

Oxford  
Township  
Social Studies  
Curriculum  
2019

6.1 U.S. History: America in the World Focus Topic: A. Civics, Government and Human Rights		Grade Levels: P		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Citizenship begins with becoming a contributing member of the classroom community.	Community Citizenship	<a href="https://www.education.com/activity/kindergarten/social-studies/">https://www.education.com/activity/kindergarten/social-studies/</a>  <a href="https://sharemylesson.com/lessons/elementary-k-2/social-studies">https://sharemylesson.com/lessons/elementary-k-2/social-studies</a>  <a href="https://www.education.com/lesson-plan/what-is-a-good-citizen/">https://www.education.com/lesson-plan/what-is-a-good-citizen/</a>	Teacher Observation Class Discussion	6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
			Teacher Observation Class Discussion	6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
			Teacher Observation Class Discussion	6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

<b>6.1 U.S. History: America in the World</b>		<b>Grade Levels: 1-4</b>		
<b>Focus Topic: A. Civics, Government and Human Rights</b>				
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
Rules and laws are developed to protect people's rights and the security and welfare of society.	Rights Conflict	<a href="http://www.pbisworld.com/tier-2/teach-conflict-resolution-skills/">http://www.pbisworld.com/tier-2/teach-conflict-resolution-skills/</a> <a href="http://www.living-democracy.com/textbooks/volume-2/unit-5/lesson-1/">http://www.living-democracy.com/textbooks/volume-2/unit-5/lesson-1/</a>	Oral Presentation Formative Assessment Student Project Exit Ticket	6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	Constitution Bill of Rights Due Process Democracy	<a href="http://www.nea.org/tools/lessons/constitution-day-grades-k-5.html">http://www.nea.org/tools/lessons/constitution-day-grades-k-5.html</a> <a href="http://www.k12.com/constitution-day.html">http://www.k12.com/constitution-day.html</a> <a href="https://www.youtube.com/watch?v=RnVmlrAjbQ8">https://www.youtube.com/watch?v=RnVmlrAjbQ8</a>	Oral Presentation Formative Assessment Student Project Exit Ticket	6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
American constitutional government is based on principles of limited government, shared authority, fairness, and equality.	Fairness Equality Common Good	<a href="https://www.usa.gov/branches-of-government-1-lesson-plan">https://www.usa.gov/branches-of-government-1-lesson-plan</a>	Oral Presentation Formative Assessment Student Project Exit Ticket Class Discussion	6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.
There are different branches within the United States government, each with its own structure, leaders, and processes,	Three Branches of Government Checks and Balances Federal Government State Government	<a href="https://www.youtube.com/watch?v=-EISWIY9bG8">https://www.youtube.com/watch?v=-EISWIY9bG8</a>	Oral Presentation Formative Assessment Student Project Exit Ticket	6.1.4.A.4 Explain how the United States government is organized and how the United States

and each designed to address specific issues and concerns.			Research Project	Constitution defines and checks the power of government
		<a href="https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids">https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids</a>	Oral Presentation Formative Assessment Student Project Research Project Exit Ticket	6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government
		<a href="https://www.icivics.org/curriculum/state-and-local-government">https://www.icivics.org/curriculum/state-and-local-government</a>	Oral Presentation Formative Assessment Student Project Research Project Exit ticket	6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
In a representative democracy, individuals elect representatives to act on the behalf of the people.	Representative Democracy Representative Policy	<a href="https://educators.brainpop.com/bp-topic/democracy/">https://educators.brainpop.com/bp-topic/democracy/</a>	Oral Presentation Formative Assessment Student Project Research Project Exit ticket	6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
		<a href="http://www.ushistory.org/gov/12.asp">http://www.ushistory.org/gov/12.asp</a>	Performance task Formative Assessment Student Project Hands On Activity Exit Ticket Graphic Organizer	6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	Human Rights Violation Dr. Martin Luther King, Jr.	<a href="https://www.hrw.org/history">https://www.hrw.org/history</a>	Performance task Formative Assessment Student Project Hands On Activity Exit Ticket Graphic Organizer	6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
		<a href="https://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html">https://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html</a>	Oral Presentation Formative Assessment Student Project Hands On Activity Exit Ticket	6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social

		<a href="http://www.thekingcenter.org/about-dr-king">http://www.thekingcenter.org/about-dr-king</a>	Graphic Organizer	activism in subsequent generations.
The United States democratic system requires active participation of its citizens.	Civic Responsibility	<a href="https://quizlet.com/21594590/civic-duties-and-responsibilities-flash-cards/">https://quizlet.com/21594590/civic-duties-and-responsibilities-flash-cards/</a> <a href="https://betterlesson.com/community/lesson/21259/lesson-4-citizen-responsibilities">https://betterlesson.com/community/lesson/21259/lesson-4-citizen-responsibilities</a>	Performance Task Oral Presentation Formative Assessment Class Discussion	6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
		<a href="http://www.pbs.org/newshour/extra/lessons-plans/lesson-plan-civic-engagement-and-ways-for-students-to-get-involved/">http://www.pbs.org/newshour/extra/lessons-plans/lesson-plan-civic-engagement-and-ways-for-students-to-get-involved/</a>	Performance Task Oral Presentation Formative Assessment Class Discussion	6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
Immigrants can become and obtain the rights of American citizens.	Immigrant	<a href="https://www.scholastic.com/teachers/blog-posts/shari-edwards/bring-immigration-and-citizenship-life-classroom/">https://www.scholastic.com/teachers/blog-posts/shari-edwards/bring-immigration-and-citizenship-life-classroom/</a>	Performance Task Oral Presentation Formative Assessment Class Discussion	6.1.4.A.13 Describe the process by which immigrants become United States citizens.
The world is comprised of nations that are similar to and different from the United States.		<a href="http://www.sheppardsoftware.com/World_Content.htm">http://www.sheppardsoftware.com/World_Content.htm</a>	Performance Task Oral Presentation Formative Assessment Class Discussion	6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.	Perspective Diverse Global		Performance Task Oral Presentation Formative Assessment Class Discussion Exit Ticket	6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	Interconnected		Research Project Student Project Oral Presentation	6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

<b>6.1 U.S. History: America in the World Focus Topic: B. Geography, People, and the Environment</b>		<b>Grade Levels: P</b>		
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
Everyone is part of a larger neighborhood and community.	Neighborhood Community	<a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/my-neighborhood/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/my-neighborhood/</a>  <a href="https://www.education.com/lesson-plan/helper-s-in-our-community/">https://www.education.com/lesson-plan/helper-s-in-our-community/</a>	Teacher Observation Class Discussion	6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.
			Teacher Observation Class Discussion Performance Task	6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers

<b>6.1 U.S. History: America in the World Focus Topic: B. Geography, People, and the Environment</b>		<b>Grade Levels: 1-4</b>		
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	Spatial Types of Maps (physical, political) Cultural Diffusion Economic Interdependence Geographic	<a href="https://mapmaker.nationalgeographic.org/">https://mapmaker.nationalgeographic.org/</a>  <a href="https://www.census.gov/geography/interactive-maps.html">https://www.census.gov/geography/interactive-maps.html</a>	Research Project Formative Assessment Graphic Organizer Exit Ticket	6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

