colonists and the British government. These tensions would ultimately lead to the colonists rebelling against the British government and establishing the United States. One of the colonists' complaints was that they had no voice in British Parliament, but were bound by its laws. Many individuals played key roles in the events that led to the American Revolution, as well as in the fight for freedom.

Thomas Paine's pamphlet Common Sense convinced more Americans to support independence from Britain. The Declaration of Independence used the principles of natural rights to explain the reasons why the Americans demanded independence from the British government, thrusting America further into war. As the war progressed from New England to the Middle States, American troops faced many struggles as questions remained about American capabilities to win the war. The Battle of Saratoga would become the turning point in the war and convince European powers to join in the war effort. This included contributions made by

African-Americans, Natives, and women. In the final stages of the war, fighting shifted to the South, ending in the British surrender at Yorktown. American independence was recognized in the Treaty of Paris of 1783.

As the war drew to a close, the new United States was governed by the weak Articles of Confederation. Coming close to collapse, the fledgling United States had to create a new national government that needed to balance the distribution of power between the central government and the rights of individuals and states. America's Founding Fathers met in Philadelphia in 1787 for a Constitutional Convention. Several compromises were made that addressed the legislative process and the issue of slavery. Federalists emerged in support of the new constitution, while anti-federalists voiced concerns that a strong federal government threatened states' rights and individual freedoms. With the promise of a bill of rights, the United States Constitution was ratified in 1789

<b>UNITS</b>	<b>PACING GUIDE</b>
Unit 1 Cultural Exchanges & Encounters	45 days
Unit 2 Three Worlds Meet	45 days
Unit 3 Colonization and Revolution	45 days
Unit 4 Foundational Concepts and Principles & Role of the Citizen (Civics)	45 days

## Unit 1 Overview

### Unit Summary:

The unit on African civilizations will allow students to explain how geography affected the development and interaction of civilizations over the entire continent. They will analyze the effects of government, disputes, traditional religious beliefs, and the spread of Islam on African societies. Students will analyze Africa's complex societies, each with many common characteristics, as well as how they built economies, and they will explain how artistic works created by Africans reflected their beliefs

During the Imperial China unit, students will explain how ideas and innovations that were introduced during the Sui, Tang, and Song dynasties united China after centuries of chaos and helped it to become a powerful empire. They will analyze how China's economy grew through trade and improvements during the Tang and Song dynasties. Furthermore, they will be able to identify lasting achievements of the Chinese during this time in history. Finally, students will explore how the world's largest land empire in history was created when the Mongols conquered northern China.

In the unit on Japan, students will analyze the geography of Japan and determine how it has shaped its civilization and development. They will recognize how many of the characteristics of modern day Japanese culture can be traced back to Shinto and the samurai. When analyzing medieval Japan, students will understand that Japanese society was transformed under the shoguns. Cultural influences from this time period, such as religion, art, writing, and architecture, still influence Japan and the world to this day.

After completion of the unit on Medieval Europe, students will have learned how geography helped shape life in Europe after the fall of Rome. They will be able to recognize the Middle Ages as a time of struggle and conflict. Specifically, they will analyze kingdoms, feudalism, towns and cities, crusades, and plague, as well as the effects of each. Students will describe how Europeans lived in an ordered society. They will also analyze how, as trade and cities grew, so did merchants and laborers. Furthermore, students will be able to identify the influence of the Catholic Church on almost every aspect of people's lives.

The unit on Renaissance and Reformation, allows students to recognize the Renaissance as a rebirth in culture, science, and the arts, as well as to understand how the Reformation was a movement to change and reform the Catholic Church. Students will analyze how wealthy Italian city-states developed new ideas about arts and learning and recognize the effect these changes had on Europe and, eventually, the world today. They will also analyze how the Reformation gave rise to a new religion in Europe called Protestantism

### Enduring Understandings:

- Political and civil institutions impact all aspects of people's lives.

- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.
- The physical and human characteristics of places and regions are connected to human identities and cultures.
- The environmental characteristics of places and production of goods influences the spatial patterns of world trade.
- Economic interdependence is impacted by increased specialization and trade.
- The production and consumption of goods and services influence economic growth, well-being and quality of life.
- Historical events may have single, multiple, direct and indirect causes and effects.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

### **Essential Questions:**

- How did trade on the continent of Africa play a role in the formation of different civilizations and belief systems?
- Compare and contrast the different empires that existed both in China and Japan.
- How has era of Renaissance and Reformation helped to shape the societies we see today in Europe and around the world?
- What effects of Medieval Europe can we see in different societies today?

### **Standards**

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

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

## CPI # Cumulative Progress Indicator (CPI)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Interdisciplinary Connections**  
Other Cross-Curricular Opportunities  
*Opportunities for [SEL](#)*

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

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

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

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

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

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

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

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

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

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary

to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

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

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

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

<b>21st Century Life and Careers</b>	<b>Technology</b>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.1.8.A.3 Differentiate among ways that workers can</p>	<p>8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information</p> <p>8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems</p>

improve earning power through the acquisition of new knowledge and skills.  
9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.  
9.1.8.D.5 Explain the economic principle of supply and demand.  
9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so  
9.1.8.E.3 Compare and contrast product facts versus advertising claims.  
9.1.8.E.4 Prioritize personal wants and needs when making purchases  
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

### **Unit Objectives:**

- The regions of Africa
  - Trade was important in developing societies.
  - The cultural organization of African societies.
  - Cultural traditions that have carried over into modern day
  - How invasions created disorder in Europe.
  - That Feudalism and the manor system brought social and economic order in Europe.
  - How monasteries and religious orders helped spread Christianity.
  - That the church became the center of authority in medieval Europe.
  - The Norman Conquest of England. The rights protected under the Magna Carta. The development of the English Parliament.
  - Reasons for the Crusades in the Middle Ages
  - The social, economic, and cultural impact of religious campaigns.
  - Medieval farming methods that increased food supplies.
  - The effects of crop surpluses.
- The role of trade in bringing about change.
- The effects of religious faith on art and values.
  - The effects of famine, war, and plague on medieval society

### **Skills:**

- Identify major areas of ancient Africa.
- Analyze the importance of trade in ancient Africa.
- Summarize African social structure.
- Identify and locate major cities and regions of ancient Africa.

- Sequence events related to the Mongol empire.
- Compare viewpoints involving Chinese rights under Mongol reign.
- Sequence events involving early attempts to unify Japan.
- Generate new ideas about governing.
- Analyze the causes and effects of feudalism.
- Summarize the achievements of a samurai
- Identify main ideas and details about European feudalism.
- Categorize information to review the order brought by feudalism and manor system .
- Understand important ideas about how limits on monarchy evolved in England.
- Identify the effects of the Norman Conquest and the Magna Carta.
- Sequence events related to the Crusades.
- Authority in medieval Europe.
- The rights protected under the Magna Carta.
- The development of the English Parliament.
- Reasons for the Crusades in the Middle Ages. The social, economic, and cultural impact of religious campaigns.
- Medieval farming methods that increased food supplies.
- The effects of crop surpluses.
- The role of trade in bringing about change.
- The effects of religious faith on art and values.
- The effects of famine, war, and plague on medieval society.
- Synthesize information about one of the Crusades.
- Compare and contrast farming and trading.
- Identify evidence on town-versus country life.
- Summarize the impact of religion on art and learning.
- Draw conclusions about the consequences of famine, war, and plague.

