

# *Bloomingtondale School District*

*Bloomingtondale, NJ*



## **Social Studies** **Grades 5-8**

**Adopted:**

# **2017**

Grades 5-8 Social Studies is aligned to the NJSLS-SS which are correlated to the NJSLS-ELA and NJSLS-M. Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

## **Social Studies Department**

# *Bloomington School District*

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## **New Jersey Student Learning Standards**

**for**

**Social Studies**

### **INTRODUCTION**

**udies**

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

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

n education in social studies fosters a population that:

vic minded, globally aware, and socially responsible.

mplifies fundamental values of American citizenship through active participation in local and global communities.

kes informed decisions about local, state, national, and global events based on inquiry and analysis.

siders multiple perspectives, values diversity, and promotes cultural understanding.

ognizes the implications of an interconnected global economy.

preciates the global dynamics between people, places, and resources.

izes emerging technologies to communicate and collaborate on career and personal matters with citizens of other ions.

### **and Spirit of the Social Studies Standards**

nts receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are compl ex, al implications, and are connected to people, places, and events of the past. The study of social studies focuses on understanding of concepts that enable students to think critically and systematically about local, regional, national, and d ues.

ct learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate ents from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of gy in social studies education allows students to overcome geographic borders, apply scientific and mathematical o historical questions and contemporary issues, appreciate cultural diversity, and experience events through the ion of primary sources.

ersey social studies standards and indicators reflect national and state standards and other documents published by nal Center for History Education, National Council for Social Studies, National Council for Geographic Education, r Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, Assessment of Educational Progress, and the Partnership for 21st Century Skills.<sup>2</sup>

Studies instruction occurs throughout the P-12 spectrum:

**Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to differences, and respect for diversity.

**K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of citizens, and how key people and events contributed to the development of the American heritage. Instruction on cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

**5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that influence cooperation and conflict among groups of people enable students to realize the significance of cultural diversity in today's global society. Relevant activities that help students connect content knowledge to current events and that promote service learning empower students to become civic-minded and socially active.

**9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical events in order to analyze the role of the individual in society and the significance of fundamental documents to human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and communication skills. Opportunities to collaborate with students from around the world and experts in the field to develop innovative solutions to real world problems on the local, national, and global levels, mirror the current workplace and allow students to practice important career skills. By the end of grade 12, students have a deep understanding of the cause-and-effect relationship between past and present events, recognize patterns of human behavior, and understand the impact of events in an interconnected world.

## Standards

The Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, improve accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

## Essential Questions

Essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the past that enable students to better comprehend how the past connects to the present. The [essential questions](#) created for this subject, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

### Government, and Human Rights

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

### Geography, People, and the Environment

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

### **Economics, Innovation, and Technology**

How do individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?

How have scientific and technological developments over the course of history changed the way people live and economies and societies function?

### **History, Culture, and Perspectives**

How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

How do the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging opinions and decisions in a diverse and interdependent world?

### **Adaptation of the Standards**

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of economics, geography, and global studies content in all courses.

6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand and era; at the 5-8 and 9-12 levels, content organized by era and strand.

6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.

6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

## **SOCIAL STUDIES CURRICULUM - Grades 5 -8**

LE

grade, students will acquire knowledge about United States History beginning with human origins in North America and concluding with the American Revolution. Major areas of study will include the geography of our continent, human migration into the Americas, the development of indigenous societies, European exploration and settlement in the Western Hemisphere, the colonial lifestyle, and the American Revolution.

grade, all students will acquire knowledge about World History to develop an understanding of how past and present interactions of peoples, cultures, and the environment shape the world in which we live today. Major areas of study will include early human beginnings during the Paleolithic and Neolithic Ages, the development of the river valley civilizations, the classical civilizations of the Mediterranean World, the Islamic World, with a focus on geographic themes, unique cultures, and political, religious, and economic systems.

grade, all students will engage in an in-depth study of the United States beginning with prehistory and ending in 1800. Major areas of focus will include the first civilizations of the Americas, exploration and settlement, the thirteen English colonies, the American Revolution, and the launch of a new government. Students will think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage; while developing a strong sense of fundamental rights and core democratic values as productive citizens in local, national, and global communities.

grade, all students will continue their comprehensive study of American history beginning with the post-revolutionary era and continuing through the Civil War and Reconstruction. Major areas of study will include the Antebellum Era, the Jacksonian Era, Westward Expansion, a Dividing North and South, the Civil War, and Reconstruction. Students will think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Furthermore, they will develop a strong sense of fundamental rights and core democratic values as productive citizens in local, national, and global communities.

## **METHODS OF INSTRUCTION**

To include, but not limited to:

- Lecture, direct instruction, teacher modeling
- Large group and small group work
- Cooperative learning groups
- Book talks
- Partner reading
- Choral reading
- Role playing/enactment
- Guided/shared reading
- Personal writing
- Journals
- Response journals
- Writing centers
- Conferencing
- Independent reading
- Learning centers
- Hands-on activities
- Guest speakers
- Peer Tutors
- Field trips
- Audio-visual aids
- Computer technology
- Panel discussions
- Media Center visitations
- Assembly programs
- Bulletin boards
- Assembly programs
- Interactive learning materials
- Projects
- Timelines
- Newsletters
- Graphic organizers
- Powerpoint
- Scrapbook
- Booklets

## **MATERIALS FOR INSTRUCTION**

Maps and globes  
Computer technology  
Newspapers/magazines  
Media center/classroom libraries/public library  
Audio-visual aids  
Interactive learning material  
Textbooks  
Field trips  
Leveled classroom libraries

## **METHODS OF EVALUATION**

- Attitude
- Effort
- Participation in class work
- Class discussion
- Project work (group and individual)
- Reports
- Writing samples
- Journals/portfolios
- Centers
- Homework
- Test and quizzes
- Workbook
- Chapter tests
- Unit tests
- Teacher prepared tests
- Supplementary materials
- Standardized and/or norm referenced tests
- Group work

## **BENCHMARK ASSESSMENTS**

Linkit! Assesments three times per year at each grade level

## **INTEGRATION OF READING AND WRITING IN SOCIAL STUDIES**

In addition to the social studies skills from Standards 61.-6.3, which are integrated into

struction of civics, history, economics and geography, the K-4 social studies curriculum emphasizes and requires the application of literacy skills and strategies for reading and writing identified in each grade level language arts literacy curriculum.

## READING

Strategy instruction for reading nonfiction and informational text is a component of the social studies curriculum across all grade levels. Throughout the curriculum, the following instructional structures are identified:

**Read-Aloud:** The focus is on enjoyment and specific learning goals (for example, to introduce, illustrate, or expand a concept or context for learning in civics, geography, economics or history)

**Think-Aloud/Shared Reading:** The focus is on strategy or skill instruction, specifically for reading informational or expository text, OR to model thinking about a concept or topic from the curriculum.

**Guided Reading:** The purpose of guided reading in social studies is twofold: to give students access to social studies content and information using appropriately leveled texts, AND to teach specific reading skills using those texts.

**Book Clubs, Text Circles, Literature Circles:** This structure entails forming student-led inquiry and discussion groups based on self-selected texts from a set designated by the teacher.

**Independent Reading:** Students select material that interests them and read for pleasure, giving them the opportunity to answer questions or explore further topics and ideas related to what they are studying in social studies. Students choose from among the titles that they did not have an opportunity to read during guided reading activities or in book clubs.

**Research or Inquiry Investigation:** Students investigate research questions and learn more about specific topics using a variety of print and nonprint resources. Once they have gathered information—individually, with a partner, or with a group—they report back orally, electronically or in written form.

## WRITING

Students should be given numerous opportunities in social studies to apply and practice the specific writing strategies and discourses identified in the language arts curriculum, for example, narrative essays, persuasive essays, and expository essays (compare/contrast, cause/effect, problem/solution). In addition, instruction should incorporate inquiry papers, writing in response to questions about the text students are reading, and Document Based Questions or DBQ's.

The above correlates with the NJ Student Learning Standards clustered by grade level below:

[http://www.corestandards.org/the-standards/english-language-arts-standards/reading-\\_literature/introduction/](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-_literature/introduction/)

**New Jersey Student Learning Standards:** Our Social Studies curricula aligns, when possible, to the NJSLS SOCIAL STUDIES in ELA. The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;

Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;

Research by students provides the opportunity to learn more about a subject, but equally as important,

provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);



ing evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas; literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and the importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

### New Jersey State Department of Education

#### *NJ Educational Mandates*

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state.

<http://www.state.nj.us/njded/holocaust/aboutus/mandate.html>

The Amistad Bill (A1301), calls on —New Jersey schools to incorporate African-American history into their Social Studies curriculum. Passed by the New Jersey legislature in 2002, —The Amistad Bill created the Amistad Commission, a 22- member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state’s classrooms.

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

### 21st Century Competencies and Standards

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today’s learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, w

embrace the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success. There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows.