	Globe Latitude Longitude Time Zones	<a href="https://www.google.com/earth/">https://www.google.com/earth/</a>  <a href="http://www.yourchildlearns.com/online-interactive-maps.htm">http://www.yourchildlearns.com/online-interactive-maps.htm</a>	Performance Task Oral Presentation Student Project Rubric	6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
			Class Discussion Student Project	6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
Places are jointly characterized by their physical and human properties.	Landforms Climate Resources Regions of NJ		Student project Research Project Exit Ticket Class Discussion Formative Assessment	6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
The physical environment can both accommodate and be endangered by human activities.		<a href="https://www.census.gov/geography/interactive-maps.html">https://www.census.gov/geography/interactive-maps.html</a>	Student project Research Project Exit Ticket Class Discussion Formative Assessment	6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.	Physical Conditions Ecological Conditions Economy Culture Regionalism	<a href="http://www.yourchildlearns.com/online-interactive-maps.htm">http://www.yourchildlearns.com/online-interactive-maps.htm</a>	Research Project Formative Assessment Graphic Organizer Exit Ticket	6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.	Settlement Natural Resources		Student Project Research Project Exit Ticket Class Discussion Formative Assessment	6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
		<a href="http://www.esri.com/products/maps-we-love/natural-resources">http://www.esri.com/products/maps-we-love/natural-resources</a>	Research Project Formative Assessment Graphic Organizer Exit Ticket	6.1.4.B.8 Compare ways people choose to use and distribute natural resources
Advancements in science and technology can have unintended consequences that impact individuals and/or societies.			Research Project Class Discussion Performance Task Exit Ticket	6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	Demographic Cultural Differences	<a href="https://www.census.gov/geography/interactive-maps.html">https://www.census.gov/geography/interactive-maps.html</a>  <a href="https://www.google.com/earth/">https://www.google.com/earth/</a>  <a href="http://www.yourchildlearns.com/online-interactive-maps.htm">http://www.yourchildlearns.com/online-interactive-maps.htm</a>	Performance Task Formative Assessment Peer Evaluation/ Self Evaluation	6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.



6.1 U.S. History: America in the World Focus Topic: C. Economics, Innovation, and Technology		Grade Levels: 1-4		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
People make decisions based on their needs, wants, and the availability of resources.	Opportunity Costs Needs vs. Wants Scarcity	<a href="http://economics.mrdonn.org/lessonplans.html">http://economics.mrdonn.org/lessonplans.html</a>  <a href="https://www.moneyinstructor.com/elementary.asp">https://www.moneyinstructor.com/elementary.asp</a>  <a href="https://www.fte.org/teachers/teacher-resources/lesson-plans/">https://www.fte.org/teachers/teacher-resources/lesson-plans/</a>	Performance Task Oral Presentation In-Class Activity	6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
			Research Project Class Discussion Performance Task Exit Ticket	6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
Economics is a driving force for the occurrence of various events and phenomena in societies.	Economics Incentives Producers Consumers Supply and Demand Specialization Exchange of Goods and Services	<a href="https://www.stlouisfed.org/~media/Education/Lessons/pdf/Saturday-Sancocho.pdf">https://www.stlouisfed.org/~media/Education/Lessons/pdf/Saturday-Sancocho.pdf</a>	Class Discussion Formative Assessment Exit Ticket Student Project	6.1.4.C.3 Explain why incentives vary between and among producers and consumers.
			Class Discussion Formative Assessment Exit Ticket Student Project	6.1.4.C.4 Describe how supply and demand influence price and output of products
			Class Discussion Formative Assessment Exit Ticket Student Project	6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.

Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.	Household Business Laborer Global Economy Policymaking Societal Outcomes Private/Public Goods and Services Global Market Consumption of Goods and Services	<a href="https://www.stlouisfed.org/~media/Education/Lessons/pdf/Saturday-Sancocho.pdf">https://www.stlouisfed.org/~media/Education/Lessons/pdf/Saturday-Sancocho.pdf</a>  <a href="http://www.proteacher.com/090041.shtml">http://www.proteacher.com/090041.shtml</a>	Class Discussion Formative Assessment Exit Ticket Student Project	6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
			Class Discussion Formative Assessment Exit Ticket Student Project	6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
			Student Project Teacher Observation Oral Presentation Graphic Organizer	6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
Availability of resources affects economic outcomes.	Resources Economic Outcomes	<a href="http://worldpopulationhistory.org/teachers-resources/">http://worldpopulationhistory.org/teachers-resources/</a>	Research Project Formative Assessment Graphic Organizer Exit Ticket	6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	Financial Tools Financial Decisions Investment Money - Savings and Debt	<a href="https://www.takechargeamerica.org/financial-education/teaching-resources/third-grade/">https://www.takechargeamerica.org/financial-education/teaching-resources/third-grade/</a>	Class Discussion Formative Assessment Exit Ticket Student Project	6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

			Class Discussion Student Project In Class Activity Research Project	6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.
Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.	Inventions Products and Services	<a href="http://www.njinvent.org/publications.html">http://www.njinvent.org/publications.html</a>	Oral Presentation Research Project Performance Task	6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
			Oral Presentation Research Project Performance Task	6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.
Economic opportunities in New Jersey and other states are related to the availability of resources and technology.		<a href="http://lwd.dol.state.nj.us/labor/lpa/LMI_index.html">http://lwd.dol.state.nj.us/labor/lpa/LMI_index.html</a>  <a href="http://lwd.dol.state.nj.us/labor/lpa/content/maps_index.html">http://lwd.dol.state.nj.us/labor/lpa/content/maps_index.html</a>	Research Project Formative Assessment Graphic Organizer Exit Ticket	6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
			<a href="http://www.state.nj.us/transportation/works/njchoices/pdf/assessment.pdf">http://www.state.nj.us/transportation/works/njchoices/pdf/assessment.pdf</a>	Class Discussion Oral Presentation Formative Assessment Student Project
Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.	Innovation Scientific achievement and Inventions Science and Technology Agricultural Society Industrial Society Information Age Communication Systems	<a href="http://www.njinvent.org/publications.html">http://www.njinvent.org/publications.html</a>	Class Discussion Oral Presentation Formative Assessment Student Project	6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

		<a href="http://www.american-history.com/inventors-timeline.htm">http://www.american-history.com/inventors-timeline.htm</a>	Class Discussion Oral Presentation Formative Assessment Student Project	6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
		<a href="http://americanhistory.si.edu/collections/subjects/communications">http://americanhistory.si.edu/collections/subjects/communications</a>	Class Discussion Oral Presentation Formative Assessment Student Project	6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

<b>6.1 U.S. History: America in the World</b>		<b>Grade Levels: P</b>		
<b>Focus Topic: D. History, Culture, and Perspectives</b>				
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
Individuals and families have unique characteristics.	Family Characteristics Traditions	<a href="http://themes.atozteacherstuff.com/198/family-lesson-plans-activities-printables-and-ideas/">http://themes.atozteacherstuff.com/198/family-lesson-plans-activities-printables-and-ideas/</a>	Teacher Observation Student Project	6.1.4.D.1 Describe characteristics of oneself, one’s family, and others.
		<a href="http://www.educationworld.com/a_lesson/lesson/lesson329.shtml">http://www.educationworld.com/a_lesson/lesson/lesson329.shtml</a>	Teacher Observation	6.1.P.D.2 Demonstrate an understanding of family roles and traditions.
There are many different cultures within the classroom and community.	Culture Community Diversity	<a href="https://respectfulkindergarten.com/citizens.weebly.com/lesson-1-respect-and-feelings.html">https://respectfulkindergarten.com/citizens.weebly.com/lesson-1-respect-and-feelings.html</a>	Teacher Observation	6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).

