

Brick Township Public Schools Social Studies CURRICULUM

7th Grade

Aligned to the New Jersey Student Learning Standards for Social Studies

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

**BRICK TOWNSHIP PUBLIC SCHOOLS
SOCIAL STUDIES CURRICULUM**

Content Area: Social Studies

Course Title: World History

Grade Level: 7th

UNITS

TIMEFRAME

Curriculum Unit 1

Pre-History & Early Civilizations –
Ancient Egypt & The Hebrews
Chapters 2-4, 7 (Section 1)

September- November

Curriculum Unit 2

Ancient Greece
Chapters 8-9

November- December

Curriculum Unit 3

The Roman Empire
Chapters 10-11

January- February

Curriculum Unit 4

Ancient Asia
Chapters 5-6, 14 (Section 3)

March

Curriculum Unit 5

Feudalism & The Middle Ages
Chapters 15 (Section 3), 17-18

March- April

Curriculum Unit 6

The Renaissance
Chapters 19

May- June

Date Created:

6/28/17 – 6/30/17

Deanne Sheehan & Andrew Boyle

Revised June 28-30, 2017

Deanne Sheehan & Michael Cintron

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Board Approval Date: September 14, 2017

BRICK TOWNSHIP PUBLIC SCHOOLS

(SUBJECT): (UNIT)

Content Area: Social Studies

Unit Title: Unit I: Prehistory & Early Civilizations – Egypt & The Hebrews

Target Course/Grade Level: Grade 7

Unit Summary

Historians and archaeologists study objects of the past, and use many tools and methods to learn about the past. Understanding the past helps people to better understand today's world and make better decisions about the future. Geography has influenced history and learning about geography contributes to the study of history by providing additional clues about where people lived and what the area was like.

Prehistoric people learned to make simple tools, to use fire, to use language, and to make art. As Earth's climates changed, people moved out of Africa and adapted to new environments. In time, people learned how to plant and grow food and domesticate animals. The development of agriculture brought great changes to society and helped lead to the development of religion and to the growth of towns.

The first civilizations grew up in river valleys in Asia and Africa, providing water and fertile land for farming. In the region of the Tigris and Euphrates river valley, the Sumerians developed the world's first civilization. The Sumerians' many advances include the wheel and the first system of writing.

In Africa, two great civilizations developed in the fertile valley of the Nile River. Ancient Egypt rose in northern Africa. The Egyptians developed a rich culture and made lasting achievements in writing, architecture, and art. South of Egypt, the kingdom of Kush developed in a region called Nubia.

The Hebrew people appeared in Southwest Asia sometime between 2000 and 150 BC. The descendants of the Hebrews eventually established a kingdom called Israel. Their shared beliefs and customs helped them maintain their religion and sense of identity.

Primary interdisciplinary connections:

Language Arts, Science, and Geography

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Needed 9 for 9th- 21st Century Themes:

Cause & Effect, Conflict & Resolution, Culture, Geography, Government, Religion, Technology, Tolerance, and Trade.

Technology connections: 8.1 – 8.2 use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Learning Targets

Content Standards

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

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

Reading History & Social Studies

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 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.

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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.

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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.

Writing History

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

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

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

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

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

WHST.6-8.8 Gather relevant information from multiple print and digital sources, using

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search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

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

Tolerance in History

***SOC.6.3.8.CS1** - [*Content Statement*] - Recognize the causes and effects of prejudice on individuals, groups, and society.

***SOC.6.3.8.CS2** - [*Content Statement*] - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

***SOC.6.3.8.CS3** - [*Content Statement*] - Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

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***SOC.6.3.8.CS9** - [*Content Statement*] - Make informed and reasoned decisions.