Click on the link for more information <http://www.state.nj.us/education/cccs/standards/9>

## **CAREER INFUSION**

### **I. AWARENESS OF SELF**

- A. Becomes aware of personal characteristics including strengths and limitations
  - 1. Considers careers in terms of strengths and limitations
  - 2. Accurately describes own scholastic abilities
- B. Identifies a preferred life style
  - 1. Understands that careers are related to life style
  - 2. Identifies from a variety of life styles those most compatible with personal characteristics and needs.
- C. Relates personal needs, values, and interests to behavior decisions and careers
  - 1. Explores personal interests.
  - 2. Explores careers in terms of interests and abilities.
  - 3. Understands that one's career can combine skills and interests.

### **II IMPROVE HUMAN RELATIONSHIPS, INCREASE INTERPERSONAL SKILLS**

- A. Reacts positively to constructive criticism.
  - 1. Gives and profits from constructive criticism.
  - 2. Use information gained through constructive criticism to effect change in self and others.
- B. Works with others regardless of sex, race, or cultural differences.
- C. Affirms the need for positive interpersonal relationships.
  - 1. Uses positive means for working with others.
  - 2. Assumes an active role in group situations.
  - 3. Understands the need for and maintains open communication.

### **III. IMPROVE CAREER PLANNING AND DECISION-MAKING SKILLS**

- A. Able to use decision-making processes.
  - 1. Obtains adequate and relevant information for decisions.
  - 2. Uses information sources effectively in making decision.
- B. Demonstrates the ability to participate in group decision-making.
  - 1. Identifies the kinds of decisions that are made in groups.
  - 2. Participates effectively in group decision-making.

### **IV. IMPROVE WORK, ATTITUDES, AND APPRECIATION FOR CAREER SUCCESS**

- A. Demonstrates initiative and independence
  - 1. Engages in activities independently.
  - 2. Engages in independent study and independent tasks.
- B. Exhibits positive work attitude.
  - 1. Identifies ways in which occupation, jobs, and work situations can be personally satisfying.
  - 2. Identifies ways in which workers can improve their work in terms of satisfaction.
- C. Plans and completes tasks efficiently and thoroughly.
  - 1. Demonstrates self-discipline in completing tasks.
  - 2. Values planning in organizing work and completing jobs.
- D. Uses health and safety habits.
  - 1. Explores safety aspects of jobs.
  - 2. Evidences concern for safety of self and others.

**V. IMPROVE PROFICIENCY OF COMMUNICATION AND COMPUTATIONAL SKILLS**

- A. Understand how good listening skills apply to careers explored.
- B. Uses writing and speaking skills effectively.
  - 1. Uses writing and speaking skills in and out of school.
  - 2. Uses diverse writing and speaking skills effectively.

**VI. GAIN KNOWLEDGE OF THE CAREER IMPLICATION OF SUBJECT MATTER**

- A. Identifies career implication of school experiences.
  - 1. Explores careers and plans school experiences in terms of personal interests and skills already learned.
  - 2. Applies course content to career interests.
- B. Relates specific school experiences to job requirements.
  - 1. Understand career implication of specific subject matter.
  - 2. Explores career in terms of educational requirements.

**VII. ACQUIRE AND APPLY SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING**

- A. Evidences technological understanding.
  - 1. Traces impact of technology on careers explored
  - 2. Acquires skills needed to work with technologies related to Preferred occupations

**VIII. INCREASE KNOWLEDGE OF CAREER AND OCCUPATIONAL INFORMATION**

- A. Uses knowledge of personal values, interest, needs, and limitations to explore career options by relating personal characteristics to preferred occupations.
- B. Develop awareness of a range of career options and their requirements by developing skills which can be combined in a number of ways in different careers.

**IX. MARKETABLE SKILLS AND ADAPTABILITY**

- A. Understands effects of technological change.
  - 1. Explores emerging careers and occupations.
  - 2. Considers implications of future technological change on preferred occupations.

**X. LEISURE PREFERENCES**

- A. Identifies personal leisure preferences.
  - 1. Relates values and interests to use of leisure time.
  - 2. Evaluates leisure activities in terms of personal values and goals.
- B. Describes the role of leisure in living: pleasure, personal, social, intellectual development, health, and fitness.
  - 1. Assesses the value of hobbies and activities in personal development.
  - 2. Values leisure activities.

## **CURRICULUM ADDENDA FOR SPECIAL EDUCATION**

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplemental guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

## **CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS**

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In Accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the Core Curriculum Content standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

## **ENGLISH LANGUAGE LEARNERS GENERAL MODIFICATIONS FOR INSTRUCTIONAL ACTIVITIES**

In order to ensure that English Language Learners are fully integrated into classroom life and can participate in all mainstream content areas, certain modifications and differentiated criteria shall be implemented. The following modifications can be utilized to suit the needs of English Language Learners in the mainstream classes outlined in this curriculum guide. After consultation with an ESL/Bilingual teacher and identification of student's proficiency level, the mainstream content area teacher can choose the appropriate strategies. Teachers should:

### **Beginning ESL students**

- Allow students to illustrate answers or vocabulary words
- Allow students to translate vocabulary into native language and use native language dictionary.
- Speak slowly and clearly
- Use gestures, facial expressions, and visuals
- Ask yes/no questions
- Model: use concrete demonstration of abstract concepts
- Use manipulatives, props, pictures, and concrete objectives as much as possible
- Assign a native language partner/peer tutor
- Use study guides/outline chapters
- Monitor use of notebooks
- Differentiated grading and requirements

### **Beginning and Intermediate ESL students**

- Simplify language/avoid idioms
- Use cooperative learning groups/set up peer tutoring pairs to encourage participation
- Use videos to reinforce content
- Tape record lessons and text readings
- Incorporate appropriate student software into planning and assignments
- Highlight key words and concepts
- Reduce the number of items for tests, class work, and homework
- Allow for repetition of material in various modes, (oral, written, visual, song)
- Allow verbal response in place of written
- Use manipulatives and hands-on activities
- Use graphic organizers, Venn diagrams and outlines to visually present information
- Encourage students to organize information through the use of such organizers
- Build background knowledge prior to lesson, students may not be aware of culturally specific events or objects
- Provide multiple choice options for open ended questions
- Use student as a resource whenever possible
- Differentiated grading and requirements

### **Advanced ESL students and recently exited ESL students** (see above as needed)

- Score writing holistically (focus on the content of ideas rather than grammar)
- Use cooperative learning groups/set up peer tutoring pairs
- Highlight key words
- Encourage participation by fostering a supportive class climate and allowing for mistakes
- Use graphic organizers

- Modify and support writing assignments and assessments
- Build background knowledge through class discussions especially if material is culturally specific to the United States
- Use student as a resource whenever possible/highlight student success

## **MODIFICATIONS/SUPPLEMENTARY AIDS IN REGULAR EDUCATION FOR SPECIAL EDUCATION STUDENTS**

To the maximum extent appropriate, an educationally disabled pupil shall be educated with children who are not educationally disabled. In developing the basic plan of the individual education program, the Child Study Team, Regular Education teacher, Special Education teacher, and parent/guardian shall determine the appropriateness of regular education program options with support, such as curricular or instructional modifications.

The following list is only some of the curricular modifications and instructional techniques available for implementation in the Regular Education classroom.

- Read tests orally, record student response; allow test retakes
- Reduce the amount of written work or class work by one half
- Grade student on what is handed in, do not penalize for incomplete assignments / homework / spelling
- Allow student to finish tests and quizzes during school, after school, or in the Resource Center; allow additional time for tests
- Do not require student to make up work when absent
- Provide preferential seating, study carrels
- Keep desk free from extraneous materials
- Provide adequate space for movement
- Extend time for processing information
- Cue student to stay on task
- Establish an individual daily schedule
- Break work into shorter segments
- Rewriting tests / consider spacing and crowding
- Test for content and knowledge in subject areas
- Grading modification based on individual goals
- Verbal cues and prompts
- Proximity control
- Logical consequences / natural reinforcers / immediate feedback
- Augmentative communication systems (i.e., Alpha Talker)
- Books on tape / study guides
- Differentiated activities / assignments
- Homework Clubs, homework assignment pads
- Vary test formats; short answers, matching, essay
- Alternative response modes: points, writes, circles
- Curriculum-based assessment
- Peer tutoring : Individual and Classwide models
- Cooperative learning groups
- Advance organizers / outlines / study guides / mapping guides
- Note-taking assistance / note-taking strategies
- Rephrasing/redirecting / 'preview' strategies / mnemonic devices
- Computer assisted instruction
- Assistive technology devices
- Math: calculator, tables, number lines, manipulatives
- Vary input: lecture, demonstration, simulations
- Vary output: oral , written games, role plays
- Vary questioning techniques
- Parallel activity or curriculum
- Provide summary of reading assignment: written / taped
- Use checklist for review / study procedures
- Behavioral contingency contracts / planned ignoring
- Time out/ time away



## GIFTED AND TALENTED ACTIVITIES

Extension activities that can be offered to gifted and talented learners in the area of Language Arts may include, but not be limited to:

- Projects and reports to extend classroom thematic instruction.
- Extended research through the use of technology.
- The integration of the language arts and literature with other subject areas.