			Teacher Observation Student Project	6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
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6.1 U.S. History: America in the World Focus Topic: D. Economics, Innovation, and Technology		Grade Levels: 1-4		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	Immigrant Colonization Native American Lenni Lenape Voluntary Involuntary	<a href="http://www.discoverededucation.com/teachers/free-lesson-plans/trails-of-understanding-the-earliest-immigrants.cfm">http://www.discoverededucation.com/teachers/free-lesson-plans/trails-of-understanding-the-earliest-immigrants.cfm</a>  <a href="http://www.history.com/topics/u-s-immigration-before-1965">http://www.history.com/topics/u-s-immigration-before-1965</a>  <a href="http://www.nj.gov/nj/about/history/short_history.html">http://www.nj.gov/nj/about/history/short_history.html</a>	Research Project Performance Task Oral Presentation Class Discussion	6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
			Formative Assessment Oral Presentation Student Project Exit Ticket	6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
Key historical events, documents, and individuals led to the development of our nation.	Documents (Mayflower Compact, Declaration of Independence, Constitution, Bill of Rights) George Washington Thomas Jefferson Benjamin Franklin Gov. William Livingston		Research Project Student Project Oral Presentation	6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today
			Oral Presentation Student Project Formative Assessment	6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

<p>American Revolution Trans-Atlantic Slavery</p>	<p><a href="https://pbs39.pbslearningmedia.org/resource/americanexperience27p-soc-compact/wgbh-americanexperience-the-pilgrims-mayflower-compact/#.WkgMIFWnHIU">https://pbs39.pbslearningmedia.org/resource/americanexperience27p-soc-compact/wgbh-americanexperience-the-pilgrims-mayflower-compact/#.WkgMIFWnHIU</a></p> <p><a href="https://www.youtube.com/watch?v=yHp7sMqPL0g&amp;list=PLPfU5m-w3Shp97HaB2Z9kzOmVSFC3SIhS">https://www.youtube.com/watch?v=yHp7sMqPL0g&amp;list=PLPfU5m-w3Shp97HaB2Z9kzOmVSFC3SIhS</a></p>	<p>Class Discussion Research Project Student Project Graphic Organizer</p>	<p>6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.</p>
	<p><a href="https://www.scholastic.com/teachers/collections/teaching-content/george-washington/">https://www.scholastic.com/teachers/collections/teaching-content/george-washington/</a></p> <p><a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/thomas-jefferson/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/thomas-jefferson/</a></p> <p><a href="http://www.discoverededucation.com/teachers/free-lesson-plans/ben-franklin-timeline.cfm">http://www.discoverededucation.com/teachers/free-lesson-plans/ben-franklin-timeline.cfm</a></p>	<p>Class Discussion Research Project Student Project</p>	<p>6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p>
	<p><a href="http://www.ushistory.org/declaration/related/livingston_w.html">http://www.ushistory.org/declaration/related/livingston_w.html</a></p>	<p>Oral Presentation Formative Assessment Exit Ticket</p>	<p>6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.</p>
	<p><a href="http://revolutionarynj.org/learn/new-jersey-and-the-revolution/">http://revolutionarynj.org/learn/new-jersey-and-the-revolution/</a></p>	<p>Research Project Student Project Formative Assessment</p>	<p>6.1.4.D.8 Determine the significance of New Jersey’s role in the American Revolution.</p>

			Class Discussion	
		<a href="http://www.inmotionaa.me.org/education/detail.cfm?jsessionid=f8303162401514634814777?migration=1&amp;bhcp=1">http://www.inmotionaa.me.org/education/detail.cfm?jsessionid=f8303162401514634814777?migration=1&amp;bhcp=1</a>	Research Project Student Project Formative Assessment Class Discussion	6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
Personal, family, and community history is a source of information for individuals about the people and places around them.	Lenni Lenape Native American	<a href="http://www.lenapelifeWAYS.org/lenape1.htm">http://www.lenapelifeWAYS.org/lenape1.htm</a>	Research Project Student Project Formative Assessment Class Discussion Oral Presentation	6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
			Research Project Student Project Formative Assessment Class Discussion	6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.	Folklore	<a href="http://americanfolklore.net/folklore/myths-legends/">http://americanfolklore.net/folklore/myths-legends/</a>	Research Project Student Project Formative Assessment Class Discussion Oral Presentation	6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.	Culture Tradition		Research Project Student Project Formative Assessment Class Discussion Oral Presentation	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
American culture, based on specific traditions and values, has been influenced by the behaviors of different	Identity Values		Graphic Organizer Research Project Student Project	6.1.4.D.14 Trace how the American identity evolved over time.

cultural groups living in the United States.				
Cultures struggle to maintain traditions in a changing society.	Traditional Beliefs		Research Project Student Project Formative Assessment Class Discussion	6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
Prejudice and discrimination can be obstacles to understanding other cultures.	Prejudice Discrimination Stereotype	<a href="http://www.discoverededucation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm">http://www.discoverededucation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm</a>  <a href="http://www.understandingprejudice.org/teach/elementary.htm">http://www.understandingprejudice.org/teach/elementary.htm</a>	Research Project Student Project Formative Assessment Class Discussion	6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.	Historical Symbols and Monuments Historical Holidays	<a href="https://www.education.com/lesson-plan/american-symbols/">https://www.education.com/lesson-plan/american-symbols/</a> <a href="http://lessonplanspage.com/ssartla4thofjulyflagdayamericansymbols12-htm/">http://lessonplanspage.com/ssartla4thofjulyflagdayamericansymbols12-htm/</a>	Research Project Student Project Formative Assessment Class Discussion	6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.			Research Project Student Project Formative Assessment Class Discussion	6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.



<p>People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</p>	<p>Interpret Perspective</p>	<p><a href="http://www.discoverededucation.com/teachers/free-lesson-plans/children-around-the-world.cfm">http://www.discoverededucation.com/teachers/free-lesson-plans/children-around-the-world.cfm</a></p>	<p>Research Project Student Project Formative Assessment Class Discussion</p>	<p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p>
		<p><a href="http://users.manchester.edu/student/jlstiffler/practice/CultureUnit.pdf">http://users.manchester.edu/student/jlstiffler/practice/CultureUnit.pdf</a></p>	<p>Research Project Student Project Formative Assessment Class Discussion</p>	<p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>

<p><b>6.3 Active Citizenship in the 21st Century</b> <b>Focus Topic: A. Civics, Government and Human Rights</b></p>		<p><b>Grade Levels: 1-4</b></p>		
<p><b>Learning Standard</b></p>	<p><b>New Vocabulary</b></p>	<p><b>Resources</b></p>	<p><b>Benchmarks/ Assessments</b></p>	<p><b>Student Evidence</b></p>
	<p>Active Citizen Rules Laws Community Culture</p>	<p><a href="http://www.pbisworld.com/tier-2/teach-conflict-resolution-skills/">http://www.pbisworld.com/tier-2/teach-conflict-resolution-skills/</a> <a href="http://www.living-democracy.com/textbooks/volume-2/unit-5/lesson-1/">http://www.living-democracy.com/textbooks/volume-2/unit-5/lesson-1/</a></p>	<p>Research Project Student Project Formative Assessment Class Discussion</p>	<p>6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p>
	<p>Local Issues Perspective Resources Bias</p>		<p>Research Project Student Project Formative Assessment Class Discussion</p>	<p>6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.</p>