***SOC.6.3.8.CS10** - [*Content Statement*] - Accept decisions that are made for the common good.

CONTENT STANDARDS LINK:

CPI # 6.2.8.A.1.a	Cumulative Progress Indicator (CPI) Compare and contrast the social organization, natural resources, and land use of early hunter/gatherers and those who lived in early agrarian societies.
6.2.8.B.1.a	Explain the various migratory patterns of hunter/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives

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	and on the shaping of societies.
6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g. the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.8.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e. Mesopotamia and Iraq)
6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley

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	civilizations over time.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
Unit Essential Questions <u>Prehistory / Early Civilizations / Ancient Egypt</u> <ul style="list-style-type: none">• Why do scholars study the people, events and ideas of long ago?• What may have caused early humans to migrate to new lands?• How did geography influence the development of civilization in Southwest Asia?• How was the success of the Egyptian civilization tied to the Nile River?	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none">• Historians use many kinds of clues to understand how people lived in the past.• Physical geography and human geography contribute to the study of history.• Prehistoric people learned to adapt to their environment, to make simple tools, to use fire and to use language.• As people migrated around the world they learned to adapt to new environments.• The development of agriculture brought great changes to human society.• The valleys of the Tigris and Euphrates Rivers were the sites of the world's first civilizations.• The Sumerians developed the first civilization in Mesopotamia.• The Sumerians made many advances that helped their society develop.• After the Sumerians, many cultures ruled parts of the Fertile Crescent.• The water, fertile soils, and protected setting of the Nile Valley allowed a great civilization to arise in Egypt around 3200 B.C.• Egyptian government and religion were closely connected during the Old Kingdom.• During the Middle and New Kingdoms, order

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	<p>and greatness were restored in Egypt.</p> <ul style="list-style-type: none"> • The Egyptians made lasting achievements in writing, architecture, and art. • The kingdom of Kush, which arose south of Egypt in a land called Nubia, developed an advanced civilization with a large trading network.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Early humans had different roles in their hunter-gather societies. • Early humans developed into farmers. • Early humans migrated from Africa around the world. • Early humans adapted to new environments. • Farming affected the growth of populations and the development of cities • The development of technology changed life for farming societies. • Unwritten and written languages changed life. • Timeframe of hunter-gatherers compared to farming societies. • Archaeologists make discoveries that help us learn about life before written records. • Early civilizations developed laws and government. • People settle near rivers for Trade, Transportation, Resources, Irrigation and Protection (TTRIP). • The political and physical maps of Mesopotamia have similarities and differences. • Technology led to specialization, improved tools, and social classes. • Religion played an important part 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • We can name and describe the various roles of men, women, and children. • We can explain domestication. • We can interpret the locations of early human migratory patterns. • We can provide examples of how early humans modified and adapted to their environment. • We can describe the impact of food surplus on the growth of cities. • We can assess how technology enhanced farming. • We can develop a logical argument that language affects law, government, religion, and cultures. • We can recognize the length, or stages, of different time periods. • We can give examples of discoveries and interpret their significance. • We can draw conclusions of how laws affected early societies. <p>We can prove that geographical factors, in particular rivers, are important to human settlement.</p> <p>We can compare and contrast maps.</p> <p>We can cite examples of how technology improved early civilizations.</p> <p>We can explain the importance of early religious leaders.</p> <p>We can hypothesize the effects of written language.</p> <p>We can summarize and cite evidence of the factors that led to the rise and fall of early</p>

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<p>in daily life, government, and culture.</p> <ul style="list-style-type: none">• Written language changed life in Mesopotamia and Egypt.• Causes and effects (analysis) of the rise and fall of early civilizations.• The major achievements of early societies influenced later civilizations, including the modern world.• Religion plays an important role in past and present societies.	<p>civilization's.</p> <p>We can critique and prioritize the impact of major achievements.</p> <p>We can explain the similarities and differences in major world religions and their impact in the modern world.</p>
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BRICK TOWNSHIP PUBLIC SCHOOLS

7th Grade Social Studies: Ancient Greece and Ancient Asia

Content Area: Social Studies

Unit Title: Unit II: Ancient Greece

Target Course/Grade Level: 7th Grade

Unit Summary: Geography shaped the development of Greek civilization, which is the birthplace of democracy and many important contributions to literature. Travel through the mountains of Greece was difficult, limiting the Greeks to the sea as a way of trade. This isolation also gave rise to independent Greek city-state, including Sparta and Athens. Although the two city-states were very different, they joined forces to defeat the Persians. Later, they became enemies and warred with each other. Competition amongst the city-states resulted in the conquering of Greece by Macedonia’s Alexander the Great. Ancient Greece made many contributions to society particularly in the arts, science and philosophy.