### Student Learning

Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<ul style="list-style-type: none"> <li>● <i>Discovering Our Past: A History of the World, Early Ages and A History of the United States Early Years (Customized Toms River Edition):</i> <ul style="list-style-type: none"> <li>○ Chapter 4, Lesson 1 (The Rise of African Civilizations)</li> <li>○ Chapter 4, Lesson 2 (Africa’s Governments and Religions)</li> <li>○ Chapter 4, Lesson 3 (African Society and Culture)</li> </ul> </li> <li>● <i>The Nystrom Atlas of World History</i></li> <li>● Unit 5: African Empires</li> </ul>	Junior Scholastic (Print and online) Cicero Ocean County Library Online British Museum Discovery Education Media <a href="http://www.discoveryeducation.com">http://www.discoveryeducation.com</a> Social Studies Central <a href="http://www.socialstudiescentral.com">http://www.socialstudiescentral.com</a> Social Studies for Kids <a href="http://socialstudiesforkids.com">http://socialstudiesforkids.com</a>

- Student Activities matching pages 56 to 63
- *World History Shorts, Volume 1*
  - Africa's Trading Empires
  - The Islamic Empire
- *The DBQ Project Mini-Q's in World History*
  - Mansa Musa's *Hajj*: A Personal Journal
  - Why Did Islam Spread So Quickly?
- *Mankind: The Story of All of Us* (DVD)
- *Discovering Our Past: A History of the World, Early Ages and A History of the United States Early Years (Customized Toms River Edition)*:
  - Chapter 6, Lesson 1 (China Reunites)
  - Chapter 6, Lesson 2 (Chinese Society)
  - Chapter 6, Lesson 3 (The Mongols in China)
- *The Nystrom Atlas of World History*
  - Unit 4: Empires and Cultures of Asia
  - Student Activities matching pages 44-45, 49-51
- *World History Shorts, Volume 1*
  - Genghis Khan and the Mongols
- *The DBQ Project Mini-Q's in World History*
  - Should We Celebrate the Voyages of Zheng He?
- *Mankind: The Story of All of Us* (DVD)
- *Discovering Our Past: A History of the World, Early Ages and A History of the United States Early Years (Customized Toms River Edition)*:
  - Chapter 7, Lesson 2 (Early Japan)
  - Chapter 7, Lesson 3 (Medieval Japan)
- *The Nystrom Atlas of World History*

- Unit 4: Empires and Cultures of Asia
- Student Activities matching pages 54-55
- *The DBQ Project Mini-Q's in World History*
  - Samurai and Knights: Were the Similarities Greater Than the Differences?
- *Mankind: The Story of All of Us* (DVD)
- *Discovering Our Past: A History of the World, Early Ages and A History of the United States Early Years (Customized Toms River Edition)*:
  - Chapter 8, Lesson 1 (The Early Middle Ages)
  - Chapter 8, Lesson 2 (Feudalism and the Rise of Towns)
  - Chapter 8, Lesson 3 (Kingdoms and Crusades)
  - Chapter 8, Lesson 4 (Culture and the Church)
  - Chapter 8, Lesson 5 (The Late Middle Ages)
- *The Nystrom Atlas of World History*
  - Unit 6: Europe in the Middle Ages
  - Student Activities matching pages 64-75
- *World History Shorts, Volume 1*
  - The Church's Power Grows
  - The Feudal System
  - The Crusades
  - Advances in the Middle Ages
  - The Black Death Hits Europe
  - Joan of Arc
- *The DBQ Project Mini-Q's in World History*
  - Samurai and Knights: Were the Similarities Greater Than the Differences?
- *Mankind: The Story of All of Us* (DVD)

<p style="text-align: center;"><b>Accommodations/Modifications</b> (ELL, Students with IEPs, 504s, Gifted Learners, At Risk ) <i>Each group must be listed separately</i></p>	<p style="text-align: center;"><b>Assessment</b> <b>(All forms must be identified)</b></p>
<p><i>English Language Learners</i></p> <ul style="list-style-type: none"> <li>● Provide clear and specific directions</li> <li>● Allow for alternate forms of responses- drawing or speaking instead of writing to Demonstrate knowledge when you are not specifically assessing writing</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> <li>● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words</li> </ul> <p><i>Special Education</i></p> <ul style="list-style-type: none"> <li>● Utilize graphic organizers to help provide a purpose for reading and increase comprehension</li> <li>● Assign peer tutor</li> <li>● Provide clear and specific directions</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> </ul> <p><i>504 Plans</i></p> <ul style="list-style-type: none"> <li>● Utilize graphic organizers to help provide a purpose for reading and increase comprehension</li> <li>● Assign peer tutor</li> <li>● Provide clear and specific directions</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>● Strategic Questioning Strategies</li> <li>● Observation</li> <li>● Hand Signals</li> <li>● Student Conference</li> <li>● Inside-Outside Circle</li> <li>● One Word Summary</li> <li>● Likert Scale</li> <li>● Socratic Seminar</li> <li>● Gallery Walk</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Whiteboards/communicators</li> <li>● Think-Pair-Share</li> <li>● Do-Now</li> <li>● Writing Prompts</li> <li>● Exit/Admin Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> <li>● Class discussions</li> <li>● Peer modeling</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Portfolio</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> <li>● Problem Based Tasks</li> </ul> <p>Benchmark:</p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p>Alternate:</p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>

*Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies

## Unit 2 Overview

### Unit Summary:

The First Americans unit has the students examine a variety of topics related to the development of the Ancient American civilizations. They will begin with a study of the migration of the first Americans via the Beringia Land Bridge and their ability to live off that new land. Next, they will analyze the development of the Ancient civilizations of MesoAmerica, as well as the groups of North America, such as the Iroquois. Students will examine how all of these groups achieved great things and developed complex cultures by relying on natural resources to survive, adapting to changes in their environments, and exchanging with other groups. Students will eventually determine how these great cultures eventually declined.

Exploring the Americas unit gives the students the opportunity to examine a variety of topics related to the Age of Exploration, specifically relating to the exploration of North America by the Europeans. Students will analyze how and why the Europeans sailed the oceans, looking for a direct trade route to the East Indies. This will include a focus on the ideas of “god, gold, and glory”. Students will discover how the Europeans, instead, found a “new world” that countries would compete to explore and settle over the next centuries. Furthermore, students will understand and appreciate the exploitation of the Native American tribes that resulted from exploration by Spanish conquistadors and the competition among nations for land and wealth.

### Enduring Understandings:

- Geographic data can be used to analyze variations in the spatial patterns.
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.
- Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.

### Essential Questions:

- How did the first Americans get to North America and explain their path toward populating and expanding throughout the Americas?

- Compare and contrast some of the early American civilizations in terms of economy, cultural differences, housing, belief systems.
- What was the impact of some early explorers on the early American population as well as how those explorers created rivalries between European countries at the time?

### **Standards**

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.

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

CPI # Cumulative Progress Indicator (CPI)

6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.

6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

**Interdisciplinary Connections**  
Other Cross-Curricular Opportunities  
*Opportunities for SEL*

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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

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

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

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

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

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

**21st Century Life and Careers**

**Technology**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to

well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims.

9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

solve problems.

### **Unit Objectives:**

The geography of the Maya, Aztec, and Inca Empires.

- The culture and economy of the Maya, Aztec, and Inca Empires
- The major technological innovations of the ancient civilizations of Asia, Africa, Europe, and the Americas.
- Native American migration patterns and how they were able to cross from Asia to North America and then migrate throughout North America and South America.
- Gender roles, religion, values, cultural practices, and political systems of Native American regional groups such as the Far North, Northwest, Far West, Southwest, Great Plains, South East, and Eastern Woodlands.
- How the Crusades led to the desire for goods from Asia, which in turn led to new trade routes and trading centers in the Atlantic Ocean.
- Henry the Navigator's role in the Age of Exploration.