<p>Active citizens in the 21st century: Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. Are aware of their relationships to people, places, and resources in the local community and beyond. Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. Develop strategies to reach consensus and resolve conflict.</p> <p>Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</p>	<p>Group Action Issue Consensus Resolve Conflict Need for Fairness</p>	<p><a href="http://ctb.ku.edu/en/developing-strategic-and-a-action-plans">http://ctb.ku.edu/en/developing-strategic-and-a-action-plans</a></p>	<p>Student Project Class Project Class Discussion Performance Assessment</p>	<p>6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p>
	<p>Pubic Concern Common Issues Communicate</p>	<p><a href="https://www.weareteachers.com/encourage-global-perspective-classroom/">https://www.weareteachers.com/encourage-global-perspective-classroom/</a></p>	<p>Teacher Observation Rubric</p>	<p>6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.</p>

<p><b>6.3 Active Citizenship in the 21st Century</b> <b>Focus Topic: B. Geography, People and the Environment</b></p>		<p><b>Grade Levels: 1-4</b></p>		
<p><b>Learning Standard</b></p>	<p><b>New Vocabulary</b></p>	<p><b>Resources</b></p>	<p><b>Benchmarks/ Assessments</b></p>	<p><b>Student Evidence</b></p>
	<p>Advocacy Project Environmental Issues</p>		<p>Teacher Observation Oral Presentation Student Project</p>	<p>6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.</p>

<b>6.3 Active Citizenship in the 21st Century Focus Topic: C. Economics, Innovation, and Technology</b>		<b>Grade Levels: 1-4</b>		
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
	Implement Group Initiative Economic Issue		Teacher Observation Oral Presentation Student Project	6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

<b>6.3 Active Citizenship in the 21st Century Focus Topic: D. History, Culture, and Perspectives</b>		<b>Grade Levels: 1-4</b>		
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
	Discriminatory		Teacher Observation Oral Presentation Student Project	6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

<b>Assessments</b>	Teacher observation, oral prestations, student projects, rubrics, class projects, class discussion, performance assessment, formative assessment, research project, graphic organizer, exit ticket
<b>21st Century Skills and Career Integration</b>	Relate earning power to quality of life across cultures; evaluate the relationship of cultural traditions and historical influences on financial practice; identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals; evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
<b>Technology Integration</b>	Digital tools (word processing documents); online simulations, videos, games, museums; create story using digital cameras and multimedia tools; engage in learning activities with students in other classes, schools or countries using various media formats; apply cybersafety and appropriate use policies; use geographic mapping tools to plan and solve problems.
<b>Interdisciplinary Integration</b>	ELA: comprehension of nonfiction, writing (assignments, projects, assessments), oral presentations Math: mapping skills (distance and measurement), currency and exchange rates
<b>Core Instruction and Supplemental Materials</b>	Core Instructional Textbooks, supplemental internet sources and videos
<b>Modifications and Accommodations</b>	ELL: leveled readers; ELL series workbook; small group instruction Special Education: leveled readers; small group instruction; modified assessments G&T: leveled readers; enrichment activities; small group instruction

<b>6.1 U.S. History: America in the World</b>		<b>Grade Levels: 5-8</b>		
<b>Focus Topic: Three Worlds Meet</b>				
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.	Indigenous	<a href="https://www.socialstudies.com/pdf/ZP869TG.pdf">https://www.socialstudies.com/pdf/ZP869TG.pdf</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
European exploration expanded global economic and cultural exchange into the Western Hemisphere.	Global Economic Exchange Cultural Exchange Migration Western Hemisphere	<a href="http://www.educationworld.com/a_tech/techlp/techlp059.shtml">http://www.educationworld.com/a_tech/techlp/techlp059.shtml</a>  <a href="http://www.worldtrek.org/odyssey/teachers/indiglessons.html">http://www.worldtrek.org/odyssey/teachers/indiglessons.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	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.
	Longitude Latitude Land Routes	<a href="https://www2.usgs.gov/features/lewisandclark/Mapping2.html">https://www2.usgs.gov/features/lewisandclark/Mapping2.html</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
			Performance Task Formative Assessment Student project Research Project Exit Ticket	6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.
	Trade		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

	Gender Roles Cultural Practices	<a href="https://www.ducksters.com/history/native_americans/roles_of_women_and_men.php">https://www.ducksters.com/history/native_americans/roles_of_women_and_men.php</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
	Cultural Transformation	<a href="https://prezi.com/myx_gtw0yewm/explain-how-interactions-among-african-european-and-native/">https://prezi.com/myx_gtw0yewm/explain-how-interactions-among-african-european-and-native/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
	Columbian Exchange	<a href="https://www.econedlink.org/lessons/docs_lessons/1291_Activity%2020_2.pdf">https://www.econedlink.org/lessons/docs_lessons/1291_Activity%2020_2.pdf</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	6.1.8.D.1.c Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.

<b>6.1 U.S. History: America in the World</b>		<b>Grade Levels: 5-8</b>		
<b>Focus Topic: Colonization and Settlement</b>				
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.	European Heritage Colonies	<a href="https://www.facinghistory.org/nobigotry/religious-colonial-america-trends-regulations-and-benefits">https://www.facinghistory.org/nobigotry/religious-colonial-america-trends-regulations-and-benefits</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.

<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>Slave Labor System Politics</p>	<p><a href="https://www2.census.gov/prod2/decennial/documents/00165897ch01.pdf">https://www2.census.gov/prod2/decennial/documents/00165897ch01.pdf</a> <a href="https://courses.lumenlearning.com/boundless-us-history/chapter/the-growth-of-the-colonies/">https://courses.lumenlearning.com/boundless-us-history/chapter/the-growth-of-the-colonies/</a></p>	<p>Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation</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>Demographics</p>		<p>Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation</p>	<p>6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>
	<p>Immigration Settlement Patterns</p>		<p>Performance Task Oral Presentation Student Project Class Discussion Research Project</p>	<p>6.1.8.B.2.a Determine factors that impacted immigration, settlement patterns, and regional identities of the colonies.</p>
		<p><a href="http://www.let.rug.nl/usa/outlines/history-1954/the-colonial-period.php">http://www.let.rug.nl/usa/outlines/history-1954/the-colonial-period.php</a></p>	<p>Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer</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>Indentured Servants Labor System</p>	<p><a href="https://memory.loc.gov/ammem/awhhtml/awlaw3/slavery.html">https://memory.loc.gov/ammem/awhhtml/awlaw3/slavery.html</a></p>	<p>Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer</p>	<p>6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.</p>
	<p>Mercantilism</p>	<p><a href="https://www.landofthetrave.info/mercantilism.htm">https://www.landofthetrave.info/mercantilism.htm</a></p>	<p>Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation</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>

	Triangular Trade	<a href="http://americanhistory.mrdonn.org/triangle-trade.html">http://americanhistory.mrdonn.org/triangle-trade.html</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.
		<a href="https://edsitement.neh.gov/lesson-plan/empire-and-identity-american-colonies">https://edsitement.neh.gov/lesson-plan/empire-and-identity-american-colonies</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
	Migratory	<a href="http://www.emmigration.info/us-immigration-trends-1700s.htm">http://www.emmigration.info/us-immigration-trends-1700s.htm</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	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.

