# Somers Point School District



# Curriculum

## Social Studies

## Grade 7

## August 2012

##

## Board Approved: September 2012

# Table of Contents

**Somers Point Schools Administration and Board of Education Members Page 3**

**Acknowledgments Page 4**

**District Vision, Mission, and Goals Page 5**

**Introduction/Philosophy/Educational Goals Page 6**

**National and State Standards Page 8**

**Scope and Sequence Pages 9-11**

**Goals/Essential Questions/Objectives/Instructional Tools/Activities Pages 12-28**

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**Acknowledgments**

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**Writers Names:** Michael Dalessio, Paul McCracken, Amy Horan-Smith, Jeanette Cellucci, Chris Ragan

**Director of Curriculum:** Jennifer Luff Ed.D.

**Secretarial Staff:** Suzanne Klotz

**Somers Point Schools**

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

**Our Mission**

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

* *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
* *Providing optimal facilities and resources*
* *Mastering the skills and tools needed for success*
* *Facilitating an educational partnership with home, school and community*

**Our Beliefs**

Beliefs: We believe that our empowered learners:

* Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
* Are aware of community issues and take part in activities to better their community
* Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
* Develop intellectual curiosity and the ability to access information as needed
* Become reflective learners who have an understanding of their own strengths and weaknesses
* Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
* Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
* Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

**Our Vision**

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

* Take academic risks
* Transfer or extend content area knowledge
* Are intrinsically motivated life-long learners
* Are global learners who collaborate beyond the confines of the classroom or school
* Demonstrate social growth
* Are meta-cognitive thinkers
* Solve real-world problems

To foster student achievement Somers Point Educators:

* Promote student-centered learning
* Explicitly communicate the purpose of the lesson and how it fits into students’ broader learning
* Provide hands-on learning activities
* Encourage collaboration
* Cultivate a safe environment and a strong classroom community
* Differentiate instruction
* Know the content area, curriculum, and their students
* Integrate technology
* Uncover and capitalize on student interests
* Use assessment data to make instructional decisions
* Commit to life-long learning to improve their practice

**INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS**

**Philosophy**

Somers Point Schools will help students understand their past and present to become responsible and productive citizens in a democratic society and a globally interdependent world. Through an integrated study of social studies our mission is to provide learners with the knowledge, skills and attitudes they need to be active, informed citizens and contributing members of local, state and world communities.

**Educational Goals & Beliefs**

• All students learn through a variety of relevant experiences. Therefore, we will provide interactions that activate and build on prior knowledge and promote higher level thinking skills.

• Research shows active learning is essential. Therefore, we will provide students with a variety of active, student-centered, multisensory learning opportunities.

• Instruction should be relevant, meaningful, and based on student needs. Therefore, we will provide opportunities for students to make connections to their own lives using a variety of instructional strategies.

• The world is constantly changing. Therefore, we will provide the opportunities for students to understand that the present connects to the past and affects the future.

• We live in a culturally diverse, global society. Therefore, we will develop student understanding of diverse cultures that honors equality and human dignity.

• Assessment should be ongoing, diagnostic, and aligned with instruction. Therefore, we will provide multiple authentic assessment tools.

• The use of community resources is essential for effective instruction. Therefore, we will use the rich history and ethnic diversity of our community to enhance learning.

• Active and informed citizen participation is essential to democracy. Therefore, we will provide instruction and curriculum designed to develop students who will be informed, active problem solvers, and willing participants in the democratic process.

• Students are citizens of a connected, digital society. Therefore they will utilize technology as a tool to solve problems and build relationships.

**New Jersey State Department of Education**

**Core Curriculum Content Standards**

**A note about Social Studies Standards and Cumulative Progress Indicators.**

**Social Studies Education in the 21st Century**

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

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

More information about The NJ Core Curriculum Content Standards in Social Studies can be found here: <http://www.state.nj.us/education/cccs/standards/6/index.html>