- The science and navigation technology used during this time period that made cross Atlantic travel possible.
- How the search for a water route to Asia led to the European discovery of two continents and the exchange of resources between the Eastern and Western hemispheres.
- Maps of early land trade routes to maps of early water trade routes and explain why the water routes may have developed.
- What happened to the Vikings who explored Newfoundland?
- The voyages of Christopher Columbus
- The conquest of the Aztec and Inca Empires and the impact it had on the Native American cultures of those areas.
- Forms of governance, belief systems, and family structures exist among African, European, and Native American groups.
- The interaction along African, European, and Native American groups began a cultural transformation.
- European exploration routes and how they relate to the settlements that formed in the New World.
- The impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
- How major events are related to one another in time.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic and political systems.
- Differing interpretations of current and historical events.

### **Skills:**

Compare and contrast the ancient civilizations of the Maya, Aztec, and Incas.

- Research the surrounding geography, the main structure and their purposes, the inhabitants, the building materials, the general layout, and any other revealing information or artifacts of the Maya, Aztec, and Inca Empires.
- Consider how culture and local geography influences the Maya, Aztec, and Inca Empires.
- Compare the major technological innovations of the ancient civilizations of Asia, Africa, Europe, and the Americas
- Explain how the development of new business practices and banking systems impacted global trade and the merchant class.
- Analyze maps of Native American Migration patterns and explain how they were able to cross from Asia to North America and then migrate throughout North America and South America.
- Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American Regional groups such as the Far North, Northwest, Far West, Southwest, Great Plains, South East, and Eastern Woodlands.
- Explain how the Crusades led to the desire for goods from Asia which in turn led to new trade routes and trading centers in the Atlantic Ocean
- Describe Henry the Navigator's role in the Age of Exploration.
- Describe the science and navigation technology used during this time period that made cross Atlantic travel possible.
- Explain how the search for a water route to Asia led to the European discovery of two continents and the exchange of resources between the Eastern and Western hemispheres.
- Compare and contrast maps of early land trade routes to maps of early water trade routes and explain why the water routes may have developed.
- Explain what happened to the Vikings who explored Newfoundland.

- Describe the voyages of Christopher Columbus.
- Discuss the conquest of the Aztec and Inca Empires and the impact it had on the Native American cultures of those areas.
- Compare and contrast forms of governance, belief systems, and family structures exist among African, European, and Native American groups.
- Explain how interaction among African, European, and Native American groups began a cultural transformation.
- Discuss the European exploration routes and how they relate to the settlements that formed in the New World.
- Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives. Explain how major events are related to one another in time.
- Compare and contrast maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic and political systems.
- Compare and contrast differing interpretations of current and historical events.

<b>Student Learning</b>	
<b>Core Instructional Materials and Resources</b>	<b>Supplemental Instructional Materials and Resources</b>
<ul style="list-style-type: none"> <li>● <i>Discovering Our Past: A History of the World, Early Ages and A History of the United States Early Years (Customized Toms River Edition):</i> <ul style="list-style-type: none"> <li>○ Chapter 10, Lesson 1 (Migration to the Americas)</li> <li>○ Chapter 10, Lesson 2 (Cities and Empires)</li> <li>○ Chapter 10, Lesson 3 (North American Peoples)</li> </ul> </li> <li>● <i>The Nystrom Atlas of World History</i> <ul style="list-style-type: none"> <li>○ Unit 7: The Age of Global Contact</li> <li>○ Student Activities matching pages 80 to 81</li> </ul> </li> <li>● <i>The Nystrom Atlas of United States History</i> <ul style="list-style-type: none"> <li>○ Era 1: Three Worlds Meet</li> <li>○ Student Activities matching pages 6 to 8</li> </ul> </li> <li>● <i>World History Shorts, Volume 1</i> <ul style="list-style-type: none"> <li>○ Mexico's Great Empire</li> </ul> </li> </ul>	<p>Discovering Our Past, History of the United States, Early Years – Print Edition  Discovering Our Past, History of the United States, Early Years – Online Edition  Nystrom Atlas of U.S. History  U.S. History Shorts Junior Scholastic (Print and online)  Cicero  Ocean County Library Online Databases  TeacherTube Discovery Education Media  <a href="http://www.discoveryeducation.com">http://www.discoveryeducation.com</a>  Social Studies Central  <a href="http://www.socialstudiescentral.com">http://www.socialstudiescentral.com</a>  Social Studies for Kids</p>

- *US History Shorts*
  - A New Land
  - The First Americans
  
- *The DBQ Project Mini-Q's*
  - The Maya: What Was Their Most Remarkable Achievement?
  - The Aztecs: Should Historians Emphasize Agriculture or Human Sacrifice?
  
- *America: The Story of US (DVD)*
- *Discovering Our Past: A History of the World, Early Ages and A History of the United States Early Years (Customized Toms River Edition):*
  - Chapter 11, Lesson 1 (A Changing World)
  - Chapter 11, Lesson 2 (Early Exploration)
  - Chapter 11, Lesson 3 (Spain in America)
  - Chapter 11, Lesson 4 (Competing for Colonies)
  
- *The Nystrom Atlas of World History*
  - Unit 7: The Age of Global Contact
  - Student Activities matching pages 78 to 79 and 82 to 83
  
- *The Nystrom Atlas of United States History*
  - Era 1: Three Worlds Meet
  - Student Activities matching pages 10 to 17
  
- *World History Shorts, Volume 1*
  - The Race for Riches
  
- *US History Shorts*
  - A Treasure Hunt
  - Hudson's Discoveries
  -
  
- *The DBQ Project Mini-Q's*
  - Should We Celebrate the Voyages of Zheng He?

<ul style="list-style-type: none"> <li>■ Was Magellan Worth Defending?</li> <li>■ Cabeza De Vaca: How Did He Survive?</li> <li>○ <i>America: The Story of US</i> (DVD)</li>   <li>● Discovering our Past</li> <li>● Nystrom World History Atlas</li> <li>● DBQ Project</li> <li>● Mankind Story of US</li> <li>● World History Shorts</li> <li>● U.S. History Atlas</li> </ul>	
<p style="text-align: center;"><b>Accommodations/Modifications</b> (ELL, Students with IEPs, 504s, Gifted Learners, At Risk,) <i>Each group must be listed separately</i></p>	<p style="text-align: center;"><b>Assessment</b> <b>(All forms must be identified)</b></p>
<p><i>English Language Learners</i></p> <ul style="list-style-type: none"> <li>● Provide clear and specific directions</li> <li>● Allow for alternate forms of responses- drawing or speaking instead of writing to Demonstrate knowledge when you are not specifically assessing writing</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> <li>● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words</li> </ul> <p><i>Special Education</i></p> <ul style="list-style-type: none"> <li>● Utilize graphic organizers to help provide a purpose for reading and increase comprehension</li> <li>● Assign peer tutor</li> <li>● Provide clear and specific directions</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> </ul> <p><i>504 Plans</i></p>	<p>Formative:</p> <ul style="list-style-type: none"> <li>● Strategic Questioning Strategies</li> <li>● Observation</li> <li>● Hand Signals</li> <li>● Student Conference</li> <li>● Inside-Outside Circle</li> <li>● One Word Summary</li> <li>● Likert Scale</li> <li>● Socratic Seminar</li> <li>● Gallery Walk</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Whiteboards/communicators</li> <li>● Think-Pair-Share</li> <li>● Do-Now</li> <li>● Writing Prompts</li> <li>● Exit/Admin Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> <li>● Class discussions</li> <li>● Peer modeling</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Portfolio</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> <li>● Problem Based Tasks</li> </ul> <p>Benchmark:</p>

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

*Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies

- State Standardized Assessments
  - Quarterly Benchmark Assessment
- Alternate:
- Portfolio Project
  - Modified assignments

## Unit 3 Overview

### Unit Summary:

The unit on Colonial America, students will have examined the development of the 13 colonies in terms of social and cultural experiences. Their studies will have them analyze how the colonists developed their own identity, one different from Europe, as well as how a divide escalated between the colonists and the Europeans. They will be able to identify how, despite the failure of their early attempts at colonizing, the British eventually dominated the continent and had colonies stretching for hundreds of miles along the Atlantic coast.