## SCOPE AND SEQUENCE (Pacing guide)

### Grade 5

Unit	Timeframe
Unit 1:	6-8 weeks
Unit 2:	6-8 weeks
Unit 3:	6-8 weeks
Unit 4:	6-8 weeks
Unit 5:	6-8 weeks

Unit	Timeframe
Unit 1:	4-5 weeks
Unit 2:	4-5 weeks
Unit 3:	4-5 weeks
Unit 4:	4-5 weeks
Unit 5:	4-5 weeks
Unit 6:	4-5 weeks

<b>Unit 7:</b>	4-5 weeks	<b>Unit 7:</b>	5-6 weeks
<b>Unit 8:</b>	4-5 weeks	<b>Unit 8:</b>	5-6 weeks
<b>Unit 9:</b>	4-5 weeks		

**Grade 6**

**Grade 8**

<b>Unit</b>	<b>Timeframe</b>
<b>Unit 1:</b>	5-6 weeks
<b>Unit 2:</b>	5-6 weeks
<b>Unit 3:</b>	5-6 weeks
<b>Unit 4:</b>	5-6 weeks
<b>Unit 5:</b>	5-6 weeks
<b>Unit 6:</b>	5-6 weeks
<b>Unit 7:</b>	5-6 weeks
<b>Unit 8:</b>	5-6 weeks

**Grade 7**

<b>Unit</b>	<b>Timeframe</b>
<b>Unit 1:</b>	5-6 weeks
<b>Unit 2:</b>	5-6 weeks
<b>Unit 3:</b>	5-6 weeks
<b>Unit 4:</b>	5-6 weeks
<b>Unit 5:</b>	5-6 weeks
<b>Unit 6:</b>	5-6 weeks

<b>GRADE LEVEL: SOCIAL STUDIES 5 UNITED STATES HISTORY</b>	<b>UNIT 1: Overview</b> Unit 1 Overview is an introduction for fifth grade middle school students to enter into learning about the people, American government, free enterprise, and geography of the United States.
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think about the world systematically about how past interactions of people, cultures, and the environment affect issues in the world. Such knowledge and skills enable students to make informed decisions as socially and environmentally responsible world citizens in the 21st century.</b>
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.5.1-10; RI.5.1-10; W.5.1-10; SL.5.1-6; L.5.1-6</b>

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	CPI (CUMULATIVE PROGRESS INDICATOR)	ST
<p><u><i>The American People</i></u> The United States has a diverse population that has been impacted by immigration.</p> <p><u><i>American Government</i></u> The principal of a democracy rose from a republic in which citizens have rights and responsibilities.</p> <p><u><i>Free Enterprise</i></u> Americans are free to pursue their individual business and own property which can lead to prosperity.</p> <p><u><i>Geography of the United States</i></u> The United States is divided into regions in which landforms and climate influence the way Americans live.</p>	<p>Why is there a diverse population in the United States?</p> <p>How does a democracy impact the rights and responsibilities of Americans?</p> <p>What are the benefits of free enterprise?</p> <p>How does geography influence our lives?</p>	<p>6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p> <p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</p>	<p>Cl Dr Gr Po Pr Se Co He Pr Q Te</p>

<p><b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 5</b></p>	<p><b>UNIT 2: Early Life East and West (Chapters 1 – 3)</b> This unit will examine the migration of humans into the Americas and the development of indigenous Western Hemisphere. There will be a focus on culture as well as social and economic interaction with Asian explorers.</p>
<p><b>Standard</b></p>	<p><b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think about how past and present interactions of people, cultures, and the environment shape the American world. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b></p>
<p><b>Standard</b></p>	<p><b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think about the world systematically about how past interactions of people, cultures, and the environment affect issues in the world. Such knowledge and skills enable students to make informed decisions as socially and environmentally responsible world citizens in the 21st century.</b></p>
<p><b>Standard</b></p>	<p><b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and responsible citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b></p>



Standard	6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think about how past and present interactions of people, cultures, and the environment shape the American world. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.	
Standard	6.2 World History/Global Studies - All students will acquire the knowledge and skills to think about the world systematically about how past interactions of people, cultures, and the environment affect issues in the world. Such knowledge and skills enable students to make informed decisions as socially and environmentally responsible world citizens in the 21st century.	
Standard	6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.	
Interdisciplinary Connections	NJSLS in ELA: RL.5.1-10; RI.5.1-10; W.5.1-10; SL.5.1-6; L.5.1-6	
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>
<p><u><i>Spain Builds an Empire in America</i></u> European exploration expanded global economic and cultural exchange into the Western Hemisphere.</p> <p><u><i>New Colonies</i></u> The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p>	<p>What are the causes and effects of European exploration?</p> <p>How did the Columbian Exchange impact the world?</p> <p>Why did the Spanish, English, Dutch, and French want to colonize the Americas?</p> <p>What were the similarities and differences between the colonies?</p> <p>What were the effects of colonization on native peoples?</p> <p>How did the slave labor system emerge in the Americas?</p>	<p>6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</p> <p>6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.</p> <p>6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</p> <p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the</p>

		<p>evolution of American politics and institutions</p> <p>6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b 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.</p> <p>6.1.8.C.2.a Relate slavery and indentured servitude to Colonial labor systems.</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p>
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<b>GRADE LEVEL: SOCIAL STUDIES 5</b>	<b>UNIT 4: Colonial Life in North America (Chapters 6 – 7)</b> This unit will examine colonial life in North America with a focus on economic development including the spread of the institution of slavery along with conflicts over land and trade involving various colonial powers and Native Americans.
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think critically and systematically about how past interactions of people, cultures, and the environment affect issues in the 21st century. Such knowledge and skills enable students to make informed decisions as socially and environmentally responsible world citizens in the 21st century.</b>
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and engaged citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>

<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.5.1-10; RI.5.1-10; W.5.1-10; SL.5.1-6; L.5.1-6</b>	
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>
<p><u><i>Life in the English Colonies</i></u> The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p> <p><u><i>A Fighting Continent</i></u> Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p>	<p>How did the way of life differ in the colonies?</p> <p>What is the triangle trade?</p> <p>What are the political, religious and economic similarities and differences in the colonies?</p> <p>What impact did slavery have on economic growth?</p> <p>What were the causes and effects of conflicts between the British, the French, and Native Americans?</p>	<p>6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions</p> <p>6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b 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.</p> <p>6.1.8.C.2.a Relate slavery and indentured servitude to Colonial labor systems.</p> <p>6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.D.2.b</p>

		<p>Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p>
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<b>GRADE LEVEL: SOCIAL STUDIES 5</b>	<b>UNIT 5: The American Revolution (Chapters 8-9)</b> This unit will explore the growing political and economic conflicts between the colonies and Europe and the development of alliances; the movement towards independence through the American Revolution, and ultimately the creation of a new nation, the United States of America.		
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>		
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think critically and systematically about how past interactions of people, cultures, and the environment affect issues in the 21st century. Such knowledge and skills enable students to make informed decisions as socially and globally responsible world citizens in the 21st century.</b>		
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and engaged citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>		
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.5.1-10; RI.5.1-10; W.5.1-10; SL.5.1-6; L.5.1-6</b>		
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	
<p><u>Discontent Among Colonies</u></p> <p><u>The American Revolution</u> Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p> <p>The fundamental principles of the United States Constitution serve as the foundation of the United States government today.</p>	<p>What impact did increasing British taxes have on the colonists?</p> <p>How did the colonists demonstrate their opposition to British political and economical authority?</p> <p>What events led to the birth of the American Revolution?</p>	<p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p> <p>6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p>	<p>S</p> <p>M</p> <p>C</p> <p>D</p> <p>C</p> <p>F</p> <p>F</p> <p>S</p> <p>C</p> <p>H</p> <p>F</p> <p>C</p> <p>T</p>



	<p>What is the importance of the Declaration of Independence?</p> <p>How did the help of other nations lead to American victory?</p> <p>What were the results and effects of the American Revolution?</p> <p>How did the American Revolution affect the fundamental principles of government in the United States?</p>	<p>6.1.8.B.3.d Explain why New Jersey’s location played an integral role in the American Revolution.</p> <p>6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p>
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<p><b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 6</b> <b>WORLD HISTORY</b></p>	<p><b>UNIT 1: Early Humans and the Agricultural Revolution</b> Unit 1 is a look into early human life during the Paleolithic and Neolithic Ages and how the Agricultural Revolution dramatically changed the way in which humans lived.</p>
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Standard	6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think about how past and present interactions of people, cultures, and the environment shape the American identity. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.		
Standard	6.2 World History/Global Studies - All students will acquire the knowledge and skills to think about the world systematically about how past interactions of people, cultures, and the environment affect issues in the world. Such knowledge and skills enable students to make informed decisions as socially and environmentally responsible world citizens in the 21st century.		
Standard	6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active citizens who value diversity and promote cultural understanding by working collaboratively to address issues inherent in living in an interconnected world.		
Interdisciplinary Connections	NJSLs in ELA: RL.6.1-10; RI.6.1-10; W.6.1-10; SL.6.1-6; L.6.1-6		
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	CPI (CUMULATIVE PROGRESS INDICATOR)	ST
<p><u>People, places, and ideas change over time.</u></p> <p><u>The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</u></p> <p><u>Archaeology provides historical and scientific explanations for how ancient people lived.</u></p>	<p>How did humans adapt to their environment during the Paleolithic and Neolithic Ages?</p> <p>How did the Agricultural Revolution change the way that humans lived?</p> <p>How did the Agricultural Revolution impact the growth and development of civilization?</p> <p>What are the characteristics of a civilization?</p>	<p>6.2.8.A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p> <p>6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources.</p> <p>6.2.8.C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.</p> <p>6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p>	<p>Cl</p> <p>Di</p> <p>Gr</p> <p>Pa</p> <p>Pr</p> <p>Se</p> <p>Co</p> <p>He</p> <p>Pr</p> <p>Q</p> <p>Te</p>