6.1 U.S. History: America in the World		Grade Levels: 5-8		
Focus Topic: Revolution and the New Nation				
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
<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>	Ideals	<p><a href="http://government.mrdonn.org/declaration.html">http://government.mrdonn.org/declaration.html</a></p> <p><a href="https://constitutioncenter.org/learn/educational-resources/lesson-plans/to-sign-or-not-to-sign-the">https://constitutioncenter.org/learn/educational-resources/lesson-plans/to-sign-or-not-to-sign-the</a></p>	Performance Task Oral Presentation Student Project In-Class Activity Student Hands-On Activity Research Project Peer Evaluation/Self Evaluation Rubric	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>Principles Consent Federalism Limited Government Separation of Power Checks and Balances</p>	<p><a href="#">e-ultimate-constitution-day-lesson-plan</a>  <a href="https://constitutioncenter.org/constitution-day/constitution-day-resources/middle-school-resources/">https://constitutioncenter.org/constitution-day/constitution-day-resources/middle-school-resources/</a>  <a href="https://constitutioncenter.org/learn/educational-resources/lesson-plans">https://constitutioncenter.org/learn/educational-resources/lesson-plans</a></p>	<p>Performance Task Formative Assessment Student project Research Project Exit Ticket</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><a href="http://www.history.com/images/media/pdf/Constitution-LessonPlans.pdf">http://www.history.com/images/media/pdf/Constitution-LessonPlans.pdf</a></p>	<p>Performance Task Oral Presentation Student Project Class Discussion Research Project</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>Articles Of Confederation Constitution</p>		<p>Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer</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>Civil Liberties Alien and Sedition Acts</p>	<p><a href="http://www.ushistory.org/gov/10.asp">http://www.ushistory.org/gov/10.asp</a></p>	<p>Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation</p>	<p>6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic</p>
	<p>Political parties</p>	<p><a href="https://edsitement.neh.gov/lesson-plan/first-american-party-system-us-political-parties-principle-legitimate-opposition">https://edsitement.neh.gov/lesson-plan/first-american-party-system-us-political-parties-principle-legitimate-opposition</a></p>	<p>Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation</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>

		<a href="http://library.mtsu.edu/tips/lessonplans&amp;ideas/Lesson_Plan--Bill_of_Rights.pdf">http://library.mtsu.edu/tips/lessonplans&amp;ideas/Lesson_Plan--Bill_of_Rights.pdf</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
	Alliance	<a href="http://www.mountvernon.org/george-washington/french-indian-war/transatlantic-and-colonial-conflict-native-american-alliances-and-creation-of-united-america/">http://www.mountvernon.org/george-washington/french-indian-war/transatlantic-and-colonial-conflict-native-american-alliances-and-creation-of-united-america/</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	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.
	Federalism	<a href="https://courses.lumenlearning.com/boundless-politicalscience/chapter/the-constitutional-convention/">https://courses.lumenlearning.com/boundless-politicalscience/chapter/the-constitutional-convention/</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
		<a href="http://www.qcsd.org/cms/lib04/.../The_American_Revolution_Lesson_1_Geography.docx">www.qcsd.org/cms/lib04/.../The_American_Revolution_Lesson_1_Geography.docx</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	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.

		<a href="http://civiced.rutgers.edu/njlessons.html">http://civiced.rutgers.edu/njlessons.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution.
	Government Regulation	<a href="https://mrbeem.wikispaces.com/file/view/Too+Much+Regulation+Lesson+Plan.pdf">https://mrbeem.wikispaces.com/file/view/Too+Much+Regulation+Lesson+Plan.pdf</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	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.
	Inflation Debt	<a href="https://www.fte.org/teachers/teacher-resources/lesson-plans/eflessons/lesson-9-money-and-inflation/">https://www.fte.org/teachers/teacher-resources/lesson-plans/eflessons/lesson-9-money-and-inflation/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	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.
	Cotton Gin Innovation	<a href="http://www.teachingushistory.org/lessons/pdfs_and_docs/documents/theimpactofthecottongin.html">http://www.teachingushistory.org/lessons/pdfs_and_docs/documents/theimpactofthecottongin.html</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	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.
	Seven years war	<a href="https://ancestralfindings.com/how-the-seven-years-war-led-to-the-american-revolution/">https://ancestralfindings.com/how-the-seven-years-war-led-to-the-american-revolution/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

	<a href="http://www.pbs.org/ktca/liberty/tguide_2.html">http://www.pbs.org/ktca/liberty/tguide_2.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	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.
	<a href="http://www.mountvernon.org/george-washington/the-revolutionary-war/">http://www.mountvernon.org/george-washington/the-revolutionary-war/</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
	<a href="http://www.discoveryeducation.com/teachers/first-lesson-plans/early-american-leaders.cfm">http://www.discoveryeducation.com/teachers/first-lesson-plans/early-american-leaders.cfm</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
Socio-economic Groups: rural farmers, urban craftsmen, northern merchants, southern planters)	<a href="https://edsitement.neh.gov/lesson-plan/voices-american-revolution#section-introduction">https://edsitement.neh.gov/lesson-plan/voices-american-revolution#section-introduction</a>	Performance Task Oral Presentation Student Project In-Class Activity Student Hands-On Activity Research Project Peer Evaluation/Self Evaluation Rubric	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

	Treaty of Paris	<a href="https://edsitement.neh.gov/lesson-plan/ending-war-1783">https://edsitement.neh.gov/lesson-plan/ending-war-1783</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
	Preamble		Performance Task Formative Assessment Student project Research Project Exit Ticket	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.

6.1 U.S. History: America in the World Focus Topic: Expansion and Reform		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	Westward Movement	<a href="https://hti.osu.edu/history-lesson-plans/united-states-history/manifest-destiny-westward-expansion">https://hti.osu.edu/history-lesson-plans/united-states-history/manifest-destiny-westward-expansion</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
	Manifest Destiny Annexation Diplomacy	<a href="http://www.history.com/topics/westward-expansion">http://www.history.com/topics/westward-expansion</a>  <a href="https://www.archives.gov/legislative/resources/education/voting-rights">https://www.archives.gov/legislative/resources/education/voting-rights</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
	Voting rights Jacksonian Period	<a href="https://www.hnoc.org/sites/default/files/lesson-plans/LessonPlan_LouisianaPurchase.pdf">https://www.hnoc.org/sites/default/files/lesson-plans/LessonPlan_LouisianaPurchase.pdf</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.
	Louisiana Purchase	<a href="https://www.scholastic.com/teachers/lesson-plans/17-18/creating-maps-native-american-regions/">https://www.scholastic.com/teachers/lesson-plans/17-18/creating-maps-native-american-regions/</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	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.
	Resettlement	<a href="http://pdfcrack.com/in/indian-removal-map-activity.pdf">http://pdfcrack.com/in/indian-removal-map-activity.pdf</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

National Bank Uniform Currency Tariff	<a href="https://www.historyisfun.org/learn/learning-center/colonial-america-american-revolution-learning-resources/american-revolution-lesson-plans-activities/">https://www.historyisfun.org/learn/learning-center/colonial-america-american-revolution-learning-resources/american-revolution-lesson-plans-activities/</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
	<a href="http://amhistory.si.edu/onthemove/themes/story_50_1.html">http://amhistory.si.edu/onthemove/themes/story_50_1.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	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 the nation.
	<a href="http://www.discoverededucation.com/teachers/free-lesson-plans/technology-at-work-2.cfm">http://www.discoverededucation.com/teachers/free-lesson-plans/technology-at-work-2.cfm</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
Push-Pull Factors	<a href="https://mrswhitecawoodelementary.weebly.com/uploads/7/7/9/6/77966268/lesson5-pushpullfactors.pdf">https://mrswhitecawoodelementary.weebly.com/uploads/7/7/9/6/77966268/lesson5-pushpullfactors.pdf</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
Education Reform Women’s rights Antebellum Period	<a href="https://edsitement.neh.gov/curriculum-unit/growing-crisis-sectionalism-antebellum-america-house-dividing">https://edsitement.neh.gov/curriculum-unit/growing-crisis-sectionalism-antebellum-america-house-dividing</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.D.4.b Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
Underground Railroad	<a href="http://www.state.nj.us/state/historykids/teachersGuide.htm">http://www.state.nj.us/state/historykids/teachersGuide.htm</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.