The French and Indian War led to a number of events and policies that created growing tension between the colonists and the British government. These tensions would ultimately lead to the colonists rebelling against the British government and establishing the United States. One of the colonists' complaints was that they had no voice in British Parliament, but were bound by its laws. Many individuals played key roles in the events that led to the American Revolution, as well as in the fight for freedom.

Thomas Paine's pamphlet *Common Sense* convinced more Americans to support independence from Britain. The Declaration of Independence used the principles of natural rights to explain the reasons why the Americans demanded independence from the British government, thrusting America further into war. As the war progressed from New England to the Middle States, American troops faced many struggles as questions remained about American capabilities to win the war. The Battle of Saratoga would become the turning point in the war and convince European powers to join in the war effort. This included contributions made by African-Americans, Natives, and women. In the final stages of the war, fighting shifted to the South, ending in the British surrender at Yorktown. American independence was recognized in the Treaty of Paris of 1783.

As the war drew to a close, the new United States was governed by the weak Articles of Confederation. Coming close to collapse, the fledgling United States had to create a new national government that needed to balance the distribution of power between the central government and the rights of individuals and states. America's Founding Fathers met in Philadelphia in 1787 for a Constitutional Convention. Several compromises were made that addressed the legislative process and the issue of slavery. Federalists emerged in support of the new constitution, while anti-federalists voiced concerns that a strong federal government threatened states' rights and individual freedoms. With the promise of a bill of rights, the United States Constitution was ratified in 1789.

### Enduring Understandings:

- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
- Social and political systems have protected and denied human rights (to varying degrees) throughout time.

- Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- Historical sources and evidence provide an understanding of different points of view about historical events.
- Complex interacting factors influence people's perspective.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Political and civil institutions impact all aspects of people's lives.
- Governments have different structures which impact development (expansion) and civic participation.
- Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.
- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
- Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
- Social and political systems have protected and denied human rights (to varying degrees) throughout time.
- Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
- Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.
- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

### **Essential Questions:**

- What was the process for the founding of the original 13 English colonies in North America?
- How did the colonies differ in terms of economy, population, and culture?
- Did the colonies founding play a role in some of the cultural differences that were present during the time period?
- What were some of the impactful differences between life in the colonies versus like in Great Britain at the time?

- What events led to the French and Indian War, and eventually the American revolution?
- What were the major turning points of the American Revolution?
- Compare and contrast the early American government documents (Declaration of Independence, Articles of Confederation, US Constitution).
- What were some issues that members of the Constitutional Convention struggled with when creating our founding documents?

## Standards

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.

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

CPI # Cumulative Progress Indicator (CPI)

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

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

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

6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.

6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments

6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration

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

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

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

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

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

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

6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

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

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

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

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

6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.

6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time

6.1.8.HistoryCC.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.

6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

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

6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.HistoryUP.3.b: 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.

6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives

6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

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

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

**Interdisciplinary Connections**  
[Other Cross-Curricular Opportunities](#)  
*Opportunities for [SEL](#)*

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

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

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

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

**21st Century Life and Careers**

**Technology**

CRP1. Act as a responsible and contributing citizen and employee.  
CRP2. Apply appropriate academic and technical skills.  
CRP3. Attend to personal health and financial well-being.  
CRP4. Communicate clearly and effectively and with reason.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP10. Plan education and career paths aligned to personal goals.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.  
9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.  
9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.  
9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.  
9.1.8.D.5 Explain the economic principle of supply and demand.  
9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so  
9.1.8.E.3 Compare and contrast product facts versus advertising claims.  
9.1.8.E.4 Prioritize personal wants and needs when making purchases  
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information  
8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

**Unit Objectives:**

The reasons that Britain wanted to establish colonies in North America. The hardships faced by the settlers at Jamestown, and how tobacco saved the colony.

- The religious institutions that developed in the individual New England Colonies.
- How and why early government structures developed, and the impact of these early structures on the evolution of American politics and institutions.
- What social, economic, religious, and political systems developed in the three colonial regions of the New England, Middle Colonies, and Southern colonies?
- What natural resources were available to the 3 colonial regions and explain how the availability of specific natural resources shaped their regional industries.
- How the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- What factors impacted emigration, settlement patterns, and regional identities of the colonies.
- The social and economic classes that developed in the American Colonies.
- How the Triangular Trade and Middle Passage impacted multiple nations and groups.
- Why European nations were involved in a power struggle, and determine its impact on people living in Europe and the Americas.
- The issues that led the colonists to protest or revolt during Bacon's Rebellion
  - That conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
  - How the debt from the 7 Years War led to the British raising taxes on its colonies in America which caused the colonies to resent the British government.
  - That the colonists used propaganda to promote the idea of independence.
  - That the Declaration of Independence was influenced by the writings of John Locke and other philosophers.
  - How geography affected the outcome of the American Revolution.
  - That the victory at the Battle of Saratoga persuaded some European countries to offer assistance to the American cause.
- That the winter at Valley Forge helped the American army transform into a respectable force.
- How the Americans and French trapped the British at Yorktown forcing them to surrender, ending the war.
- The sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
- The underlying values and principles of democracy and distinguish these from authoritarian forms of government.
- The major characteristics of democratic governments.
- How certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.
- The idea of representative government and explain how it works to protect the majority and the minority.
- The major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.
- The role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.
- Major historical and contemporary conflicts over United States constitutional principles, including judicial review in *Marbury v. Madison*, slavery in the *Dred Scott Decision*, separate but equal in *Plessy v. Ferguson*, and the rights of minorities.

- Contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.
  - The rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.
  - Basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).
  - The powers the Constitution gives to Congress, the President, the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs.
  - Current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.
  - How the life, culture, economics, politics, and the media of the United States impact the rest of the world.
  - How major events are related to one another in time.
  - Maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic and political systems.
  - Differing interpretations of current and historical events.
  - The credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
  - Information from a variety of sources to present a reasoned argument or position in a written and/or oral format

### **Skills:**

List the reasons that Britain wanted to establish colonies in North America.

- Describe the hardships faced by the settlers at Jamestown, and how tobacco saved the colony.
- Compare and contrast the religious institutions that developed in the individual New England Colonies.
- Explain how and why early government structures developed, and the impact of these early structures on the evolution of American politics and institutions.
  - Analyze the social, economic, religious, and political systems that developed in the three colonial regions of the New England, Middle, and Southern Colonies.
  - Analyze and list the natural resources available to the 3 colonial regions and explain how the availability of specific resources shaped their regional industries.
  - 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.
  - Determine the factors that impacted emigration, settlement patterns, and regional identities of the colonies.
  - Compare and contrast the social and economic classes that developed in the American Colonies.
  - Describe the impact of the Triangular Trade system and Middle Passage on multiple nations and groups.
  - Describe the power struggle among European countries, and determine its impact on people living in Europe and the Americas
    - Determine the issues that led the colonists to protest or revolt.
      - Assess the impact of the Treaty of Paris 1763 and how it impacted the relationship between the colonies and the Native Americans.
      - Analyze primary and secondary sources about the taxes that Britain imposed on the colonies.
      - Evaluate propaganda pieces created by the American colonists and determine their effect on swaying the masses of the American colonies to desire independence.