		<p>6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p> <p>6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.</p> <p>6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>	
<b>GRADE LEVEL: SOCIAL STUDIES 6 WORLD HISTORY</b>	<b>UNIT 2: Mesopotamia</b> Unit 2 explores one of the first river valley civilizations, Mesopotamia. Mesopotamia was a well civilization that was intellectually sound, and unique in culture - particularly in the government I		
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to thi</b> <b>how past and present interactions of people, cultures, and the environment shape the America</b> <b>knowledge and skills enable students to make informed decisions that reflect fundamental righ</b> <b>values as productive citizens in local, national, and global communities.</b>		
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think a</b> <b>systematically about how past interactions of people, cultures, and the environment affect iss</b> <b>cultures. Such knowledge and skills enable students to make informed decisions as socially and</b> <b>world citizens in the 21st century.</b>		
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be activ</b> <b>who value diversity and promote cultural understanding by working collaboratively to address</b> <b>inherent in living in an interconnected world.</b>		
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.6.1-10; RI.6.1-10; W.6.1-10; SL.6.1-6; L.6.1-6</b>		
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>ST</b>
<u>People, places, and ideas change over time.</u>	How does geography influence the way that people live?	6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government.	CI DI G P P S C H P Q T
<u>The agricultural revolution and favorable geographic conditions led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</u>	How did a great civilization emerge in Mesopotamia?  How did Sumerian contributions impact and influence the	6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies.  6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations.	

<p><u>Archaeology provides historical and scientific explanations for how ancient people lived.</u></p> <p><u>Cultures are held together by shared beliefs and common practices and values.</u></p>	<p>growth and development of other civilizations?</p> <p>What are the enduring Sumerian legacies in culture, government, and technology?</p> <p>Why does conflict develop?</p> <p>Why do civilizations rise and fall?</p>	<p>6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p>
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<p><b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 6</b> <b>WORLD HISTORY</b></p>	<p><b>UNIT 3: Ancient Egypt and Kush</b> Unit 3 explores the ancient river valley civilizations of Egypt and Kush. Egyptian and Kushite cultural achievements - particularly in the construction of the pyramids - which astonished its later conquerors - are still studied by today's archaeologists.</p>
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Standard	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>		
Standard	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think about the world systematically about how past interactions of people, cultures, and the environment affect issues and events in the world. Such knowledge and skills enable students to make informed decisions as socially and globally responsible world citizens in the 21st century.</b>		
Standard	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and engaged citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges inherent in living in an interconnected world.</b>		
Interdisciplinary Connections	<b>NJSLS in ELA: RL.6.1-10; RI.6.1-10; W.6.1-10; SL.6.1-6; L.6.1-6</b>		
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	CPI (CUMULATIVE PROGRESS INDICATOR)	ST
<p><u>People, places, and ideas change over time.</u></p> <p><u>The agricultural revolution and favorable geographic conditions led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</u></p> <p><u>Archaeology provides historical and scientific explanations for how ancient people lived.</u></p> <p><u>Cultures are held together by shared beliefs and common practices and values.</u></p>	<p>How does geography influence the way that people live?</p> <p>How did great civilizations emerge in Egypt and Kush?</p> <p>How did Egyptian and Kushite contributions influence each other as well as other civilizations?</p> <p>What are the enduring Egyptian and Kushite legacies in the arts, technology, government, and culture?</p> <p>What distinguishes Egypt and Kush from other civilizations?</p> <p>Why do civilizations rise and fall?</p>	<p>6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government.</p> <p>6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies.</p> <p>6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations.</p> <p>6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley</p>	<p>CI</p> <p>DI</p> <p>GI</p> <p>PO</p> <p>PR</p> <p>SE</p> <p>CO</p> <p>HE</p> <p>PR</p> <p>Q</p> <p>TE</p>

		<p>civilizations.</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p>	
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<b>GRADE LEVEL: SOCIAL STUDIES 6 WORLD HISTORY</b>	<b>UNIT 4: Israelites</b> Unit 4 explores how the Israelites emerged as a distinct group of people who later organized into a kingdom. The unit will focus on struggles, conflicts, influential leaders, and the Israelite legacy, the foundation of Judaism.		
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>		
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think critically and systematically about how past interactions of people, cultures, and the environment affect issues in the 21st century. Such knowledge and skills enable students to make informed decisions as socially and globally responsible world citizens in the 21st century.</b>		
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and responsible citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>		
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.6.1-10; RI.6.1-10; W.6.1-10; SL.6.1-6; L.6.1-6</b>		
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>ST</b>

<p><u>People, places, and ideas change over time.</u></p> <p><u>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</u></p> <p><u>Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</u></p> <p><u>Archaeology provides historical and scientific explanations for how ancient people lived.</u></p> <p><u>Cultures are held together by shared beliefs and common practices and values.</u></p>	<p>How does geography influence the way that people live?</p> <p>How did the Israelites transition from tribes to a kingdom?</p> <p>What is the difference between monotheism and polytheism?</p> <p>Who were the key ancient Israelite leaders?</p> <p>What led to the development and spread of Judaism?</p> <p>What are the Israelites most enduring legacies in religion and culture?</p>	<p>6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government.</p> <p>6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies.</p> <p>6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations.</p> <p>6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p>	<p>Cl</p> <p>Di</p> <p>Gr</p> <p>Pe</p> <p>Pr</p> <p>Se</p> <p>Co</p> <p>He</p> <p>Pr</p> <p>Q</p> <p>Te</p>
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		6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.	
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<b>GRADE LEVEL: SOCIAL STUDIES 6 WORLD HISTORY</b>	<b>UNIT 5: The Ancient Greek Civilization</b> Unit 5 examines the rise and fall of the ancient Greek Civilization. Greece emerged from the Mycenaean of the Mediterranean and created an enormous empire through conquests over the Persian Empire. Ancient Greece is noted for its unique culture - particularly in government, - history, drama, language, and philosophy. Only a revolution from within could bring about the decline of the mighty empire.		
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think analytically about 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 at the local, national, and global communities.</b>		
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think analytically about how past interactions of people, cultures, and the environment affect issues across time and culture. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens.</b>		
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active, informed citizens who respect diversity and promote cultural understanding by working collaboratively to address the challenges that face an interconnected world.</b>		
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.6.1-10; RI.6.1-10; W.6.1-10; SL.6.1-6; L.6.1-6</b>		
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>STRATEGIES</b>
<u>People, places, and ideas change over time.</u>  <u>Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</u>	How does geography influence the way that people live?  How did Ancient Greece emerge into a great civilization?  How did Ancient Greek contributions impact and influence the growth and development of other civilizations?  What are the Ancient Greek enduring legacies in the arts, government, philosophy, and culture?	6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.  6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.  6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.  6.2.8.A.3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.	Classroom Discussions Graphic Organizers PowerPoint Presentations Primary Sources Secondary Sources Content Area Projects Homework Projects Quizzes Tests



<p><u>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</u></p> <p><u>Leaders can bring about change in society.</u></p> <p><u>Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</u></p> <p><u>Archaeology provides historical and scientific explanations for how ancient people lived.</u></p>	<p>What similarities can be seen between Ancient Greek and American government?</p> <p>Who were the key influential Ancient Greek leaders?</p> <p>Why were there conflicts between the Ancient Greek and Persian Empires?</p> <p>Why did Alexander the Great adopt Ancient Greek culture?</p> <p>Why do civilizations rise and fall?</p>	<p>6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.</p> <p>6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.</p> <p>6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</p> <p>6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p> <p>6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p> <p>6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p>	
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<p><b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 6</b> <b>WORLD HISTORY</b></p>	<p><b>UNIT 6: Ancient India</b> Unit 6 explores the ancient river valley civilization of Ancient India. What began as two major cities grew into a great empire. Most noted for its social structure, Ancient India made remarkable achievements in art, math, science, and religion. Ancient India's architecture and developments in plumbing still stand today.</p>
<p><b>Standard</b></p>	<p><b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to understand the past and present interactions of people, cultures, and the environment shape the American heritage. These skills enable students to make informed decisions that reflect fundamental rights and core democratic values of citizens in local, national, and global communities.</b></p>

<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think about how past interactions of people, cultures, and the environment affect issues across time. Knowledge and skills enable students to make informed decisions as socially and ethically responsible citizens in the 21st century.</b>		
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges of living in an interconnected world.</b>		
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.6.1-10; RI.6.1-10; W.6.1-10; SL.6.1-6; L.6.1-6</b>		
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>ST</b>
<p><u>People, places, and ideas change over time.</u></p> <p><u>The agricultural revolution and favorable geographic conditions led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</u></p> <p><u>Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</u></p> <p><u>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</u></p> <p><u>Classical civilizations declined as a result of internal weaknesses</u></p>	<p>How does geography influence the way that people live?</p> <p>How did India emerge into a great civilization?</p> <p>How did India's contributions impact and influence the growth and development of other civilizations?</p> <p>What were India's enduring legacies in the arts, government, and culture?</p> <p>What distinguishes India from other civilizations?</p> <p>Why do civilizations rise and fall?</p>	<p>6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government.</p> <p>6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies.</p> <p>6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations.</p> <p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8.C.2.a Explain how technological advancements led to greater</p>	<p>Cl</p> <p>Di</p> <p>G</p> <p>Pe</p> <p>Pr</p> <p>Se</p> <p>Co</p> <p>Hi</p> <p>Pr</p> <p>Q</p> <p>Te</p>