Primary interdisciplinary connections: Language Arts, Science and Geography

Needed 9 for 9th- 21st Century Themes:

Cause & Effect, Conflict & Resolution, Culture, Geography, Government, Religion, Technology, Tolerance, and Trade.

Technology connections: 8.1 – 8.2 use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Learning Targets

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CONTENT STANDARDS LINK:

CPI #	Cumulative Progress Indicator (CPI)
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6.2.8.A.3.e	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.B.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
6.2.8.B.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.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

<p>Unit Essential Questions</p> <p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> • What factors shaped government in Greece? • What advances did the Greeks make that still influence the world today? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Greece's geography and its nearness to the sea strongly influenced the development of trade and the growth of city-states. • The people of Athens tried many different forms of government before creating a democracy • The ancient Greeks created great myths and works of literature that influence the way we speak and write today. • Over time the Persians came to rule a great empire, which eventually brought them into conflict with the Greeks. • The two most powerful city-states in Greece, Athens and Sparta, had very different cultures and became bitter enemies in the 400s BCE. • Alexander the Great built a huge empire and helped spread Greek culture into Egypt and Asia. • Ancient Greeks made lasting contributions in the arts, philosophy, and science.
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Unit Objectives

Students will know...

- The American legal system is founded on ideas originally found in Greece and Rome
- The geography and natural resources of Greece and Rome influenced their societies and motivated exploration.
- The geography of Greece had both positive and negative effect on the Greek city-states
- An empire's geography influences the development of its society and connection with other areas of the world
- There are many factors that influenced the decision-making in ancient Greece and Rome.
- Social order was an important part of Greek and Roman life.
- Greece and Rome had many important achievements that continue to influence the world today.

Unit Objectives

Students will be able to...

- We can compare the U.S. legal system to classical governments.
- We can identify the physical land features that influenced the peoples of Greece and Rome.
- We can identify important achievements of classical civilizations and explain their influence on today's world.

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BRICK TOWNSHIP PUBLIC SCHOOLS

7th Grade Social Studies: World History

Content Area: Social Studies

Unit Title: Unit III: The Roman Empire

Target Course/Grade Level: Grade 7

Unit Summary

Rome’s location and government helped it become a major power in the ancient world. Rome’s tripartite government and written laws helped create a stable society. The alter period of the Roman Republic was marked by wars of expansion and political crises.

After changing from a republic to an empire, Rome grew politically and economically, and developed a culture that influenced later civilizations. People in the Roman empire practiced many religions before Christianity spread and became Rome’s official religion. Problems from both inside and outside caused the Roman Empire to split into a western half, which collapsed, and an eastern half that prospered for hundreds of years.

Primary interdisciplinary connections: Language Arts, Science and Geography

Needed 9 for 9th- 21st Century Themes:

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Technology connections: 8.1 – 8.2 use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Learning Targets

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Reading History & Social Studies

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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 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 grades 6–8 text complexity band independently and proficiently.

Writing History

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

- K. 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.
- L. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- M. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- N. Establish and maintain a formal/academic style, approach, and form.
- O. 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.

- M. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- N. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- O. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- P. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Q. Establish and maintain a formal/academic style, approach, and form.

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

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

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

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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.

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Tolerance in History

***SOC.6.3.8.CS1** - [*Content Statement*] - Recognize the causes and effects of prejudice on individuals, groups, and society.

***SOC.6.3.8.CS2** - [*Content Statement*] - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

***SOC.6.3.8.CS3** - [*Content Statement*] - Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

***SOC.6.3.8.CS4** - [*Content Statement*] - Listen open-mindedly to views contrary to their own.

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***SOC.6.3.8.CS6** - [*Content Statement*] - Demonstrate understanding of democratic values and processes.