- Compare and contrast the Declaration of Independence and other primary sources written on natural rights.
- Analyze political and physical maps to determine how geography affected the outcome of the American Revolution.
- Explain how the American victory at the Battle of Saratoga led to assistance to America from several European countries.
- Describe how the training that the soldiers received at Valley Forge helped them gain the skills and confidence needed to become a professional army.
- Explain how the troop movements of the British and American armies led to the British being trapped at Yorktown by the American Army and the French Navy.
- Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
- Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.
- Discuss the major characteristics of democratic governments.
- Analyze how certain values including individual rights, the common good, self-government; justice, equality and free inquiry are fundamental to American public life.
- Describe representative government and explain how it works to protect the majority and the minority.
- Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.
- Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.
- Discuss major historical and contemporary conflicts over United States constitutional principles, including judicial review in *Marbury v. Madison*, slavery in the *Dred Scott Decision*, separate but equal in *Plessey v. Ferguson*, and the rights of minorities.
  - Research contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.
  - Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.
  - Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).
  - Compare and contrast the powers the Constitution gives to Congress, the President, the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs.
  - Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.
  - Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.
  - Explain how major events are related to one another in time.
  - Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic and political systems.
  - Compare and contrast differing interpretations of current and historical events.
  - Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
  - Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format

Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<ul style="list-style-type: none"> <li>● <i>Discovering Our Past: A History of the World, Early Ages and A History of the United States Early Years (Customized Toms River Edition):</i> <ul style="list-style-type: none"> <li>○ Chapter 12, Lesson 1 (Roanoke and Jamestown)</li> <li>○ Chapter 12, Lesson 2 (The New England Colonies)</li> <li>○ Chapter 12, Lesson 3 (The Middle Colonies)</li> <li>○ Chapter 12, Lesson 4 (The Southern Colonies)</li> </ul> </li> <li>● <i>The Nystrom Atlas of United States History</i> <ul style="list-style-type: none"> <li>○ Era 2: Colonization and Settlement</li> <li>○ Student Activities matching pages 18 to 23</li> </ul> </li> <li>● <i>US History Shorts</i> <ul style="list-style-type: none"> <li>○ The Pilgrims' Journey</li> <li>○ Penn's Woods</li> </ul> </li> <li>● <i>The DBQ Project Mini-Q's</i></li> <li>● Early Jamestown: Why Did So Many Colonists Die?</li> <li>● What Caused the Salem Witch Trial Hysteria of 1692? <ul style="list-style-type: none"> <li>● <i>America: The Story of US (DVD)</i></li> <li>● Discovering our Past</li> <li>● Nystrom World History Atlas</li> <li>● DBQ Project</li> <li>● Mankind Story of US</li> <li>● World History Shorts</li> <li>● U.S. History Atlas</li> </ul> </li> <li>● <i>America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):</i> <ul style="list-style-type: none"> <li>○ Chapter 5, Section 1 (Trouble on the Frontier)</li> </ul> </li> </ul>	<p>Mapping the U.S. Colonies activity</p> <p>History Mystery: Roanoke (Mr. Roughton site)</p> <p>On the Trail of Captain John Smith: A Jamestown Adventure activity</p> <p>Pocahontas Lesson Plan - Did Pocahontas Really Save John Smith's Life? (SHEG Site)</p> <p>The Plymouth Colony: A Play activity</p> <p>What Caused the Salem Witch Trials? lesson plan (SHEG site)</p> <p><i>Mysteries in History: American History (Mystery #2 - What Happened to the Lost Colony)</i></p> <p><i>Mysteries in History: American History (Mystery #3 - The Salem Witch Trials)</i></p> <p>History.com  <a href="http://www.history.com/">http://www.history.com/</a></p> <p>National Geographic  <a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a></p> <p>Crash Course Video Series</p> <p>Classtools.net  <a href="http://www.classtools.net">www.classtools.net</a></p> <p>PBS NOVA</p> <p>Colonial House site</p> <p>Jamestown video (from Izzit.org)</p> <p>Have Fun With History site  (<a href="http://www.havefunwithhistory.com/HistorySubject/colonialAmerica.html">www.havefunwithhistory.com/HistorySubject/colonialAmerica.html</a>)</p>

- Chapter 5, Section 2 (The Colonists Resist Tighter Control)
- Chapter 5, Section 3 (From Protest to Rebellion)
- Chapter 5, Section 4 (The War Begins)
- *The Nystrom Atlas of United States History*
  - Era 3: Revolution and the New Nation
  - Student Activities matching pages 28 and 29
- *US History Shorts*
  - The Colonists Unite
  - The Fight for Freedom
  - An Important Decision
- *America: The Story of US* (DVD)
- *America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):*
  - Chapter 6, Section 1 (A Nation Declares Independence)
  - Chapter 6, Section 2 (A Critical Time)
  - Chapter 6, Section 3 (The War Widens)
  - Chapter 6, Section 4 (Winning Independence)
- *The Nystrom Atlas of United States History*
  - Era 3: Revolution and the New Nation
  - Student Activities matching pages 30 to 31
- *US History Shorts*
  - An American Hero
- The DBQ Project Mini Q's:
  - Valley Forge: Would You Have Quit?
- *America: The Story of US* (DVD)

Jamestown Settlement site  
([www.historyisfun.org](http://www.historyisfun.org))

Succeeding in the New World - Colonial America  
([colonialamerica.thinkport.org/welcome-to-colonial-america.html](http://colonialamerica.thinkport.org/welcome-to-colonial-america.html))

<http://www.historyisfun.org/jamestown-settlement/>

- Cicero: History Beyond the Textbook
- Crash Course History – YouTube
- *Johnny Tremain* Disney version/DVD
- Nexttext *Forging A New Nation: Trouble in Boston*
- *Sons of Liberty* History Channel Episode #2 Boston Tea Party ( 10 minutes)
- Last 20 minutes of *Sons of Liberty* History Channel Episode #2 Lexington & Concord; Midnight Ride
- Longfellow Poem: *Midnight Ride of Paul Revere*
- Patrick Henry's Stamp Act Resolutions (analyze/rewrite)

<ul style="list-style-type: none"> <li>● <i>America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):</i> <ul style="list-style-type: none"> <li>○ Chapter 7, Section 1 (Governing a New Nation)</li> <li>○ Chapter 7, Section 2 (The Constitutional Convention)</li> <li>○ Chapter 7, Section 3 (Debating the Constitution)</li> </ul> </li> <li>● <i>The Nystrom Atlas of United States History</i> <ul style="list-style-type: none"> <li>○ Era 3: Revolution and the New Nation</li> <li>○ Student Activities matching pages 32 to 33</li> </ul> </li> <li>● <i>US History Shorts</i> <ul style="list-style-type: none"> <li>○ The United States Constitution</li> <li>○ A Government Is Born</li> </ul> </li> <li>● The DBQ Project Mini Q's: <ul style="list-style-type: none"> <li>○ How Did the Constitution Guard Against Tyranny?</li> </ul> </li> <li>○ <i>America: The Story of US (DVD)</i></li> </ul>	
<p style="text-align: center;"><b>Accommodations/Modifications</b> (ELL, Students with IEPs, 504s, Gifted Learners, At Risks) <i>Each group must be listed separately</i></p>	<p style="text-align: center;"><b>Assessment</b> <b>(All forms must be identified)</b></p>
<p><i>English Language Learners</i></p> <ul style="list-style-type: none"> <li>● Provide clear and specific directions</li> <li>● Allow for alternate forms of responses- drawing or speaking instead of writing to Demonstrate knowledge when you are not specifically assessing writing</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension <ul style="list-style-type: none"> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> <li>● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words</li> </ul> </li> </ul> <p><i>Special Education</i></p>	<p>Formative:</p> <ul style="list-style-type: none"> <li>● Strategic Questioning Strategies</li> <li>● Observation</li> <li>● Hand Signals</li> <li>● Student Conference</li> <li>● Inside-Outside Circle</li> <li>● One Word Summary</li> <li>● Likert Scale</li> <li>● Socratic Seminar</li> <li>● Gallery Walk</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Whiteboards/communicators</li> <li>● Think-Pair-Share</li> <li>● Do-Now</li> <li>● Writing Prompts</li> <li>● Exit/Admin Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul>