<p><u>and external invasions, but they left lasting legacies for future civilizations.</u></p> <p><u>Archaeology provides historical and scientific explanations for how ancient people lived.</u></p> <p><u>Cultures are held together by shared beliefs and common practices and values.</u></p>		<p>economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p> <p>6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>
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<b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 6</b> <b>WORLD HISTORY</b>	<b>UNIT 7: Ancient China</b> Unit 7 explores the ancient river valley civilization of Ancient China. Well noted for its social structure, Chinese dynasties made various contributions in culture to art, education, government, philosophy, religion, and technology, heavily influencing trade along the Silk Roads. However, the remarkable feat of the Great Wall of China stands as Ancient China's most enduring legacies.		
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think analytically about how past 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 of citizens in local, national, and global communities.</b>		
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think analytically about how past interactions of people, cultures, and the environment affect issues across time and space. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible citizens in the 21st century.</b>		
<b>Standard</b>	<b>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 of living in an interconnected world.</b>		
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.6.1-10; RI.6.1-10; W.6.1-10; SL.6.1-6; L.6.1-6</b>		
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>ST</b>
<p><u>People, places, and ideas change over time.</u></p> <p><u>The agricultural revolution and favorable geographic conditions led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</u></p> <p><u>Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social</u></p>	<p>How does geography influence the way that people live?</p> <p>How did China emerge into a great civilization?</p> <p>How did Chinese contributions impact and influence the growth and development of other civilizations?</p> <p>What were China's enduring legacies in the arts, government, and culture?</p> <p>What distinguishes China from other civilizations?</p>	<p>6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government.</p> <p>6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies.</p> <p>6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations.</p> <p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p>	<p>CI</p> <p>DI</p> <p>GR</p> <p>PO</p> <p>PR</p> <p>SE</p> <p>CO</p> <p>HE</p> <p>PR</p> <p>Q</p> <p>TE</p>

<p><u>values.</u></p> <p><u>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</u></p> <p><u>Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</u></p> <p><u>Archaeology provides historical and scientific explanations for how ancient people lived.</u></p> <p><u>Cultures are held together by shared beliefs and common practices and values.</u></p>	<p>Why do civilizations rise and fall?</p>	<p>6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.3.b Relate the Chinese dynastic system to the longevity of authoritarian rule in China.</p> <p>6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p> <p>6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism),</p>
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		<p>their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p>	
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<p><b>GRADE LEVEL: SOCIAL STUDIES 6 WORLD HISTORY</b></p>	<p><b>UNIT 8: The Roman Empire</b> Unit 8 examines the rise and fall of the Roman Empire. Rome emerged in the Mediterranean region and grew into a vast empire through conquests. The Roman Empire prospered and left many contributions to culture in the fields of government, religion, and science. Numerous internal and external conflicts and struggles brought about the fall of the mighty empire. Establishing a republic and the development of Christianity remain the most enduring legacies of the Roman Empire.</p>
<p><b>Standard</b></p>	<p><b>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 citizens in local, national, and global communities.</b></p>
<p><b>Standard</b></p>	<p><b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think analytically about how past interactions of people, cultures, and the environment affect issues across time and space. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible citizens in the 21st century.</b></p>
<p><b>Standard</b></p>	<p><b>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 of living in an interconnected world.</b></p>
<p><b>Interdisciplinary Connections</b></p>	<p><b>NJSLS in ELA: RL.6.1-10; RI.6.1-10; W.6.1-10; SL.6.1-6; L.6.1-6</b></p>

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	CPI (CUMULATIVE PROGRESS INDICATOR)	ST
<p><u>People, places, and ideas change over time.</u></p> <p><u>Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</u></p> <p><u>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</u></p> <p><u>Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</u></p> <p><u>Archaeology provides historical and scientific explanations for how ancient people lived.</u></p> <p><u>Cultures are held together by shared beliefs and common practices and values.</u></p>	<p>How does geography influence the way that people live?</p> <p>How did great civilization emerge in Rome?</p> <p>How did Roman achievements and inventions impact and influence other civilizations?</p> <p>What were the Roman Empires legacies in the arts, government, culture, and religion?</p> <p>What similarities can be seen between Roman and American government?</p> <p>What distinguishes the Roman Empire from other civilizations?</p> <p>Who were the Roman Empires most influential leaders?</p> <p>What led to the development and spread of Christianity?</p> <p>How did the Byzantine Empire emerge?</p> <p>Why do civilizations rise and fall?</p>	<p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p>6.2.8.A.3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.</p> <p>6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.</p> <p>6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</p> <p>6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p> <p>6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p>	<p>Cl</p> <p>Di</p> <p>Gr</p> <p>Pa</p> <p>Pr</p> <p>Se</p> <p>Co</p> <p>He</p> <p>Pr</p> <p>Q</p> <p>Te</p>

		<p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p> <p>6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p>
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<p><b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 6</b> <b>WORLD HISTORY</b></p>	<p><b>UNIT 9: Islamic Civilization</b> Unit 9 explores how an Islamic Civilization emerged on the Arabian Peninsula and delves into the will focus on influential leaders, divisions, internal conflicts, and the most enduring legacy, the spread of Islam.</p>
<p><b>Standard</b></p>	<p><b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think about how past and present interactions of people, cultures, and the environment shape the American knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b></p>
<p><b>Standard</b></p>	<p><b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think about systematically about how past interactions of people, cultures, and the environment affect issues and cultures. Such knowledge and skills enable students to make informed decisions as socially and world citizens in the 21st century.</b></p>



<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>		
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.6.1-10; RI.6.1-10; W.6.1-10; SL.6.1-6; L.6.1-6</b>		
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>ST</b>
<p><u>People, places, and ideas change over time.</u></p> <p><u>Classical civilizations developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</u></p> <p><u>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</u></p> <p><u>Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</u></p> <p><u>Archaeology provides historical and scientific explanations for how ancient people lived.</u></p> <p><u>Cultures are held together by shared beliefs and common practices and values.</u></p>	<p>How does geography influence the way that people live?</p> <p>How did an Islamic civilization emerge?</p> <p>How did Muslim contributions impact and influence other civilizations?</p> <p>What were the enduring Muslim legacies in the arts, mathematics, science, and religion?</p> <p>What led to the development and spread of Islam? Who were the key people in the foundation of Islam?</p> <p>How do the two Muslim groups, the Sunni and Shia, differ?</p> <p>Why do civilizations rise and fall?</p>	<p>6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</p> <p>6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p> <p>6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p>	<p>CI</p> <p>DI</p> <p>GR</p> <p>PO</p> <p>PR</p> <p>SE</p> <p>CO</p> <p>HE</p> <p>PR</p> <p>Q</p> <p>TE</p>

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<b>GRADE LEVEL: SOCIAL STUDIES 7 UNITED STATES HISTORY I</b>	<b>UNIT 1: BEFORE THE FIRST GLOBAL AGE (PREHISTORY – 1600)</b> Unit 1 will focus on migration into and the Americas and its first civilizations. The unit will focus on indigenous societies, early cultures, and the formation of trading networks which will lead into the era of colonization.		
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American experience. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>		
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think critically and systematically about how past interactions of people, cultures, and the environment affect issues in the 21st century. Such knowledge and skills enable students to make informed decisions as socially and globally responsible world citizens in the 21st century.</b>		
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and engaged citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>		
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.7.1-10; RI.7.1-10; W.7.1-10; SL.7.1-6; L.7.1-6</b>		

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>ST</b>
<p>The United States has a diverse population that has been impacted by immigration.</p> <p>The United States is divided into regions in which landforms and climate influence the way Americans live.</p> <p>Indigenous societies in the Western Hemisphere</p>	<p>How did people first reach the Americas?</p> <p>What were indigenous civilizations and cultures like?</p> <p>How did overseas trade and technology lead to exploration?</p>	<p>6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p> <p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to</p>	<p>CI</p> <p>Di</p> <p>Gr</p> <p>Pe</p> <p>Pr</p> <p>Se</p> <p>Co</p> <p>Ho</p> <p>Pr</p> <p>Q</p> <p>Te</p>