***SOC.6.3.8.CS7** - [*Content Statement*] - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

***SOC.6.3.8.CS8** - [*Content Statement*] - Challenge unfair viewpoints and behaviors by taking action.

***SOC.6.3.8.CS9** - [*Content Statement*] - Make informed and reasoned decisions.

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CONTENT STANDARDS LINK:	
CPI #	Cumulative Progress Indicator (CPI)
6.2.8.A.3.a	Compare and contrast methods used by rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.A.3.d	Compare the status of groups in the Ancient Worlds to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.A.3.e	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.C.3.b	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
Unit Essential Questions <u>The Roman Empire</u> <ul style="list-style-type: none"> • How did Rome become the dominant power in the Mediterranean region? • Why did the Roman Empire fall, and 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Rome’s location and government helped it become a major power in the ancient world. • Rome’s tripartite government and written laws helped create a stable society. • The later period of the Roman Republic was

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<p>what is its legacy?</p>	<p>marked by wars of expansion and political crises.</p> <ul style="list-style-type: none">• After changing from a republic to an empire, Rome grew politically and economically and developed a culture that influenced later civilizations.• People in the Roman Empire practiced many religions before Christianity spread and became Rome’s official religion.• Internal and external problems caused the Roman Empire to split into a western half and an eastern half.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none">• Governments used different methods to rule and control their empires.• People had different rights and responsibilities in Greece and Rome.• The US Constitution is based on ideas found in the governments of Greece and Rome.• Throughout history, people value liberty and equality.• The American legal system is founded on ideas originally found in Greece and Rome.• The geography and natural resources of Greece and Rome influenced their societies and motivated exploration.• Trade between Asia and the Mediterranean region was very influential to the growth of Europe.• Ancient Rome used technology to improve their society.• Social order was an important part of Roman life.• Reasons for the decline of empires, such as Rome.• Ancient Rome had many important achievements that continue to influence the world today.	<p>Unit Objectives <i>Students will be able to...</i></p> <p>We can compare the U.S. legal system to classical governments.</p> <p>We can identify the physical land features that influenced the peoples of Greece and Rome.</p> <p>We can identify important achievements of classical civilizations and explain their influence on today’s world.</p> <p>We can apply map skills to identify major trade routes throughout the Mediterranean region.</p>

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- There are many factors that influenced the decision-making in ancient Greece and Rome.

BRICK TOWNSHIP PUBLIC SCHOOLS

7th Grade Social Studies: Ancient Greece and Ancient Asia

Content Area: Social Studies

Unit Title: Unit IV: Ancient Asia

Target Course/Grade Level: 7th Grade

Unit Summary: The Indian civilization developed and thrived along the Indus River and two great empires emerged from the region: The Mauryan Empire and the Gupta Empire. Indians made great advances in the arts and sciences during this time period.

Ancient China's chronology is broken into dynasties: a series of rulers from the same family. During the Shang dynasty, the Chinese developed a social order and a writing system. The downfall of the Zhou dynasty led to great disorder; in response, the teachings of Confucianism, Daoism and Legalism emerged. The Han dynasty took power from there and created a social structure based on the family. The arts and sciences flourished and trade expanded greatly. After the Han dynasty collapsed, a three hundred year period of disunion followed. The Tang and Song dynasties filled the void and created an even more complex Chinese society and the Mongol Ascendancy pushed the borders of China the farthest they would ever be.

Primary interdisciplinary connections: Language Arts, Science and Geography

Needed 9 for 9th- 21st Century Themes:

Cause & Effect, Conflict & Resolution, Culture, Geography, Government, Religion, Technology, Tolerance, and Trade.

Technology connections: 8.1 – 8.2 use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Learning Targets

Content Standards

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

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to

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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

Reading History & Social Studies

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 law, how interest rates are raised or lowered).

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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.

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

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- Q. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
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- S. Establish and maintain a formal/academic style, approach, and form.
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quotations, or other information and examples.

- U. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- V. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W. Establish and maintain a formal/academic style, approach, and form.
- X. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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groups, and nations can have intended and unintended consequences.

***SOC.6.3.8.CS8** - [*Content Statement*] - Challenge unfair viewpoints and behaviors by taking action.

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***SOC.6.3.8.CS10** - [*Content Statement*] - Accept decisions that are made for the common good.