**Grade 7 Social Studies**

**Scope and Sequence**

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| --- | --- | --- |
|  | Quarter I |  |
| Timeline | Big Idea *Topic* | Standards |
| 2 Weeks | Arabia | 6.2.8.A.3.a6.2.8.A.4.a6.2.8.A.3.b6.2.8.3.d6.2.8.B.3.a6.2.8.D.3.a6.2.8.D.3.e6.2.8.D.3.f6.2.8.B.4.a6.2.8.B.4.d6.2.8.B.4.g6.2.8.C.4.e6.2.8.D.4.h6.2.8.D.4.b |
| 2 Weeks | Middle America | 6.2.8.B.4.a6.2.8.B.4.b6.2.8.B.4.e6.2.8.B.4.h6.2.8.C.4.a6.2.8.C.4.b6.2.8.D.4.b6.2.8.D.4.c6.2.8.D.4.j |
|  | Quarter II |  |
| Timeline | Big Idea *Topic* | Standards |
| 2 Weeks | Asia | 6.2.8.A.3.a6.2.8.A.3.b6.2.8.B.3.a6.2.8.B.3.b6.2.8.C.3.a6.2.8.A.4.b6.2.8.B.4.f6.2.8.D.4.b6.2.8.D.4.c6.2.8.D.4.g6.2.8.D.4.j |
| 2 Weeks | Africa | 6.2.8.A.3.a6.2.8.A.3.b6.2.8.B.3.a6.2.8.B.4.b6.2.8.B.4.c6.2.8.C.4.d6.2.8.D.4.b6.2.8.D.4.c6.2.8.D.4.i6.2.8.D.4.j |

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|  | Quarter III |  |
| Timeline | Big Idea *Topic* | Standards |
|  4 weeks | Europe | 6.2.8.A.3.a6.2.8.A.3.b6.2.8.A.3.e6.2.8.B.3.a6.2.8.A.4.b6.2.8.A.4.c6.2.8.B.4.b6.2.8.D.4.b6.2.8.D.4.c6.2.8.D.4.d6.2.8.D.4.e6.2.8.D.4.f6.2.8.D.4.g |
|  | **Quarter IV** |  |
| **Timeline** | **Big Idea** *Topic* | **Standards** |
| 2 Weeks | Amistad | 6.2.8.A.3.a6.2.8.A.3.b6.2.8.A.3.e6.2.8.B.3.a6.2.8.D.4.c |
| 2 Weeks | Genocide | 6.2.8.A.3.a6.2.8.A.3.b6.2.8.A.3.e6.2.8.D.4.e6.2.8.B.3.a6.2.8.D.4.c |

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| **Suggested days of Instruction -** Q12 weeks | **Big Idea:****The Classical Civilizations of The World.** | **Topic:** **Arabic** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 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.4.a * Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.A.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.b * Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

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

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

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

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

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

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

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

6.2.8.B.4.d* Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

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

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

6.2.8.D.4.h* Determine the extent to which the Byzantine Empire influenced the Islamic world and Western Europe.

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

8.1.8.A.5 * Select and use appropriate tools and digital resources to accomplish a variety of tasks and solve problems.
 | **Essential Questions:** **What role did religion play in Islamic Culture?** **Enduring Understandings: The Islamic religion as expressed in the Holy Quran provided the guidelines for Muslims’ lives and the governments of Muslim states.** | **Learning Activities:** **Materials: WebQuest** [**http://questgarden.com/34/20/2/060829230245/**](http://questgarden.com/34/20/2/060829230245/)**Create a Brochure: The Prophet Muhammad****Assessment Models: RUBRIC** **Materials: Lap Top; smart board**Jeopardy Game: History of Islam<http://questgarden.com/17/40/3/070420223803/process.htm>Resources:[www.cie.org/ItemDetail.aspx?id=N&m\_id=52&item\_id=248&cat\_id=104](http://www.cie.org/ItemDetail.aspx?id=N&m_id=52&item_id=248&cat_id=104)<http://www.pbs.org/teachers/connect/resources/4822/preview/>Research Muslim Advancements in science, math and medicine. Identify the accomplishments, contributors and how it directly affects them today. Create an informational digital display. Assessment Models: RUBRICMaterials: Lap Top; Projector |

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| **Suggested days of Instruction -** Q12 Weeks | **Big Idea:****Middle America** | **Topic:** **Middle America** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.2.8.B.4.a* Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.

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

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

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

6.2.8.C.4.b* Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.

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

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

6.2.8.D.4.j* Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
 | **Essential Questions: How did agriculture (farming) lead to the development of Middle American cultures?****Enduring Understandings: Farming was the basis for Middle American cultures clearing the jungle, maintaining a stable location, and** **:** | **Learning Activities: Cooperative Learning Group:** **Explore the World of the Ancient Maya:**[**http://questgarden.com/131/81/4/110923205642/**](http://questgarden.com/131/81/4/110923205642/)**Materials: Map, Websites, Text book****Assessment Models: Double Rubric****Web-Quest to Explore Aztec Civilization(Group Project)**[**http://questgarden.com/55/56/4/071116103153/**](http://questgarden.com/55/56/4/071116103153/)**Rise Of The Incas**[**http://www.pbs.org/teachers/connect/resources/7667/preview/**](http://www.pbs.org/teachers/connect/resources/7667/preview/)**Inca Technology and Innovation:**[**http://www.pbs.org/teachers/connect/resources/7667/preview/**](http://www.pbs.org/teachers/connect/resources/7667/preview/)**Materials: Lap Top, projector, Websites****Assessment Models: Check-list; check-point grading sheet**[**http://questgarden.com/115/15/6/111025204747/**](http://questgarden.com/115/15/6/111025204747/)**Ancient Civilizations of Latin America WebQuest****Travel to Ancient Civilizations of Latin America**[**http://questgarden.com/28/90/1/060627104232/process.htm**](http://questgarden.com/28/90/1/060627104232/process.htm) |