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

#### *504 Plans*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

#### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

#### *Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies

- Class discussions
- Peer modeling

#### Summative:

- Chapter/Unit Test
- Portfolio
- Quizzes
- Presentations
- Unit Projects
- Problem Based Tasks

#### Benchmark:

- State Standardized Assessments
- Quarterly Benchmark Assessment

#### Alternate:

- Portfolio Project
- Modified assignments

## Unit 4

### **Unit Summary:**

The United States of America is unique among nations in that it was founded upon an idea. What unites us as Americans is our shared commitment to those ideas and ideals. Any analysis of the structure of American government requires that students first understand the foundational concepts that are the rationale for a constitutional democracy. This unit will ask students to explore the key concepts and principles upon which the government of the United States was established.

In addition to civic education content, students require opportunities to develop and practice the skills and dispositions to become active and well-informed supporters of their community. Voting is an important responsibility of citizenship, but students must also learn how to interact with the appropriate levels of government to address matters of public policy that affect their lives and occupations. This unit explores the nature of citizenship and offers questions and strategies to help students develop the skills they will need to be active members and supporters of their communities.

### **Enduring Understandings:**

#### **Topic 1: Why Do We Need Government?**

- In a state of nature, the strong would take advantage of the weak. We need a government with the authority to protect individual rights, resolve conflicts and maintain order.
- Through the social contract, people give up some of their freedom to the government to preserve order and peace.
- A strong commitment to the rule of law has been crucial to efforts to limit the abuse of authority and the arbitrary use of power.
- Governments establish and enforce laws to maintain safety and order.
- There are many different forms of government that government may take. Some forms of government, such as dictatorships, are based solely on power.
- The legitimacy of a government is based on consent of the governed, the rule of law and the protection of human rights.
- Democratic governments work to balance social order and the protection of individual rights

#### **Topic 2: Local and State Government**

- Local government includes school boards, municipalities, and counties; each with specific authority.
- The New Jersey Constitution delegates certain powers and responsibilities to local

governments and school boards.

- State government includes three branches--executive, legislative and judicial--with separate powers and checks and balances.
- Decisions made by local and state governments have enormous impact on our lives.

### **Topic 3: Human Rights**

- In a state of nature, the strong would take advantage of the weak. We need a government with the authority to protect individual rights, resolve conflicts and maintain order.
- Through the social contract, people give up some of their freedom to the government to preserve order and peace.
- A strong commitment to the rule of law has been crucial to efforts to limit the abuse of authority and the arbitrary use of power.
- Governments establish and enforce laws to maintain safety and order.
- There are many different forms of government that government may take. Some forms of government, such as dictatorships, are based solely on power.
- The legitimacy of a government is based on consent of the governed, the rule of law and the protection of human rights.
- Democratic governments work to balance social order and the protection of individual rights

### **Topic 4: Rights and Responsibilities of Citizenship**

- Citizenship is a relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to its protection.
- Each nation determines the conditions under which it will recognize persons as its citizens, and the conditions under which that status will be extended or withdrawn.
- Citizens have additional rights and responsibilities that non-citizens do not possess.

### **Topic 5: Citizen Action - Identifying a Problem or Issue**

- Students will identify and discuss a variety of community issues, engaging in comprehensive research and analysis of the issues, utilizing appropriate reading, writing, and informational literacy skills.
- Issues will be prioritized based on their scope, duration, impact and feasibility.
- Students will appreciate the value of reaching consensus regarding which issue(s) to prioritize of the issues identified.

### **Topic 6: Citizen Action - Developing and Proposing a Solution**

- A fully researched and analyzed solution to a contemporary public policy issue helps students to develop important literacy, problem-solving and critical thinking skills.
- Developing an action plan to have a public policy solution implemented by an appropriate governmental agency develops civic skills and positive civic attitudes.

### **Topic 7: Civil Discourse and Conflict Resolution**

- Conflicts are often unavoidable. One of the roles of government is to create institutions--primarily courts-- to resolve conflicts among individuals through litigation.
- Individuals can learn skills for resolving conflicts peacefully in their lives.
- Peaceful conflict resolution requires active listening and respect for diverse perspectives.

### **Topic 8: American Ideals**

- American Ideals are those core values and principles that the structures and practices of the Constitutional system are designed to realize and protect.
- While citizens may debate how to best realize them, American Ideals represent the core elements of a national consensus if democracy is to survive.

- American Ideals represent the American experiment in representative government at its best and are enshrined in the nation’s founding documents.

### **Topic 9: The Common Good and Civic Virtue**

- The Founders based their concept of a democratic republic on the ideas of civic virtue and the common good that they adopted from ancient Greek and Roman republics.
- Civic virtue requires citizens to put the interests of the community or the “common good” or general welfare above their individual interests. This involves informed, engaged participation in voting, volunteering, and acting responsibly.
- Civic virtue is the cement that holds a democratic society together

### **Topic 10: Public Policy and Civil Society**

- Public policy includes the decisions, commitments and actions made by those who hold or affect government positions.
- Public policies are often embodied in laws, rules or regulations.
- Civil society includes media, voluntary organizations and interest groups, which mediate between individuals and government.
- Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and lobbying for change.

### **Topic 11: Civic Participation and Democracy**

- Students will reflect on the value of civic engagement to society and to each individual.
- Lifelong citizen engagement and participation in the community is necessary for our democracy to continue.
- The cohesiveness of our democratic society today is a product of the contributions of historical and current leaders and citizens

### **Topic 12: Elections**

- Elections are how the public identifies and approves those individuals who will make political decisions for the common good. This is “consent of the governed”.
- Elections are also how we discuss and debate political issues. Therefore, elections are inherently controversial and critical thinking skills need to be used to understand facts and issues.
- Elections are at the core of how a representative democracy functions. The right to vote is a critical component of American political life.

### **Essential Questions:**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How can natural/human rights be protected?
- What are natural/human rights?
- How do natural rights represent the dignity of each human being?
- How does the “consent of the governed” protect human rights?

- Why do we need government?
- What makes government legitimate?
- What would life be like in a state of nature?
- How does government balance the need for social order and individual liberty?
- What is the difference between power and authority?
- What is the source of authority?
- What is meant by “consent of the governed”?
- What is a social contract?
- What forms can governments take?
- What are the advantages and disadvantages of each form of government?
- What is the “rule of law” and why is it necessary for authority to be legitimate?
- According to the Declaration of Independence what are the main purposes/goals of government?
- How does the idea of the “common good” give rise to a social contract?
- What is the proper balance between individual freedom and the common good?
- Why is “civic virtue” necessary for a democracy to survive?
- What ideas from the classical republics about the need for civic virtue did the Founders adopt?
- What is the social contract?
- What is civic virtue?
- What is the “common good”?
- Why is a commitment to the common good important in a democratic society?
- How does the social contract limit individual freedom for the common good?
- What are American Ideals?
- What American Ideals are the basis for the American social contract (the Constitution)?
- What is the difference between an ideal and a practice or institution?
- Where in the nation’s founding documents are American ideals expressed?
- How can conflicts be resolved peacefully in a democratic society?
- Why are active listening and civil discourse about conflicting political ideologies or viewpoints necessary in a democratic society?
- What are the sources of conflict?
- How are conflicts resolved?
- How can conflicts be resolved peacefully in a democratic society?
- Why is respect for diverse perspectives a crucial component of civil discourse?
- What strategies can help incorporate multiple perspectives into civil discourse?
- Why is the right to vote critical in a democratic republic?
- What are the requirements for voting in New Jersey?
- What are the responsibilities of elected representatives?
- How can you determine the accuracy of what you read and view?
- How can you evaluate candidates for positions of authority?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- What is a “citizenship”?
- What are the essential attributes of a citizen?
- Who, by law, is a citizen?
- Who are resident aliens?
- How does an immigrant become a citizen?
- What rights and responsibilities does a citizen have that a non-citizen (resident alien) does not have?
- How do the three branches of government function at the local and state level in New Jersey?