<p>migrated and changed in response to the physical environment and due to their interactions with Europeans.</p>		<p>determine what led to the exploration of new water and land routes.</p> <p>6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p>	
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<p><b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 7</b> <b>UNITED STATES HISTORY I</b></p>	<p><b>UNIT 2: EXPLORATION AND COLONIZATION</b> Unit 2 will examine European exploration, economic growth and development, and the colonization of the Western Hemisphere. The unit will also focus on the motives of people for leaving their homes in search of new opportunities.</p>		
<p><b>Standard</b></p>	<p><b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b></p>		
<p><b>Standard</b></p>	<p><b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think critically and systematically about how past interactions of people, cultures, and the environment affect issues in the 21st century. Such knowledge and skills enable students to make informed decisions as socially and globally responsible world citizens in the 21st century.</b></p>		
<p><b>Standard</b></p>	<p><b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and engaged citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b></p>		
<p><b>Interdisciplinary Connections</b></p>	<p><b>NJSLS in ELA: RL.7.1-10; RI.7.1-10; W.7.1-10; SL.7.1-6; L.7.1-6</b></p>		
<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>CPI (CUMULATIVE PROGRESS INDICATOR)</b></p>	<p><b>S</b></p>
<p>Indigenous societies in the Western Hemisphere migrated and changed in response to the physical</p>	<p>How did the voyages of Christopher Columbus have a lasting impact on the world?</p>	<p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p>	<p>C D G P P</p>

<p>environment and due to their interactions with Europeans.</p>	<p>How did the Columbian Exchange impact the world?</p> <p>How did exploration lead to a global exchange of goods and ideas?</p> <p>What areas did Spain explore and conquer?</p> <p>Where did Britain, France, and the Netherlands explore?</p> <p>Why was a northwest passage to Asia sought after?</p> <p>How did rivalries among European nations emerge?</p> <p>What were the similarities and differences between the colonies?</p> <p>What were the effects of colonization on native peoples?</p> <p>How did the slave labor system emerge in the Americas?</p>	<p>6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</p> <p>6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.</p> <p>6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</p> <p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions</p> <p>6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b 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.</p> <p>6.1.8.C.2.a Relate slavery and indentured servitude to Colonial labor systems.</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.D.2.b</p>
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		Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
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<b>GRADE LEVEL: SOCIAL STUDIES 7 UNITED STATES HISTORY I</b>	<b>UNIT 3: THE THIRTEEN ENGLISH COLONIES</b> This unit will explore the colonial lifestyle of the thirteen English colonies. It will focus on the each colony, including the spread of slavery and the emergence of the self-government ideal.	
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think and act systematically about how past and present interactions of people, cultures, and the environment shape the American world. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>	
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think and act systematically about how past interactions of people, cultures, and the environment affect issues in the world. Such knowledge and skills enable students to make informed decisions as socially and environmentally responsible world citizens in the 21st century.</b>	
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and responsible citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>	
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.7.1-10; RI.7.1-10; W.7.1-10; SL.7.1-6; L.7.1-6</b>	

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>S</b>
<p>European exploration expanded global economic and cultural exchange into the Western Hemisphere.</p> <p>The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p>	<p>Why did the Puritans leave England?</p> <p>Who were the key founders of colonies?</p> <p>What were the similarities and differences between the English colonies?</p> <p>How did the way of life differ in the colonies?</p> <p>What were the effects of colonization on native peoples?</p>	<p>6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</p> <p>6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</p> <p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p>	<p>C</p> <p>D</p> <p>G</p> <p>P</p> <p>P</p> <p>S</p> <p>C</p> <p>H</p> <p>P</p> <p>C</p> <p>T</p>

	<p>How did the slave labor system emerge in the Americas?</p> <p>What was the significance of the Mason-Dixon Line?</p> <p>What is meant by the economic principles of mercantilism and the triangle trade?</p>	<p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions</p> <p>6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b 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.</p> <p>6.1.8.C.2.a Relate slavery and indentured servitude to Colonial labor systems.</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p>
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<p><b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 7</b> <b>UNITED STATES HISTORY I</b></p>	<p><b>UNIT 4: CRISIS IN THE COLONIES</b> This unit investigates developing conflicts in the colonies over land and trade disputes with Euro Native Americans. Furthermore, there will also be an emphasis on rebellion due to the turmoil o that lead to the development of the American Revolution.</p>
<p><b>Standard</b></p>	<p><b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to thi how past and present interactions of people, cultures, and the environment shape the Americ knowledge and skills enable students to make informed decisions that reflect fundamental righ values as productive citizens in local, national, and global communities.</b></p>
<p><b>Standard</b></p>	<p><b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think a systematically about how past interactions of people, cultures, and the environment affect iss cultures. Such knowledge and skills enable students to make informed decisions as socially and world citizens in the 21st century.</b></p>
<p><b>Standard</b></p>	<p><b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be activ who value diversity and promote cultural understanding by working collaboratively to address inherent in living in an interconnected world.</b></p>

<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA:</b> RL.7.1-10; RI.7.1-10; W.7.1-10; SL.7.1-6; L.7.1-6		
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>S</b>
<p>The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p> <p>Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p>	<p>What are the similarities and differences in political, religious, and economic systems of the colonies?</p> <p>What impact did slavery have on economic growth?</p> <p>What were the causes and effects of the French and Indian War?</p> <p>How did colonists react to taxes imposed by Parliament?</p> <p>What led to the Boston Massacre?</p> <p>Why did fighting break out in Lexington and Concord?</p>	<p>6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions</p> <p>6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b 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.</p> <p>6.1.8.C.2.a Relate slavery and indentured servitude to Colonial labor systems.</p> <p>6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas</p> <p>6.1.8.B.3.a Assess how conflicts and alliances among European countries and</p>	<p>C</p> <p>D</p> <p>G</p> <p>P</p> <p>P</p> <p>S</p> <p>C</p> <p>H</p> <p>P</p> <p>C</p> <p>T</p>

		<p>Native American groups impacted the expansion of the American colonies.</p> <p>6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p>
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<b>GRADE LEVEL: SOCIAL STUDIES 7 UNITED STATES HISTORY I</b>	<b>UNIT 5: THE AMERICAN REVOLUTION</b>		
	This unit will examine the colonists' fight for independence from British authority, or the Revolution; it will explore advantages and disadvantages, key leaders and battles, the role of African Americans, and the help of other nations that aided the colonists in achieving victory and independence from Britain.		
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think about how past and present interactions of people, cultures, and the environment shape the American world. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>		
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think about the world systematically about how past interactions of people, cultures, and the environment affect issues in the world. Such knowledge and skills enable students to make informed decisions as socially and environmentally responsible world citizens in the 21st century.</b>		
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and responsible citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>		
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.7.1-10; RI.7.1-10; W.7.1-10; SL.7.1-6; L.7.1-6</b>		
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>S</b>
Disputes over political authority and economic issues contributed to a movement for independence in the colonies.	<p>Why did Congress struggle with the decision between peace and war with Britain?</p> <p>What advantages and disadvantages did each have as it entered war?</p> <p>What are the main points of the</p>	<p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p> <p>6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American</p>	C D G P P S C H P C T



	<p>Declaration of Independence?</p> <p>What were the key battles of the Revolutionary War?</p> <p>Who were the key leaders in the Revolutionary War?</p> <p>What role did women and African Americans play in the Revolutionary War?</p> <p>How did the help of other nations aid the Americans in achieving victory?</p> <p>What were the results and effects of the American Revolution?</p> <p>What were the terms of the Treaty of Paris?</p>	<p>Revolutionary War.</p> <p>6.1.8.B.3.d Explain why New Jersey’s location played an integral role in the American Revolution.</p> <p>6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p>
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<b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 7</b> <b>UNITED STATES HISTORY I</b>	<b>UNIT 6: CREATING A REPUBLIC</b> This unit will explore the meetings of the Continental Congress and the development of a weaker government through the Articles of Confederation. In addition, there will be an emphasis on the development of a stronger government as stated in the Constitution.		
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>		
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think critically and systematically about how past interactions of people, cultures, and the environment affect issues in the world today. Such knowledge and skills enable students to make informed decisions as socially and globally responsible world citizens in the 21st century.</b>		
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and engaged citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>		
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.7.1-10; RI.7.1-10; W.7.1-10; SL.7.1-6; L.7.1-6</b>		
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>S</b>
<p>Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p> <p>The fundamental principles of the United States Constitution serve as the foundation of the United States government today.</p>	<p>How did the American Revolution affect the fundamental principles of government in the United States?</p> <p>What were the Articles of Confederation and their weaknesses?</p> <p>Why did Americans call for changes in the Articles of Confederation?</p> <p>Who were the key delegates of the Constitutional Convention?</p> <p>What were the differences in plans for a new Constitution?</p>	<p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p> <p>6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p> <p>6.1.8.B.3.d Explain why New Jersey’s location played an integral role in the American Revolution.</p> <p>6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>6.1.8.C.3.b</p>	<p>C</p> <p>D</p> <p>G</p> <p>P</p> <p>P</p> <p>S</p> <p>C</p> <p>H</p> <p>P</p> <p>C</p> <p>T</p>

	<p>How did compromise lead delegates to reach an agreement?</p> <p>What is the importance of the Bill of Rights?</p> <p>How was the Constitution finally ratified?</p>	<p>Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p>
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<p><b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 7</b> <b>UNITED STATES HISTORY I</b></p>	<p><b>UNIT 7: GOVERNMENT, CITIZENSHIP, AND THE CONSTITUTION</b> This unit will explore the goals and principles of the Constitution: how federal, state, and local government interact with the rights and responsibilities of American citizenship.</p>
<p><b>Standard</b></p>	<p><b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b></p>
<p><b>Standard</b></p>	<p><b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think critically and systematically about how past interactions of people, cultures, and the environment affect issues in the 21st century. Such knowledge and skills enable students to make informed decisions as socially and globally responsible world citizens in the 21st century.</b></p>
<p><b>Standard</b></p>	<p><b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and responsible citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b></p>