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| **Suggested days of Instruction:**Quarter 2  2 Weeks | Big Idea:**Middle Ages** | **Topic:** **Asia** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.2.8.A.3.a* Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

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

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

6.2.8.B.3.b* Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

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

6.2.8.A.4.b* Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.B.4.f* Explain how the geographies of China and Japan influenced their development and their relationship with one another.

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

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

6.2.8.D.4.g* Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

6.whst.2.a-f8.1.8.A.1Create a professional document (e.g..., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program. 8.1.8.A.5 * Select and use appropriate tools and digital resources to accomplish a variety of tasks and solve problems.
 | **Essential Questions:** How do the actions of leaders affect people and countries**?****Enduring Understandings:**Governments can change based on the needs of people, their society and culture.  | **Learning Activities: Informational Writing Activity: How geographical features of China and Japan influenced their development.**Day 1:Utilize Google Earth to identify unique and defining geographical features of Japan and China.Day 3:Drafting writing sample: review essay structure.Day 4: Conference on the draft domain specific vocabulary; well-chosen facts concrete details and clear relationships among ideas.Day5: Generate final draft.**Materials: Lap Tops, Google Earth;****Assessment Models: Day 2 4 Column research template: list the features unique to Japan and China.****Web Quest: Genghis Khan for President** [**http://questgarden.com/79/89/9/090407145625/**](http://questgarden.com/79/89/9/090407145625/)**(1)Web Quest: Reunification of the Tang Dynasty**[**http://questgarden.com/49/88/3/070412093400/**](http://questgarden.com/49/88/3/070412093400/)**(2)WebQuest:**[**http://questgarden.com/62/41/2/080315222502/task.htm**](http://questgarden.com/62/41/2/080315222502/task.htm)**: China’s Talented Dynasties: Tang and Song****Digital Storytelling: Fiction**Use Chinese or Japanese Fables to “Digitally Re-create” a fable and compare it to a modern day problem or solution.Materials: Lap Tops, Projector, BBC WebsiteAssessment Model: Activity Rubric |

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| **Suggested days of Instruction:****Quarter 2** **2 weeks** | Big Idea:**Middle Ages** | **Topic:** **Africa** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.2.8.A.3.a* Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

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

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

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

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

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

6.2.8.D.4.b* Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.

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

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

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

8.1.8.D.1 * Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security and ethics.

8.1.8.D.3* Demonstrate how information may be biased on a controversial issue.

8.1.8.A.1Create a professional document (e.g..., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program. 8.1.8.A.5 * Select and use appropriate tools and digital resources to accomplish a variety of tasks and solve problems.

6-8.RH.66-8.RH.97.W.3.A-E | **Essential Questions: How do the actions of leaders affect people and countries?****Enduring Understandings: The growth of African empires and Islam led to the success of centralized governments ruled by kings.** | **Learning Activities: Primary Source Reading Assignment: Identify Authors purpose or point of view. Site textual evidence to support authors’ purpose.****\*Analyze the relationship of primary and secondary source data on the topic.****\*Day 1 Primary Source****\*Day 2 Secondary****(display and share)****Internet Search Strategies:****Identify ways to minimize search strategies and analyze various sources and reliability.****\*Cooperative Learning Groups**Materials: Lap Top; projector; **Assessment Models: RUBRIC****Mapping Activity: Road to Timbuktu**[**http://www.pbs.org/wonders/Classrm/lesson5.htm**](http://www.pbs.org/wonders/Classrm/lesson5.htm)**Materials: PBS Video; blank maps, lap tops****Assessment: Presentation RUBRIC****Review of important African Empires**[**http://questgarden.com/121/66/9/110315155526/process.htm**](http://questgarden.com/121/66/9/110315155526/process.htm) |

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| **Suggested days of Instruction:****Quarter 3****4 weeks** | Big Idea:**Medieval Times** | **Topic:** **Europe** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6-8.WHST.1.a-e6.2.8.A.3.a* Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

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

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

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

6.2.8.A.4.b* Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.A.4.c* Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.