- How well does federalism resolve the competing demands of limiting government power and the need for efficiency in government?
- How do ideas become laws or rules at local, state and national levels?
- How does federalism distribute government authority at the national, state, and local levels?
- How does government function in New Jersey and in your local community and school district?
- How can individuals and civil society influence public policy?
- What is public policy?
- What is civil society?
- How do individuals and institutions of civil society, such as interest groups, fraternal groups, business groups, etc. Influence public policy?
- How have those without full political rights (women before 1920, minorities before the Civil Rights Movement) affected change?
- How can I engage with others to improve my local, state, national and/or global community?
- What kinds of issues are appropriate for government action, and at what level?
- How can a group reach a consensus regarding a public policy issue?
- How can I identify problems that are important to be addressed at the local, state, national and/or global level?
- Are the proposed solutions constitutional according to either the U.S. or state constitutions?
- What matters to me and why?
- Do civil society and/or private initiatives have a role, or should the solution rely solely on Government?
- How can the Universal Declaration of Human Rights help us to identify important issues at the state, local or national level?
- Why are issues involving climate change and the environment critical?
- How do issues of economic justice involve human rights?
- What are the skills necessary for influencing public policy?
- What are the possible alternative solutions to the problem and which solution is the best?
- How can the appropriate branch or agency of government with authority to address an important issue be identified?
- Why are digital tools, research skills, media literacy skills and active listening skills important for civic participation?
- Why is it important to consider several alternative solutions to an important issue?
- How can the best solution to an important issue be selected?
- What is the value of civic engagement?
- What might happen if citizens do not participate in democratic government at the local, state, or federal levels?
- What can individuals do to help ensure that the American experiment with democracy continues?
- How does civic participation help our democracy evolve?
- What are the benefits of civic participation in a democracy?

### **Standards**

- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
- 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve

- 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.
- 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
- 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve
- 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.
- 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

**Interdisciplinary Connections**  
Other Cross-Curricular Opportunities  
*Opportunities for [SEL](#)*

- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

**21st Century Life and Careers**

**Technology**

CRP1. Act as a responsible and contributing citizen and employee.  
 CRP4. Communicate clearly and effectively and with reason.  
 CRP5. Consider the environmental, social and economic impacts of decisions.  
 CRP6. Demonstrate creativity and innovation.  
 CRP7. Employ valid and reliable research strategies.  
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
 CRP9. Model integrity, ethical leadership and effective management.  
 CRP12. Work productively in teams while using cultural global competence

- 8.1A 6-8. Demonstrate ability to manipulate, analyze and/or interpret data for particular purposes when the purpose and the data sources are provided by the teacher
- 8.1E 6-8. Use a variety of search tools and filters to access multiple data bases (for example, census data, the Bureau of Labor Statistics, the Departments of Education, Agriculture, Health & Human Services) in order to find information relevant to the solution of a real world problem.

**Skills:**

- Addressing current events and controversial issues
- Service Learning
- Simulations of democratic processes
- Developing Questions and Planning Inquiry
- Gathering and evaluating sources
- Seeking diverse perspectives
- Developing claims and using evidence
- Presenting arguments and explanations
- Engaging in civil discourse and critiquing conclusions
- Taking informed action

**Student Learning****Core Instructional Materials and Resources****Topic 1: Why Do We Need Government?**

- What would life be like in a state of nature?
  - Center for Civic Education
  - iCivics: Why Government? Hobbes & Locke philosophy Lesson
  - C-Span

Conclude: We need government and authority:

- To protect the weak from the strong
- To protect individual rights
- To provide order and safety
- To settle arguments
- To ensure that benefits and burdens are fairly shared

● What is the difference between power and authority?

- Center for Civic Education
- NJ Center for Civic Education

● What is “consent of the governed” and how is it demonstrated?

- Center for Civic Education
- NJ Center for Civic Education

● What forms can governments take? What are the advantages and disadvantages of each form of government?

**Supplemental Instructional Materials and Resources**

Vocabulary:

**Topic 1: Why Do We Need Government?**

- Authority
- Autocracy
- Democracy
- Dictatorship
- Government
- Individual rights
- Legitimate
- Monarchy
- Oligarchy
- Order
- Popular Sovereignty
- Power
- Republic
- State of Nature

**Topic 2: Local and State Government**

- Appellate Court
- Civil suit
- County commissioners
- Defendant
- Municipality
- Ordinance
- Plaintiff
- School Board
- Trial Court

- NJ Center for Civic Education
  - Common Sense
- Anarchy, Monarchy, Dictatorship,  
Oligarchy, Republic, Democracy

- What is the “rule of law” and why is it necessary for authority to be legitimate?
  - New Jersey Courts
  - Facing History
  - iCivics:

### **Topic 2: Local and State Government**

- What is your local government and how can you interact with it?:
  - Municipalities: League of Municipalities
  - Public schools are led by local boards of education: non-paid school board members elected by the community, except for 14 school districts where they are appointed by the municipal government. The local boards of education adopt policies under which the school district operates; oversee the budget; approve the curriculum; hire and evaluate the superintendent; represent the public during contract negotiations; and serve as a communications link between the community and the school system. The New Jersey School Boards Association is a statewide organization that supports the efforts of local school boards.
    - County Government provides many services, including parks and social services, based in the 21 counties, led by county commissioners.
- State Government:
  - NJ Center for Civic Education
    - NJ State House Tour and teacher resources
  - The Eagleton Institute of Politics offers funding for NJ State House tours by classes.
  - iCivics

### **Topic 3: Human Rights**

- What are natural/human rights?
  - NJ Center for Civic Education
  - See five-minute video summarizing John Locke’s “revolutionary” ideas about natural rights from the Fraser Institute
- How did the idea of human rights develop?
  - Youth for Human Rights
  - For students who are proficient readers, consider a lesson on the evolution of specific human

### **Topic 3: Human Rights**

- Consent of the governed
- Dignity
- Due Process
- English Bill of Rights
- Human Rights
- Inalienable Liberty
- Magna Carta
- Natural Rights
- Property
- Rule of Law
- Social contract

### **Topic 4: Rights and Responsibilities of Citizenship**

- Allegiance
- Citizenship
- Citizen
- Immigrant
- Legal Permanent Resident
- Naturalization
- Obligations
- Resident Alien
- Responsibilities

### **Topic 5: Citizen Action - Identifying a Problem or Issue**

- Duration
- Economic justice
- Feasibility
- Human rights
- Intensity
- Resources
- Scope

### **Topic 6: Citizen Action - Developing and Proposing a Solution**

- Action Plan
- Advocating
- Alternatives
- Bias
- Credibility
- Government agency
- Presentation
- Solutions

### **Topic 7: Civil Discourse and Conflict Resolution**

- Active Listening
- Avoidance
- Civil Discourse
- Compromise
- Conflict

rights from the Magna Carta to the founding of the American colonies: The Magna Carta and Asserting Human Rights in the American Colonies .