		<a href="http://www.pbs.org/black-culture/shows/list/underground-railroad/classroom/">http://www.pbs.org/black-culture/shows/list/underground-railroad/classroom/</a>		
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6.1 U.S. History: America in the World Focus Topic: Civil War and Reconstruction		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
<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>	Emancipation Proclamation Gettysburg Address Civil War Reconstruction	<a href="http://www.storyboardthat.com/teacher-guide/emancipation-proclamation-a-primary-source-analysis">http://www.storyboardthat.com/teacher-guide/emancipation-proclamation-a-primary-source-analysis</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
	President Lincoln President Johnson	<a href="https://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-politics-reconstruction">https://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-politics-reconstruction</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
		<a href="https://www.civilwar.org/learn/educators/curriculum/elementary">https://www.civilwar.org/learn/educators/curriculum/elementary</a>  <a href="http://teachinghistory.org/history-content/beyond-the-textbook/23912">http://teachinghistory.org/history-content/beyond-the-textbook/23912</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
		<a href="http://besthistorysites.net/american-history/civil-war/">http://besthistorysites.net/american-history/civil-war/</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.
		<a href="http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-7-effects.pdf">http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-7-effects.pdf</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.

		<a href="http://teachinghistory.org/history-content/beyond-the-textbook/23912">http://teachinghistory.org/history-content/beyond-the-textbook/23912</a>  <a href="http://besthistorysites.net/american-history/civil-war/">http://besthistorysites.net/american-history/civil-war/</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.
		<a href="https://www.civilwar.org/learn/educators/curriculum/elementary-school/civil-war-overview">https://www.civilwar.org/learn/educators/curriculum/elementary-school/civil-war-overview</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
		<a href="http://www.pbs.org/opb/historydetectives/educators/lessonplan/civil-war-blacks-on-the-battlefield/">http://www.pbs.org/opb/historydetectives/educators/lessonplan/civil-war-blacks-on-the-battlefield/</a> <a href="https://www.gilderlehrman.org/content/guided-readings-impact-revolution-women-and-african-americans">https://www.gilderlehrman.org/content/guided-readings-impact-revolution-women-and-african-americans</a>	Performance Task Oral Presentation Student Project In-Class Activity Student Hands-On Activity Research Project Peer Evaluation/Self Evaluation Rubric	6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.
	Amendments	<a href="https://betterlesson.com/community/lesson/19560/lesson-1-13-14-15-amendments">https://betterlesson.com/community/lesson/19560/lesson-1-13-14-15-amendments</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.2 World History/Global Studies Focus Topic: The Beginning of Human Society: Paleolithic and Neolithic Ages		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
<p>Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.</p> <p>The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</p> <p>Archaeology provides historical and scientific explanations for how ancient people lived.</p>	Hunter/Gatherer Agricultural Revolution Agrarian Society	<a href="http://earlyhumans.mrdonn.org/huntergatherer.html">http://earlyhumans.mrdonn.org/huntergatherer.html</a>  <a href="https://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_02_01.pdf">https://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_02_01.pdf</a>  <a href="https://educators.brainpop.com/bp-topic/agricultural-revolution/">https://educators.brainpop.com/bp-topic/agricultural-revolution/</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.A.1.a Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
	Society Migratory Patterns		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
	Food Surplus Archaeology Civilization	<a href="http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab63">http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab63</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.C.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
				Performance Task Oral Presentation Student Project Class Discussion Research Project

	Pre-agricultural Period Post-agricultural Period	<a href="https://www.khanacademy.org/humanities/ap-world-history/ap-world-history-beginnings/ap-birth-agriculture-neolithic-revolution/a/neolithic-revolution-lesson-summary">https://www.khanacademy.org/humanities/ap-world-history/ap-world-history-beginnings/ap-birth-agriculture-neolithic-revolution/a/neolithic-revolution-lesson-summary</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
	Unwritten Language	<a href="http://www.pbs.org/pov/tailenders/lesson-plan/">http://www.pbs.org/pov/tailenders/lesson-plan/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
	Archaeological Discoveries	<a href="http://www.saa.org/publicftp/PUBLIC/links/websites_kids.html">http://www.saa.org/publicftp/PUBLIC/links/websites_kids.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

6.2 World History/Global Studies Focus Topic: Early Civilizations and the Emergences of Pastoral Peoples: early river Valley Civilizations		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.	Mesopotamia	<a href="http://www.historyhaven.com/APWH/The%20River%20Valley.htm">http://www.historyhaven.com/APWH/The%20River%20Valley.htm</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
		<a href="https://static.discoveryeducation.com/.../Grade%207%20Model%20Lesson%20-%20E..">https://static.discoveryeducation.com/.../Grade%207%20Model%20Lesson%20-%20E..</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.
		<a href="https://quizlet.com/64741338/early-river-valley-civilizations-flash-cards/">https://quizlet.com/64741338/early-river-valley-civilizations-flash-cards/</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
	Indus River Valley	<a href="https://php.radford.edu/~vga/?page_id=3987">https://php.radford.edu/~vga/?page_id=3987</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

		<a href="https://php.radford.edu/~vga/?page_id=3987">https://php.radford.edu/~vga/?page_id=3987</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
		<a href="https://php.radford.edu/~vga/?page_id=3987">https://php.radford.edu/~vga/?page_id=3987</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations
		<a href="https://prezi.com/6hizpfmf2t7c/writing-systems-of-the-four-ancient-river-valley-civilizations/">https://prezi.com/6hizpfmf2t7c/writing-systems-of-the-four-ancient-river-valley-civilizations/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.
		<a href="https://prezi.com/adichcswyxgz/rise-and-fall-of-river-valley-civilizations/">https://prezi.com/adichcswyxgz/rise-and-fall-of-river-valley-civilizations/</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
		<a href="https://www.mtholly.k12.nj.us/cms/lib/NJ02201267/Centricity/Shared/Form2/Grade%206%20Unit%203%20Ancient%20River%20Civilizations.pdf">https://www.mtholly.k12.nj.us/cms/lib/NJ02201267/Centricity/Shared/Form2/Grade%206%20Unit%203%20Ancient%20River%20Civilizations.pdf</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2 World History/Global Studies Focus Topic: The Classical Civilizations of the Mediterranean World, India and China		Grade Levels: 5-8			
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence	
<p>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.</p> <p>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</p> <p>Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p>	<p>Autocratic Rule Philosophy Bureaucratic Structures Commerce</p>	<p><a href="https://mrjannace.weebly.com/classical-civilizations.html">https://mrjannace.weebly.com/classical-civilizations.html</a></p> <p><a href="http://www.historyhaven.com/COMPARISON%20OF%20CLASSICAL%20CIVILIZATIONS.htm">http://www.historyhaven.com/COMPARISON%20OF%20CLASSICAL%20CIVILIZATIONS.htm</a></p> <p><a href="https://www.timemaps.com/lessons/classical-civilization-teacher-guide/">https://www.timemaps.com/lessons/classical-civilization-teacher-guide/</a></p>	<p>Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer</p>	<p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p>	
				<p>Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer</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>Athenian Democracy Roman Republic</p>			<p>Performance Task Oral Presentation Student Project Class Discussion Research Project</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>Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer</p>	<p>6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.</p>