CONTENT STANDARDS LINK:

CPI #	Cumulative Progress Indicator (CPI)
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.B.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.B.4.f	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.D.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.D.4.e	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Unit Essential Questions

Ancient Asia
(Ancient India & Ancient China)

- How do India's rich history and culture affect the world today?
- How do the people, events and ideas that shaped ancient China continue to influence the world?

Unit Enduring Understandings

Students will understand that...

- Indian civilization first developed along the Indus River.
- The Mauryas and the Guptas built great empires in India.
- The people of ancient India made great contributions to the arts and sciences.
- Chinese civilization began with the Shang

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	<p>dynasty along the Huang He.</p> <ul style="list-style-type: none">• Confucius and other philosophers taught ways to deal with political and social problems in Ancient China.• The Qin dynasty unified China with a strong government and system of standardization.• The Han dynasty created a new form of government that valued family, art and learning.• Trade routes led to the exchange of new products and ideas between China Rome and other lands.• The Period of Disunion was followed by reunification by rulers of the Sui, Tang and Song dynasties.• The Tang and Song dynasties were periods of economic, cultural, and technological accomplishments.• Confucian thought influenced the Song government.• Foreigners ruled the Chinese during the Yuan dynasty, but they threw off Mongol rule and prospered during the Ming dynasty.• Japan’s early societies were both isolated from and influenced by China and Korea.• Japanese culture experienced a golden age during the Heian period of the 800s to the 1100s/• Japan developed a military society led by generals called shoguns.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none">• Governments used different methods to rule and control their empires.• The political and physical features can be compared using past and present maps.• An empire’s geography influences the development of its society and connection with other areas of the world• Geography influences interactions	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none">• We can compare the various methods of governance used by rulers.• We can identify geographic influences on the people of ancient empires.• We can analyze the causes for the decline of past empires.

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<p>with other regions and societies.</p> <ul style="list-style-type: none">• Reasons for the decline of empires, such as Rome.• Ancient Rome had many important achievements that continue to influence the world today.• Trade between China and Europe had lasting impacts.• There are many factors that influenced the decision-making in ancient Greece and Rome.	
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BRICK TOWNSHIP PUBLIC SCHOOLS

7th Grade Social Studies: Middle Ages and the Renaissance

Content Area: Social Studies

Unit Title: Unit V: The Middle Ages

Target Course/Grade Level: 7th Grade

Unit Summary

The time period after the fall of Rome (500-1500) is characterized by many small tribes vying for power, with the Franks, and therefore the Catholic Church, emerging as the dominant force. The Christian Church became central to life and politics in Europe with kings and popes dominating society. The Christians crusaded against Muslims. There were many economic changes, long-lasting wars, and disease.

The Ancient Japanese based their society around family and various forms of Buddhism, which culminated in a golden age of art and literature in the 900s. A complex military society developed in Japan that was notable for its social structure and warrior code of the Samurai.

Primary interdisciplinary connections: Language Arts, Science, and Geography

Needed 9 for 9th- 21st Century Themes:

Cause & Effect, Conflict & Resolution, Culture, Geography, Government, Religion, Technology, Tolerance, and Trade.

Technology connections: 8.1 – 8.2 use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Learning Targets

Content Standards

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

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

Reading History & Social Studies

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

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Writing History

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- Y. 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.

- Y. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- Z. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- AA. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- BB. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CC. Establish and maintain a formal/academic style, approach, and form.