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

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

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

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

6.2.8.D.4.e* Assess the demographic, economic, and religious impact of the plague on Europe

6.2.8.D.4.f * Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.D.4.g* Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

8.1.8.A.1Create a professional document (e.g..., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.  8.1.8.A.5 * Select and use appropriate tools and digital resources to accomplish a variety of tasks and solve problems.

8.1.8.F.1Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.8.1.8.B.1Synthesize the publish information about a local or global issue or event on a web-based shared hosted service. 6-8.RH.16-8.RH.10 | **Essential Questions: How does the Feudal System promote social, economic and political order?****Enduring Understandings: It increased trade and led to the growth of towns and cities and the rise of guilds and city governments.** | **Learning Activities: Argue the techniques of how to cure the Plague.****Double sided journal entry done prior to initiating assignment.****Open Ended Question: Do you think feudalism helped or hurt western civilization; use evidence in text to support answer.** **Create 3 Dimensional Digital structures demonstrating the Feudal System of organizing society.** [**www.sketchup.com**](http://www.sketchup.com)**Assessment Models:****Web Quest: Life in Medieval Europe**[**http://questgarden.com/98/48/6/100314160905/**](http://questgarden.com/98/48/6/100314160905/)**Materials: lap tops, projector, smart board****Assessment: evaluation RUBRIC****Web Quest: Knights During Medieval Europe**[**http://questgarden.com/49/54/5/070409140144/index.htm**](http://questgarden.com/49/54/5/070409140144/index.htm)**Materials: Pyramid, Clip Art, Paper-Mache, Clay****Assessment: RUBRIC** |

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| **Suggested day of Instruction:****Quarter 4** **2 weeks** | Big Idea:Exchanging and Encounters | Topic: Amistad |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.2.8.A.3.a* Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

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

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

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

8.1.8.A.1Create a professional document (e.g..., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.8.1.8.A.5 * Select and use appropriate tools and digital resources to accomplish a variety of tasks and solve problems.
 | **Essential Questions:**How did the Amistad event change societal views of slavery?**Enduring Understandings:****I**ndividuals and Group efforts have shaped the struggle for equality. | **Learning Activities:****\*Vocabulary Activity-teacher will provide definitions; students will use contact clues to determine the meaning of words and phrases.****\*Analyze the relationship between Mutineers (primary source) vs. the Court version (secondary source) by a Compare and Contrast Matrix** Create a news report or digital newspaper to describe the plight of the Amistad Captives.  Create a digital time line.[**amistadcurriculum.com**](http://amistadcurriculum.com)**Analyze why the Amistad matters and create a blog.**[**http://www.neiuindependent.com/news/what-is-the-amistad-legislation-and-why-does-it-matter-1.1652317**](http://www.neiuindependent.com/news/what-is-the-amistad-legislation-and-why-does-it-matter-1.1652317)**Assessment Models:****The Holocaust WebQuest**[**http://questgarden.com/113/42/9/101109102344/process.htm**](http://questgarden.com/113/42/9/101109102344/process.htm)**Materials: power point, lap tops****Assessment: Journal, Power Point, Friendly Letter RUBRIC** |

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| **Suggested days of Instruction****Quarter 4** **2 weeks** | Big Idea:**Genocide** | **Topic:** **Armenian****Holocaust****Sudan****Rwanda** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
|  6.2.8.A.3.a* Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

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

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

6.2.8.D.4.e* Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.B.3.a* 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.D.4.c* Determine how Africa’s physical geography and natural resources posed challenges and opportunities for trade and development.

8.1.8.A.1* Create a professional document (e.g..., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.3* Create a multimedia presentation including sound and images.

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

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

6-8.RH.46-8.RH.77.SL.6 | **Essential Questions:**How can oppression of groups change societies and cultures?**Enduring Understandings:**How does society influence our identity and the choices we make?  | **Learning Activities:** **\*Analyze and view maps and graphs relating to the location genocides occurring globally and across the span of time to generate a spreadsheet.****\* Multi-media project (PSA) to inform others of the various genocides and why they took place.** **Assessment Models: Generate a spreadsheet to use a visual representation to demonstrate to others the various genocides that have taken place.****Connect with a Holocaust Survivor as a primary source- read and develop Interview questions.** [**http://www.hmlc.org/**](http://www.hmlc.org/)**Create a digital documentary on a genocide using primary and secondary sources. Create ways to prevent or inform others of the Genocides that happen today.** |