	<a href="http://www.whitetwpsd.org/wtsd/About%20WTS/SD/Curriculum%20Maps/Social%20Studies/Social%20Studies%20Grade%207.pdf">http://www.whitetwpsd.org/wtsd/About%20WTS/SD/Curriculum%20Maps/Social%20Studies/Social%20Studies%20Grade%207.pdf</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system
	<a href="https://resourcesforhistoryteachers.wikispaces.com/AncientCivilizations">https://resourcesforhistoryteachers.wikispaces.com/AncientCivilizations</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	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.
Greek City-State	<a href="https://sites.google.com/site/mirabellaimg/units-of-study/6-ancient-greece/city-state-project">https://sites.google.com/site/mirabellaimg/units-of-study/6-ancient-greece/city-state-project</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
Sea Trade Routes Mediterranean World	<a href="http://mediterraneansharedpast.org/items/show/15">http://mediterraneansharedpast.org/items/show/15</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
Classical Civilizations Urban Division of Labor	<a href="https://www.timemaps.com/lessons/student-sheet-classical-civilizations/">https://www.timemaps.com/lessons/student-sheet-classical-civilizations/</a> <a href="http://www.discoverededucation.com/teachers/free-lesson-plans/tracing-the-roots-of-modern-cities.cfm">http://www.discoverededucation.com/teachers/free-lesson-plans/tracing-the-roots-of-modern-cities.cfm</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.



	Social Hierarchies	<a href="https://www.teachervision.com/ancient-history/ancient-times-social-classes-occupations-activity-packet">https://www.teachervision.com/ancient-history/ancient-times-social-classes-occupations-activity-packet</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
	Gupta India Han China Roman Empire	<a href="https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-states-and-empires/a/rise-and-fall-of-empires">https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-states-and-empires/a/rise-and-fall-of-empires</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
		<a href="https://school.bighistoryproject.com/.../SchoolBigHistory/.../Unit7/Worksheets_2015...">https://school.bighistoryproject.com/.../SchoolBigHistory/.../Unit7/Worksheets_2015...</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
	Tenets of World Religions Buddhism Christianity Islam Judaism Sikhism Taoism	<a href="http://www.educationworld.com/a_lesson/world-religions-multicultural-diversity.shtml">http://www.educationworld.com/a_lesson/world-religions-multicultural-diversity.shtml</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
			Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

<b>6.2 World History/Global Studies</b>		<b>Grade Levels: 5-8</b>		
<b>Focus Topic: Expanding Exchanges and Encounters (500CE - 1450CE)</b>				
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.	Empire Interregional Trade Cultural exchange Urbanization Centralized Political Organization		Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.		<a href="https://www.thoughtco.com/feudalism-in-japan-and-europe-195556">https://www.thoughtco.com/feudalism-in-japan-and-europe-195556</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	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.
While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.	Magna Carta Parliament Habeas Corpus Independent Judiciary	<a href="http://www.socialstudies.com/middle-ages-in-western-europe">http://www.socialstudies.com/middle-ages-in-western-europe</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.
		<a href="https://www.nationalgeographic.org/encyclopedia/europe-human-geography/">https://www.nationalgeographic.org/encyclopedia/europe-human-geography/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

	Maritime Overland Trade (African Caravan and Silk Road)	<a href="http://www.artic.edu/ai/collections/citi/resources/Rsrc_001878.pdf">http://www.artic.edu/ai/collections/citi/resources/Rsrc_001878.pdf</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	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.
		<a href="http://civiced.rutgers.edu/files/africa/unit1.pdf">http://civiced.rutgers.edu/files/africa/unit1.pdf</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.B.4.c Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
	Arabian Peninsula Aro-Eurasian Trade		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	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.
			Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
	Climate	<a href="https://www.nationalgeographic.org/encyclopedia/climate/">https://www.nationalgeographic.org/encyclopedia/climate/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

	Commercialization		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
	Islamic World	<a href="http://history-world.org/dynamic_culture_of_medieval_euro.htm">http://history-world.org/dynamic_culture_of_medieval_euro.htm</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.C.4.b Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
			Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.4.a Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
	Crusades	<a href="https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/6742/Crusades%20powerpoint.pdf">https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/6742/Crusades%20powerpoint.pdf</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.4.b Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
	Plague	<a href="https://edsitement.neh.gov/lesson-plan/path-black-death">https://edsitement.neh.gov/lesson-plan/path-black-death</a> <a href="http://medieval europe.mrdonn.org/lessonplans/plague.html">http://medieval europe.mrdonn.org/lessonplans/plague.html</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.2.8.D.4.c Assess the demographic, economic, and religious impact of the plague on Europe.

		<a href="http://livinginmedievalurope.weebly.com/the-black-death-simulation.html">http://livinginmedievalurope.weebly.com/the-black-death-simulation.html</a>		
	Feudalism	<a href="http://www.wsfcs.k12.nc.us/./Decline%20of%20Feudalism%20_%20Rise%20of%20Nation...">www.wsfcs.k12.nc.us/./Decline%20of%20Feudalism%20_%20Rise%20of%20Nation...</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.D.4.d Determine which events led to the rise and eventual decline of European feudalism.
	Yuan Dynasty	<a href="http://www.chinasage.info/dynastyyuan.htm">http://www.chinasage.info/dynastyyuan.htm</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.4.e Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
	Byzantine Empire	<a href="https://prezi.com/1iqncyklqy-/the-byzantine-empires-influence-of-the-islamic-world-and-western-europe/">https://prezi.com/1iqncyklqy-/the-byzantine-empires-influence-of-the-islamic-world-and-western-europe/</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.D.4.f Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
			Performance Task Formative Assessment Student project Research Project Exit Ticket	6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

6.3 Active Citizenship in the 21st Century		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> <li>· Recognize the causes and effects of prejudice on individuals, groups, and society.</li> <li>· Recognize the value of cultural diversity, as well as the potential for misunderstanding.</li> <li>· Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.</li> <li>· Listen open-mindedly to views contrary to their own.</li> <li>· Collaboratively develop and practice strategies for managing and resolving conflict.</li> <li>· Demonstrate understanding of democratic values and processes.</li> <li>· Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.</li> <li>· Challenge unfair viewpoints and behaviors by taking action.</li> <li>· Make informed and reasoned decisions.</li> </ul> <p>Accept decisions that are made for the common good.</p>		<a href="http://www.njspotlight.com/education/">http://www.njspotlight.com/education/</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
	Legislative Proposal Municipal	<a href="http://www.njleg.state.nj.us/legislativepub/pubhearings2013.asp">http://www.njleg.state.nj.us/legislativepub/pubhearings2013.asp</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
		<a href="https://www2.ed.gov/tech/teachers/how/tech/international/guide_pg2.html">https://www2.ed.gov/tech/teachers/how/tech/international/guide_pg2.html</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
			Performance Task Formative Assessment Student project Research Project Exit Ticket	6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
	Stakeholders	<a href="http://www.co.warren.nj.us/budget.html">http://www.co.warren.nj.us/budget.html</a>	Performance Task Oral Presentation Student Project In-Class Activity Student Hands-On Activity Research Project Peer Evaluation/Self Evaluation	6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

			Rubric	
	Democratic Process Legislative Hearing Judicial Proceeding Election		Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