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

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

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Tolerance in History

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CONTENT STANDARDS LINK:					
CPI #	Cumulative Progress Indicator (CPI)				
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.				
6.2.8.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.				
6.2.8.B.4.c	Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.				
6.2.8.B.4.d	Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.				
6.2.8.C.4.a	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.C.4.b	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.				
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.				
6.2.8.D.4.b	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.				
6.2.8.D.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.				
6.2.8.D.4.d	Determine which events led to the rise and eventual decline of European feudalism.				
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.				
<table border="1"> <thead> <tr> <th>Unit Essential Questions</th> <th>Unit Enduring Understandings</th> </tr> </thead> <tbody> <tr> <td> <p><u>The Middle Ages / Japanese Feudalism</u></p> <ul style="list-style-type: none"> • How did life in Europe change after the fall of Rome? • How did religion affect Europe’s political and social life during the later Middle Ages? • What are the similarities and </td> <td> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Because Europe has many types of landforms and climates, different ways of life have developed there. • Despite the efforts of Christians to maintain order, Europe was a dangerous place after the fall of Rome. • A complex web of duties and obligations </td> </tr> </tbody> </table>		Unit Essential Questions	Unit Enduring Understandings	<p><u>The Middle Ages / Japanese Feudalism</u></p> <ul style="list-style-type: none"> • How did life in Europe change after the fall of Rome? • How did religion affect Europe’s political and social life during the later Middle Ages? • What are the similarities and 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Because Europe has many types of landforms and climates, different ways of life have developed there. • Despite the efforts of Christians to maintain order, Europe was a dangerous place after the fall of Rome. • A complex web of duties and obligations
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<p>differences between medieval feudalism and Japanese feudalism?</p>	<p>governed relationships between people in the Middle Ages.</p> <ul style="list-style-type: none">• Although the feudal systems of Europe and Japan were similar, their cultures were very different.• Popes and Kings dominated European society in the Middle Ages.• The Christian and Muslim cultures fought over holy sites during a series of medieval wars.• The Christian Church was central to life in the Middle Ages.• Europe’s political and social systems underwent great changes in the late Middle Ages.• In the Middle Ages, the Christian Church dealt harshly with people who did not respect its authority.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none">• Religion was used to unite and govern growing territories.• Medieval English legal ideas impact modern governments.• The geography and natural resources of Africa helped spread trade and religion.• The geography and location of the Arabian Peninsula helped spread trade and religion.• Many factors led to the creation of powerful kingdoms.• Trade with the Islamic world enhanced science and technology.• Religion and economics influenced the structure of social classes and the lives of the people.• There are multiple perspectives on why the Crusades were fought.• The plague led to the loss of life and money, and the role of the church	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none">• We can explain how religion impacted the growth of towns.• We can describe the roles and responsibilities of people in feudal society.• We can explain the causes and effects of the Crusades.

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<p>during this time.</p> <ul style="list-style-type: none">• There are multiple perspectives on why the Crusades were fought.• There are many factors that influenced the decision-making in ancient.	
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BRICK TOWNSHIP PUBLIC SCHOOLS

7th Grade Social Studies: Middle Ages and the Renaissance

Content Area: Social Studies

Unit Title: Unit VI: The Renaissance

Target Course/Grade Level: 7th Grade

Unit Summary

The Renaissance began in the 1300s in Italy and spread to Northern Europe. The Roman and Greek cultures were revived and a new emphasis on the humanity of the individual developed. The ideas of the Renaissance led to reforms in the Catholic Church and great works in art, literature and science. The reformation of the church led to wars between Protestants and Catholics in the 1600s.

During the 1500s and 1600s, brilliant individuals laid the foundations for the Scientific Revolution. Scientists made important discoveries in astronomy, medicine, and physics, while promoting new ideas in government and society. This spirit of adventure and technological advancements began with the Age of Exploration. This led to new ideas being exchanged between the Old World and the New World and new economic systems like mercantilism and capitalism.

In the 1600s and 1700s, many people began to use reason as the guiding force behind philosophy, society and politics. This time period is referred to as the Enlightenment, or the Age of Reason. Based off of earlier ideas from the Greeks and Romans, the Enlightenment influenced social and political change in Europe and the Americas.

Primary interdisciplinary connections: Language Arts, Science, and Geography

Needed 9 for 9th- 21st Century Themes:

Cause & Effect, Conflict & Resolution, Culture, Geography, Government, Religion, Technology, Tolerance, and Trade.

Technology connections: 8.1 – 8.2 use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create

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and communicate knowledge.

Learning Targets

Content Standards

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

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

Reading History & Social Studies

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 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 grades 6–8 text complexity band independently and proficiently.

Writing History

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

Z. 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.

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

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

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

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DD. 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.

EE. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

FF. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

GG. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

HH. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

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

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

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

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

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

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

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

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

Tolerance in History

***SOC.6.3.8.CS1** - [*Content Statement*] - Recognize the causes and effects of prejudice on individuals, groups, and society.