- What section of Magna Carta did he invoke? How was his trial instrumental in creating the colony of Pennsylvania? What influence did the Magna Carta have on Penn's creation of government in Pennsylvania as evident in The Frame of the Government of the Province of Pennsylvania?

- Why did Thomas Jefferson change Locke's "right to life, liberty and property," to "life, liberty and the pursuit of happiness" in the Declaration of Independence? Why is the consent of the governed important to protect human rights?
  - Bill of Rights Institute: Declaration of Independence and Understanding Rights Lesson
- See the Universal Declaration of Human Rights

#### **Topic 4: Rights and Responsibilities of Citizenship**

What is citizenship? Who is a Citizen? What is Naturalization? What rights and obligations do citizens have?

- iCivics: Students create a graphic organizer that diagrams citizen rights and responsibilities at different levels of citizenship--home, school, city, state, and nation. They also learn the sources of their rights and responsibilities at each level.

- NJ Center for Civic Education

How does an immigrant become a citizen?

- U.S. Citizenship and Immigration Services

- National Archives

#### **Topic 5: Citizen Action - Identifying a Problem or Issue**

- Identifying important issues to be addressed at the local, state, national and/or global level
  - NJ Center for Civic Education
  - Newseum

- Ideology
- Litigation
- Mediation
- Negotiation
- Perspectives
- Positions
- Pride

#### **Topic 8: American Ideals**

- Domestic Tranquility
- Equality
- Ideals
- Justice
- Limited Government
- Property
- Property Rights
- Religious Tolerance
- Rights

#### **Topic 9: The Common Good and Civic Virtue**

- Civic Virtue
- Classical Republics
- Common Good
- Individual Rights
- Liberty
- Order

#### **Topic 10: Public Policy and Civil Society**

- Civil Society
- Interest groups
- Public Policy

#### **Topic 11: Civic Participation and Democracy**

- Benefits
- Civic engagement
- Civic skills
- Cohesiveness
- Participation
- Reflection

#### **Topic 12: Elections**

- Accuracy
- Confirmation Bias
- Controversy
- Distracting news
- Elected representatives
- Evaluate
- Fabricated news
- Facts
- Media
- Mock Election

- Why are issues involving human rights important?  
How do issues of economic justice involve human rights?

- Human Rights Educators USA

- Why are issues involving climate changes and the environmental issues critical?

- NJ Dept. of Education

- Agency for Toxic Substances and Disease Registry

### **Topic 6: Citizen Action - Developing and Proposing a Solution**

- How can we identify the appropriate branch or agency of government with authority to address the issue that has been selected?

- NJ Center for Civic Education

- How are digital tools, research skills, media literacy skills and active listening skills used for civic participation? How can I assess the credibility of online or printed information? How can I determine whether a source is biased?

- NJ Center for Civic Education

- Why should I carefully consider several alternative solutions? How can I determine what is the best solution to the problem that I have identified?

- NJ Center for Civic Education

- iCivics

- How can I initiate change? What is an action plan?

- NJ Center for Civic Education

- How can I develop an effective written and/or oral presentation advocating our solution?

- Scholastic

- iCivics

- NJ Center for Civic Education:

### **Topic 7: Civil Discourse and Conflict Resolution**

- What are the sources of conflict? How are conflicts resolved? How can conflicts be resolved peacefully?

- NJ Center for Civic Education

- What strategies can help to encourage civil

- Reliable
- Responsibilities
- Right to Vote
- Sources

discourse regarding controversial issues?

- Kid's health.org:
- New York Times:
- NJ Center for Civic Education
- Constitutional Rights Foundation

- What strategies can help incorporate multiple perspectives into civil discourse?
  - Learning for Justice (Identity, Diversity, Justice and Action)
  - Facing History

- Why is respect for diverse perspectives a crucial component of civil discourse?

### **Topic 8: American Ideals**

- What are ideals? What are practices?
- What are American Ideals?
  - Bill of Rights Institute
  - Facing History
- Where do we find our “American Ideals” in our founding documents?
  - The Constitution
- NJ Center for Civic Education

### **Topic 9: The Common Good and Civic Virtue**

- What ideas from the classical republics about the need for civic virtue did the Founders adopt?
  - Center for Civic Education
  - National Constitution Center:
- What is the social contract?
  - iCivics
  - NJ Center for Civic Education
- How do we promote the common good?
  - NJ Center for Civic Education
  - Facing History

### **Topic 10: Public Policy and Civil Society**

- What is public policy? What is civil society? How do individuals and institutions of civil society, such as interest groups, fraternal groups, business groups, etc. influence public

policy?

- NJ Center for Civic Education
- Gettingsmart

### **Topic 11: Civic Participation and Democracy**

- Reflecting on doing the public policy project
  - NJ Center for Civic Education
- What are the benefits to individuals of participating in the civic life of our country?
  - NJ Center for Civic Education
- What can individuals do to help ensure that the American experiment with democracy continues? How does civic participation help our democracy evolve? What are the benefits of civic participation in a democracy?
  - Center for Civic Education

### **Topic 12: Elections**

- Why is voting important?
  - iCivics
- What are voting requirements in New Jersey?
- How do elections work?
  - Center for Civic Education
  - iCivics
  - Center for Civic Education
- Who represents me?
  - iCivics:
  - C-Span
- What are the responsibilities of elected representatives?
  - Edsitement
- How can you determine the accuracy of what you read and view (Media Literacy)?
  - NJ Center for Civic Education
  - Learning for Justice:
  - International Federation of Library Associations chart
  - Facing History
  - FactCheck.org , a nonpartisan, nonprofit “consumer advocate” for voters that aims to reduce the level of deception and confusion in U.S. politics by monitoring the factual accuracy of what is

<p>being said in TV ads, debates, speeches, interviews, etc.</p> <ul style="list-style-type: none"> <li>● How can you evaluate candidates for positions of authority <ul style="list-style-type: none"> <li>○ How well do a political party's views conform with your values?</li> <li>○ Center for Civic Education</li> <li>○ iCivics</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>Accommodations/Modifications</b> (ELL, Students with IEPs, 504s, Gifted Learners, At Risk, LGBTQ+ and Persons with Disabilities) <i>Each group must be listed separately</i></p>	<p style="text-align: center;"><b>Assessment</b> <b>(All forms must be identified)</b></p>
<p><i>English Language Learners</i></p> <ul style="list-style-type: none"> <li>● Provide clear and specific directions</li> <li>● Allow for alternate forms of responses- drawing or speaking instead of writing to Demonstrate knowledge when you are not specifically assessing writing</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension <ul style="list-style-type: none"> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> <li>● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words</li> </ul> </li> </ul> <p><i>Special Education</i></p> <ul style="list-style-type: none"> <li>● Utilize graphic organizers to help provide a purpose for reading and increase comprehension <ul style="list-style-type: none"> <li>● Assign peer tutor</li> <li>● Provide clear and specific directions</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> </ul> </li> </ul> <p><i>504 Plans</i></p>	<p>Formative:</p> <ul style="list-style-type: none"> <li>● Strategic Questioning Strategies</li> <li>● Observation</li> <li>● Hand Signals</li> <li>● Student Conference</li> <li>● Inside-Outside Circle</li> <li>● One Word Summary</li> <li>● Likert Scale</li> <li>● Socratic Seminar</li> <li>● Gallery Walk</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Whiteboards/communicators</li> <li>● Think-Pair-Share</li> <li>● Do-Now</li> <li>● Writing Prompts</li> <li>● Exit/Admin Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> <li>● Class discussions</li> <li>● Peer modeling</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Portfolio</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> <li>● Problem Based Tasks</li> </ul> <p>Benchmark:</p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> </ul>

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

*Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies

- Quarterly Benchmark Assessment

Alternate:

- Portfolio Project
- Modified assignments