<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.7.1-10; RI.7.1-10; W.7.1-10; SL.7.1-6; L.7.1-6</b>		
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>S</b>
The fundamental principles of the United States Constitution serve as the foundation of the United States government today	<p>What is the importance of the Declaration of Independence?</p> <p>How did the American Revolution affect the fundamental principles of government in the United States?</p> <p>How does the Preamble define the goals of the Constitution?</p> <p>What are the basic principles of American government?</p> <p>What are the powers and limitations of the branches of government?</p> <p>How can the Constitution be amended?</p> <p>What rights are protected by the Bill of Rights?</p> <p>What are the differences between federal, state, and local governments?</p> <p>What are the responsibilities of citizenship?</p>	<p>6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p> <p>6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</p> <p>6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p> <p>6.1.8.A.3.e Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.</p> <p>6.1.8.A.3.d Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.</p> <p>6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.A.3.b</p>	C D G P P S C H P C T

		<p>Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p>
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<b>GRADE LEVEL: SOCIAL STUDIES 7 UNITED STATES HISTORY I</b>	<b>UNIT 8: A NEW GOVERNMENT</b> This unit will examine the launch of American government through the presidencies of George Washington and Thomas Jefferson along with the emergence of political parties.	
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>	
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think critically and systematically about how past interactions of people, cultures, and the environment affect issues in the 21st century. Such knowledge and skills enable students to make informed decisions as socially and environmentally responsible world citizens in the 21st century.</b>	
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and responsible citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>	
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.7.1-10; RI.7.1-10; W.7.1-10; SL.7.1-6; L.7.1-6</b>	

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>STANDARD</b>
The fundamental principles of the United States Constitution serve as the foundation of the United States government today	<p>What were the accomplishments of George Washington’s presidency?</p> <p>How did Alexander Hamilton plan to launch a National Bank?</p> <p>Why did political parties emerge?</p> <p>What were the accomplishments of</p>	<p>6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty</p>	C D G P P S C H P C T

	<p>John Adams' presidency?</p> <p>Why did the Alien and Sedition Acts create uproar?</p> <p>What are states' rights?</p>	<p>of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p> <p>6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</p> <p>6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p> <p>6.1.8.A.3.e Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.</p> <p>6.1.8.A.3.d Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.</p> <p>6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p>
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<p><b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 8</b> <b>UNITED STATES HISTORY II</b></p>	<p><b>UNIT 1: THE JEFFERSONIAN ERA</b> This unit will focus on the presidency and westward expansion and exploration during the Jeffersonian era, including the details of the Louisiana Purchase and interference with trade by European nations that led to the War of 1812.</p>
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<p><b>Standard</b></p>	<p><b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b></p>		
<p><b>Standard</b></p>	<p><b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think critically and systematically about how past interactions of people, cultures, and the environment affect issues in the world. Such knowledge and skills enable students to make informed decisions as socially and environmentally responsible world citizens in the 21st century.</b></p>		
<p><b>Standard</b></p>	<p><b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and responsible citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b></p>		
<p><b>Interdisciplinary Connections</b></p>	<p><b>NJSLS in ELA: RL.8.1-10; RI.8.1-10; W.8.1-10; SL.8.1-6; L.8.1-6</b></p>		
<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>CPI (CUMULATIVE PROGRESS INDICATOR)</b></p>	<p><b>ST</b></p>
<p>The fundamental principles of the United States Constitution serve as the foundation of the United States government today.</p> <p>Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</p>	<p>What were the achievements of Thomas Jefferson’s presidency?</p> <p>What was the significance and outcome of Marbury v. Madison?</p> <p>Why was it important for the United States to control the Mississippi River?</p> <p>How did the United States purchase the Louisiana Territory?</p> <p>What discoveries were made by Lewis and Clark and Zebulon Pike?</p> <p>How did Britain and France interfere with American overseas trade?</p>	<p>6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.D.4.b Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p>	<p>CI DI GR PO PR SE CO HO PR Q TE</p>

	<p>What were the effects of the Embargo Act imposed by Thomas Jefferson?</p> <p>What caused conflict between Native Americans and white settlers during the early 1800's?</p> <p>What were the results of the War of 1812?</p>		
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<b>GRADE LEVEL: SOCIAL STUDIES 8 UNITED STATES HISTORY II</b>	<b>UNIT 2: THE NATION GROWS AND PROSPERS</b> This unit will examine American economic growth widely caused by the Industrial Revolution and technology as well as the expansion of borders through the purchase of Florida and the bold foreign policy known as the Monroe Doctrine.		
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>		
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think critically and systematically about how past interactions of people, cultures, and the environment affect issues in the world today. Such knowledge and skills enable students to make informed decisions as socially and globally responsible world citizens in the 21st century.</b>		
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and engaged citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>		
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.8.1-10; RI.8.1-10; W.8.1-10; SL.8.1-6; L.8.1-6</b>		
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>S</b>
Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	<p>What impact did the Industrial Revolution have on the United States?</p> <p>Why was Lowell, Massachusetts called a "model factory town"?</p> <p>What was daily life like</p>	<p>6.1.8.A.4.a Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.</p> <p>6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of</p>	C D G P P S C H P C T



	<p>in early factories?</p> <p>How was transportation improved during the early 1800's?</p> <p>What is meant by sectionalism?</p> <p>How did the United States obtain Florida from Spain?</p> <p>What was the purpose of the Monroe Doctrine?</p>	<p>these economic tools met the economic challenges facing the new nation.</p> <p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.D.4.b Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</p>
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<p><b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 8</b> <b>UNITED STATES HISTORY II</b></p>	<p><b>UNIT 3: THE JACKSONIAN ERA</b> This unit will investigate a new ideal of politics during the Jacksonian Era, the Indian Removal Act, and the economic depression during the presidency of Martin Van Buren.</p>		
<p><b>Standard</b></p>	<p><b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b></p>		
<p><b>Standard</b></p>	<p><b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think critically and systematically about how past interactions of people, cultures, and the environment affect issues in the world. Such knowledge and skills enable students to make informed decisions as socially and globally responsible world citizens in the 21st century.</b></p>		
<p><b>Standard</b></p>	<p><b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and responsible citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b></p>		
<p><b>Interdisciplinary Connections</b></p>	<p><b>NJSLS in ELA: RL.8.1-10; RI.8.1-10; W.8.1-10; SL.8.1-6; L.8.1-6</b></p>		
<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>CPI (CUMULATIVE PROGRESS INDICATOR)</b></p>	<p><b>STANDARDS</b></p>
<p>Westward movement,</p>	<p>What is meant by Jacksonian democracy?</p>	<p>6.1.8.A.4.a Explain the changes in America's relationships with other nations</p>	<p>C D</p>

<p>industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</p> <p>The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p>	<p>How was Andrew Jackson different from the previous presidents?</p> <p>What were Andrew Jackson’s achievements during presidency?</p> <p>Why were Native Americans forced off their land?</p> <p>Why was the Cherokee westward journey called the Trail of Tears?</p> <p>What challenges did Martin Van Buren face during his presidency?</p>	<p>by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.</p> <p>6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.D.4.b Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p>
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<p><b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 8</b> <b>UNITED STATES HISTORY II</b></p>	<p><b>UNIT 4: WESTWARD EXPANSION</b> This unit will explore the lure of Americans into new westward territories such as Oregon Country and California. It will focus on the difficulties of making the journeys. Furthermore, it will evaluate the expansion partly due to the ideal of manifest destiny leading to the Mexican War and ultimately the expansion.</p>
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Standard	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>		
Standard	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think about the world systematically about how past interactions of people, cultures, and the environment affect issues in the world. Such knowledge and skills enable students to make informed decisions as socially and environmentally responsible world citizens in the 21st century.</b>		
Standard	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and engaged citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>		
Interdisciplinary Connections	<b>NJSLS in ELA: RL.8.1-10; RI.8.1-10; W.8.1-10; SL.8.1-6; L.8.1-6</b>		
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	CPI (CUMULATIVE PROGRESS INDICATOR)	S
Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	<p>Why were settlers and trappers attracted to Oregon Country?</p> <p>What were the hardships of traveling westward?</p> <p>How did the siege at Fort Alamo inspire Texan soldiers?</p> <p>How did Texas become an independent nation?</p> <p>What impact did the manifest destiny have on Native Americans and Mexicans?</p> <p>What conflicts occurred in the New Mexico Territory?</p> <p>What were the results of the Mexican War?</p> <p>How did the gold rush impact California?</p>	<p>6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.</p> <p>6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p>	C D G P P S C H P C T

		<p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.D.4.b Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p>	
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<b>GRADE LEVEL: SOCIAL STUDIES 8 UNITED STATES HISTORY II</b>	<b>UNIT 5: NORTH AND SOUTH</b> This unit emphasizes the economic and social differences between the North and South. It Includes the economy of the north, the agricultural economy of the south, and the issues over slavery which shaped the nation.		
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>		
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think about the world systematically about how past interactions of people, cultures, and the environment affect issues in the world. Such knowledge and skills enable students to make informed decisions as socially and globally responsible world citizens in the 21st century.</b>		
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>		
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.8.1-10; RI.8.1-10; W.8.1-10; SL.8.1-6; L.8.1-6</b>		