***SOC.6.3.8.CS2** - [*Content Statement*] - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

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- ***SOC.6.3.8.CS3** - [*Content Statement*] - Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
- ***SOC.6.3.8.CS4** - [*Content Statement*] - Listen open-mindedly to views contrary to their own.
- ***SOC.6.3.8.CS5** - [*Content Statement*] - Collaboratively develop and practice strategies for managing and resolving conflict.
- ***SOC.6.3.8.CS6** - [*Content Statement*] - Demonstrate understanding of democratic values and processes.
- ***SOC.6.3.8.CS7** - [*Content Statement*] - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- ***SOC.6.3.8.CS8** - [*Content Statement*] - Challenge unfair viewpoints and behaviors by taking action.
- ***SOC.6.3.8.CS9** - [*Content Statement*] - Make informed and reasoned decisions.
- ***SOC.6.3.8.CS10** - [*Content Statement*] - Accept decisions that are made for the common good.

CONTENT STANDARDS LINK:

CPI #	Cumulative Progress Indicator (CPI)
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.D.4.e	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
6.2.8.D.4.f	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
6.2.8.D.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.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

<p>Unit Essential Questions</p> <p><u>The Renaissance</u></p> <ul style="list-style-type: none"> • What political and economic changes led to the Renaissance? • Why was the Renaissance 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The growth of wealthy trading cities in Italy led to a rebirth of the arts and learning called the Renaissance. • The Renaissance spread far beyond Italy, and as
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<p>considered a “rebirth”?</p> <ul style="list-style-type: none">• What are some of the lasting influences of the Renaissance?	<p>it spread, it changed.</p> <ul style="list-style-type: none">• Efforts to reform the Roman Catholic Church led to changes in society and the creation of new churches.• Europeans developed a new way of gaining knowledge, leading to a Scientific Revolution that changed the way people thought about the world.• European explorers made discoveries that brought knowledge, wealth and influence to their countries.• Exchanges between the Old World and the New World influenced the development of new economic systems: mercantilism and capitalism.• Enlightenment thinkers built on ideas from earlier movements to emphasize the importance of reason.• Enlightenment ideas influenced the growth of democratic governments in Europe and America.• Revolutions changed the governments of Britain, the American colonies, and France.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none">• Religion was used to unite and govern growing territories.• The Silk Road led to growing trade-centers and improved communication.• Trade between China and Europe had lasting effects.• The Byzantine Empire influenced the Islamic world and Europe.• Ancient civilizations had many important achievements that continue to influence the world today.• There are many factors that influenced the decision-making during the Renaissance.	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none">• We can apply map skills to identify Silk Road routes.• We can identify the effects of trade on China and Europe.• We can discuss the influences of Chinese ideas and inventions on the modern world.

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Evidence of Learning

Formative Assessments

- One Minute Essay
- Graphic Organizers
- Oral Questioning
- Geographic Representations (Map Usage)
- Open Ended Questions
- Hand signals
- Turn to your partner
- Portfolio Check
- Index Card Summaries / Questions
- Journal Entry
- Observations
- Think-Pair-Share
- Ticket to leave
- Web / Concept Map
- Exit card
- Quiz

Summative Assessments

- Section Quizzes
- Chapter Tests
- Unit Assessments
- Timeline Construction
- Presentations

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP / 504 plans for modifications
- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Tiered Assignments

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Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- History Channel
- Teacher Tube
- Online Textbook
- Achieve3000
- Brain Pop
- PBS

Teacher Notes: The Ancient Asia and World Religions Units can both be spliced into the larger units as the instructor sees fit. For example, Chapter 7: The Hebrews and Judaism could potentially be split to offer information on the Hebrews in Egypt during Unit I and then the rest of the chapter could be used for the World Religions unit. Also, Chapter 5 on Ancient India could be split with two sections (2 and 3, on the origins of Hinduism Buddhism) going into the World Religions unit, and the remaining sections (1 and 4) being used during the Ancient Greece unit to supplement the lessons on Alexander the Great, who launched an unsuccessful effort to invade India. The Maurya Empire began shortly after the demise of Alexander the Great.