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	<b>STANDARDS</b>
<p>Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</p> <p>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and</p>	<p>What impact did new inventions have on Northern farming and manufacturing?</p> <p>How did the railroad industry help aid economic growth?</p> <p>How were the north and south different from each other?</p> <p>Who were the new immigrants in the mid-1800’s?</p>	<p>6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p>	<p>C</p> <p>D</p> <p>G</p> <p>P</p> <p>P</p> <p>S</p> <p>C</p> <p>H</p> <p>P</p> <p>C</p> <p>T</p>

<p>Reconstruction had a lasting impact on the development of the United States.</p>	<p>How did the cotton gin help to increase cotton production?</p> <p>How did the cotton gin increase the demand for slave labor?</p> <p>What laws restricted the freedom of African Americans?</p> <p>How did African Americans resist slavery?</p>	<p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.</p>
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<p><b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 8</b> <b>UNITED STATES HISTORY II</b></p>	<p><b>UNIT 6: REFORM AND A NEW AMERICAN CULTURE</b> This unit will explore different reform movements such as the reforming of spirit during the Second Great Awakening, the abolition and the spread of the antislavery movement, and women calling for equality at the Seneca Falls Convention.</p>		
<p><b>Standard</b></p>	<p><b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b></p>		
<p><b>Standard</b></p>	<p><b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think critically and systematically about how past interactions of people, cultures, and the environment affect issues in the 21st century. Such knowledge and skills enable students to make informed decisions as socially and globally responsible world citizens in the 21st century.</b></p>		
<p><b>Standard</b></p>	<p><b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and engaged citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b></p>		
<p><b>Interdisciplinary Connections</b></p>	<p><b>NJSLS in ELA: RL.8.1-10; RI.8.1-10; W.8.1-10; SL.8.1-6; L.8.1-6</b></p>		
<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>CPI (CUMULATIVE PROGRESS INDICATOR)</b></p>	<p><b>S</b></p>
<p>Westward movement, industrial growth, increased immigration, the expansion of</p>	<p>What reforms were made in politics,</p>	<p>6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on</p>	<p>C D G</p>

<p>slavery, and the development of transportation systems increased regional tensions.</p> <p>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>	<p>religion, health, and education?</p> <p>How did the abolition movement begin and grow?</p> <p>How did the Underground Railroad help slaves reach freedom?</p> <p>Why was the south opposed to the abolition of slavery?</p> <p>Why did women call for equal rights? What was the purpose of the Seneca Falls Convention? Who were the key people in the abolition and women's rights movements?</p>	<p>the institution of slavery and on the economic and political development of the country.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.</p> <p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.</p>
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<p><b>GRADE LEVEL:</b> <b>SOCIAL STUDIES 8</b> <b>UNITED STATES HISTORY II</b></p>	<p><b>UNIT 7: SLAVERY DIVIDES THE NATION</b> This unit will present students with information on the great strain that slavery put on the nation. The Missouri Compromise and the Compromise of 1850 were a temporary solution. However, erupt in Kansas and more extreme measures were taken after the Dred Scott Case such as John Brown's raid on Pottawatomie and the destruction of the Sinking Ship. The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>		
<p><b>Standard</b></p>	<p><b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b></p>		
<p><b>Standard</b></p>	<p><b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think critically and systematically about how past interactions of people, cultures, and the environment affect issues in the world. Such knowledge and skills enable students to make informed decisions as socially and globally responsible world citizens in the 21st century.</b></p>		
<p><b>Standard</b></p>	<p><b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and responsible citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b></p>		
<p><b>Interdisciplinary Connections</b></p>	<p><b>NJSLS in ELA: RL.8.1-10; RI.8.1-10; W.8.1-10; SL.8.1-6; L.8.1-6</b></p>		
<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>CPI (CUMULATIVE PROGRESS INDICATOR)</b></p>	<p><b>S</b></p>

<p>Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</p> <p>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>	<p>What was the purpose of the Missouri Compromise?</p> <p>Why did conflicts arise over the slavery issue in western territories?</p> <p>What was the impact of the Compromise of 1850?</p> <p>How did <i>Uncle Tom's Cabin</i> impact attitudes about slavery?</p> <p>Why was the Fugitive Slave Act passed?</p> <p>What was the goal of the Kansas-Nebraska Act?</p> <p>Why did violence erupt in Kansas?</p> <p>How did the Dred Scott case impact the nation?</p> <p>How did the Republican party emerge?</p> <p>How did Abraham Lincoln emerge as the leader of the Republican Party?</p> <p>What impact did John Brown have on the nation?</p> <p>How did Southerners react to the election of 1860?</p> <p>How did the Civil War begin in 1861?</p> <p>What is meant by Union and Confederate?</p>	<p>6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.</p> <p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.</p>
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	Who was Jefferson Davis?	
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<b>GRADE LEVEL: SOCIAL STUDIES 8 UNITED STATES HISTORY II</b>	<b>UNIT 8: THE CIVIL WAR</b> This unit will explore all the different aspects of the Civil War such as: causes, strategies and goals, leaders, key battles, contributions of Africans Americans and women, and the surrender of the Confederacy at Appomattox Court House.		
<b>Standard</b>	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think critically about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>		
<b>Standard</b>	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think critically and systematically about how past interactions of people, cultures, and the environment affect issues in the world today. Such knowledge and skills enable students to make informed decisions as socially and globally responsible world citizens in the 21st century.</b>		
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and responsible citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>		
<b>Interdisciplinary Connections</b>	<b>NJSLS in ELA: RL.8.1-10; RI.8.1-10; W.8.1-10; SL.8.1-6; L.8.1-6</b>		
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>CPI (CUMULATIVE PROGRESS INDICATOR)</b>	
<p>Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</p> <p>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>	<p>What major issue caused the nation to divide?</p> <p>What were the strengths and weaknesses of the north and the south?</p> <p>Who were the leaders of each side during the Civil War?</p> <p>What were the north and south's strategies for winning the war?</p> <p>What key victories did the Union and Confederate forces achieve?</p>	<p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>6.1.8.B.5.a Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.</p> <p>6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.</p>	



	<p>What were the effects of the Emancipation Proclamation?</p> <p>How did African Americans and women contribute to the war effort?</p> <p>What was soldier life like during the Civil War?</p> <p>What was Abraham Lincoln’s primary goal of the Civil War?</p> <p>How did the Civil War affect the economy of the north and south?</p> <p>What was the importance of the battles of Gettysburg and Vicksburg?</p> <p>What was the significance of the Gettysburg Address?</p> <p>What were the results and the effects of the Civil War?</p> <p>Why was the Civil War a major turning point in American history?</p>	<p>6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p> <p>6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.</p>
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**GRADE LEVEL:**  
**SOCIAL STUDIES 8**  
**UNITED STATES HISTORY II**

**UNIT 9: RECONSTRUCTION AND THE CHANGING SOUTH**  
This unit will illustrate plans to heal and rebuild the nation that was torn apart during the Civil War, the ratification of the Thirteenth Amendment, the assassination of Abraham Lincoln, and the ineffective Reconstruction that was carried out by Andrew Johnson in the South – leading to the restriction of rights.

Standard	<b>6.1 U.S. History: America in the World -All students will acquire the knowledge and skills to think about how past and present interactions of people, cultures, and the environment shape the American identity. This knowledge and skills enable students to make informed decisions that reflect fundamental rights and values as productive citizens in local, national, and global communities.</b>		
Standard	<b>6.2 World History/Global Studies - All students will acquire the knowledge and skills to think about the world systematically about how past interactions of people, cultures, and the environment affect issues and events in the world. Such knowledge and skills enable students to make informed decisions as socially and environmentally responsible world citizens in the 21st century.</b>		
Standard	<b>6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active and engaged citizens who value diversity and promote cultural understanding by working collaboratively to address global issues inherent in living in an interconnected world.</b>		
Interdisciplinary Connections	<b>NJSLS in ELA: RL.8.1-10; RI.8.1-10; W.8.1-10; SL.8.1-6; L.8.1-6</b>		
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	CPI (CUMULATIVE PROGRESS INDICATOR)	S
<p>Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</p> <p>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>	<p>What postwar problems occurred in the north and south?</p> <p>What is meant by reconstruction?</p> <p>How did the assassination of Abraham Lincoln impact reconstruction and the nation?</p> <p>What is the significance of the Thirteenth, Fourteenth, and Fifteenth Amendments?</p> <p>How did Andrew Johnson carry out reconstruction?</p> <p>What was the reaction to the passage of black codes in the South?</p> <p>Why was Andrew Johnson nearly impeached?</p>	<p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>6.1.8.B.5.a Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.</p> <p>6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.</p>	<p>C</p> <p>D</p> <p>G</p> <p>P</p> <p>P</p> <p>S</p> <p>C</p> <p>H</p> <p>P</p> <p>C</p> <p>T</p>

	<p>Why was there a cycle of poverty in the south after the Civil War ended?</p> <p>What was the impact of reconstruction on the south?</p> <p>How were African American rights still restricted in the south after the end of reconstruction?</p> <p>What new industries flourished in the “New South?”</p>	<p>6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p> <p>6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p>
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