<b>Assessments</b>	Teacher observation, oral presentations, student projects, rubrics, class projects, class discussion, performance assessment, formative assessment, research project, graphic organizer, exit ticket
<b>21st Century Skills and Career Integration</b>	Relate earning power to quality of life across cultures; evaluate the relationship of cultural traditions and historical influences on financial practice; identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals; evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
<b>Technology Integration</b>	Digital tools (word processing documents); online simulations, videos, games, museums; create story using digital cameras and multimedia tools; engage in learning activities with students in other classes, schools or countries using various media formats; apply cybersafety and appropriate use policies; use geographic mapping tools to plan and solve problems.
<b>Interdisciplinary Integration</b>	ELA: comprehension of nonfiction, writing (assignments, projects, assessments), oral presentations Math: mapping skills (distance and measurement), currency and exchange rates
<b>Core Instruction and Supplemental Materials</b>	Core Instructional Textbooks, supplemental internet sources and videos
<b>Modifications and Accommodations</b>	ELL: leveled readers; ELL series workbook; small group instruction Special Education: leveled readers; small group instruction; modified assessments G&T: leveled readers; enrichment activities; small group instruction

<b>6.1 U.S. History: America in the World</b>		<b>Grade Levels: 5-8</b>		
<b>Focus Topic: Three Worlds Meet</b>				
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.	Indigenous	<a href="https://www.socialstudies.com/pdf/ZP869TG.pdf">https://www.socialstudies.com/pdf/ZP869TG.pdf</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
European exploration expanded global economic and cultural exchange into the Western Hemisphere.	Global Economic Exchange Cultural Exchange Migration Western Hemisphere	<a href="http://www.educationworld.com/a_tech/techlp/techlp059.shtml">http://www.educationworld.com/a_tech/techlp/techlp059.shtml</a>  <a href="http://www.worldtrek.org/odyssey/teachers/indiglessons.html">http://www.worldtrek.org/odyssey/teachers/indiglessons.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	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.
	Longitude Latitude Land Routes	<a href="https://www2.usgs.gov/features/lewisandclark/Mapping2.html">https://www2.usgs.gov/features/lewisandclark/Mapping2.html</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
			Performance Task Formative Assessment Student project Research Project Exit Ticket	6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.
	Trade		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.



	Gender Roles Cultural Practices	<a href="https://www.ducksters.com/history/native_americans/roles_of_women_and_men.php">https://www.ducksters.com/history/native_americans/roles_of_women_and_men.php</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
	Cultural Transformation	<a href="https://prezi.com/myx_gtw0yewm/explain-how-interactions-among-african-european-and-native/">https://prezi.com/myx_gtw0yewm/explain-how-interactions-among-african-european-and-native/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
	Columbian Exchange	<a href="https://www.econedlink.org/lessons/docs_lessons/1291_Activity%2020_2.pdf">https://www.econedlink.org/lessons/docs_lessons/1291_Activity%2020_2.pdf</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	6.1.8.D.1.c Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.

<b>6.1 U.S. History: America in the World</b>		<b>Grade Levels: 5-8</b>		
<b>Focus Topic: Colonization and Settlement</b>				
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.	European Heritage Colonies	<a href="https://www.facinghistory.org/nobigotry/religious-colonial-america-trends-regulations-and-beliefs">https://www.facinghistory.org/nobigotry/religious-colonial-america-trends-regulations-and-beliefs</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.

<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>Slave Labor System Politics</p>	<p><a href="https://www2.census.gov/prod2/decennial/documents/00165897ch01.pdf">https://www2.census.gov/prod2/decennial/documents/00165897ch01.pdf</a> <a href="https://courses.lumenlearning.com/boundless-ushistory/chapter/the-growth-of-the-colonies/">https://courses.lumenlearning.com/boundless-ushistory/chapter/the-growth-of-the-colonies/</a></p>	<p>Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation</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>Demographics</p>		<p>Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation</p>	<p>6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>
	<p>Immigration Settlement Patterns</p>		<p>Performance Task Oral Presentation Student Project Class Discussion Research Project</p>	<p>6.1.8.B.2.a Determine factors that impacted immigration, settlement patterns, and regional identities of the colonies.</p>
		<p><a href="http://www.let.rug.nl/usa/outlines/history-1954/the-colonial-period.php">http://www.let.rug.nl/usa/outlines/history-1954/the-colonial-period.php</a></p>	<p>Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer</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>Indentured Servants Labor System</p>	<p><a href="https://memory.loc.gov/ammem/awhhtml/awlaw3/slavery.html">https://memory.loc.gov/ammem/awhhtml/awlaw3/slavery.html</a></p>	<p>Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer</p>	<p>6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.</p>
	<p>Mercantilism</p>	<p><a href="https://www.landofthetrave.info/mercantilism.htm">https://www.landofthetrave.info/mercantilism.htm</a></p>	<p>Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation</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>

	Triangular Trade	<a href="http://americanhistory.mrdonn.org/triangle-trade.html">http://americanhistory.mrdonn.org/triangle-trade.html</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.
		<a href="https://edsitement.neh.gov/lesson-plan/empire-and-identity-american-colonies">https://edsitement.neh.gov/lesson-plan/empire-and-identity-american-colonies</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
	Migratory	<a href="http://www.emmigration.info/us-immigration-trends-1700s.htm">http://www.emmigration.info/us-immigration-trends-1700s.htm</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	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.

6.1 U.S. History: America in the World		Grade Levels: 5-8		
Focus Topic: Revolution and the New Nation				
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
<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>	Ideals	<p><a href="http://government.mrdonn.org/declaration.html">http://government.mrdonn.org/declaration.html</a></p> <p><a href="https://constitutioncenter.org/learn/educational-resources/lesson-plans/to-sign-or-not-to-sign-the">https://constitutioncenter.org/learn/educational-resources/lesson-plans/to-sign-or-not-to-sign-the</a></p>	Performance Task Oral Presentation Student Project In-Class Activity Student Hands-On Activity Research Project Peer Evaluation/Self Evaluation Rubric	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>Principles Consent Federalism Limited Government Separation of Power Checks and Balances</p>	<p><a href="#">e-ultimate-constitution-day-lesson-plan</a>  <a href="https://constitutioncenter.org/constitution-day/constitution-day-resources/middle-school-resources/">https://constitutioncenter.org/constitution-day/constitution-day-resources/middle-school-resources/</a>  <a href="https://constitutioncenter.org/learn/educational-resources/lesson-plans">https://constitutioncenter.org/learn/educational-resources/lesson-plans</a></p>	<p>Performance Task Formative Assessment Student project Research Project Exit Ticket</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><a href="http://www.history.com/images/media/pdf/Constitution-LessonPlans.pdf">http://www.history.com/images/media/pdf/Constitution-LessonPlans.pdf</a></p>	<p>Performance Task Oral Presentation Student Project Class Discussion Research Project</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>Articles Of Confederation Constitution</p>		<p>Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer</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>Civil Liberties Alien and Sedition Acts</p>	<p><a href="http://www.ushistory.org/gov/10.asp">http://www.ushistory.org/gov/10.asp</a></p>	<p>Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation</p>	<p>6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic</p>
	<p>Political parties</p>	<p><a href="https://edsitement.neh.gov/lesson-plan/first-american-party-system-us-political-parties-principle-legitimate-opposition">https://edsitement.neh.gov/lesson-plan/first-american-party-system-us-political-parties-principle-legitimate-opposition</a></p>	<p>Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation</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>

		<a href="http://library.mtsu.edu/tips/lessonplans&amp;ideas/Lesson_Plan--Bill_of_Rights.pdf">http://library.mtsu.edu/tips/lessonplans&amp;ideas/Lesson_Plan--Bill_of_Rights.pdf</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
	Alliance	<a href="http://www.mountvernon.org/george-washington/french-indian-war/transatlantic-and-colonial-conflict-native-american-alliances-and-creation-of-united-america/">http://www.mountvernon.org/george-washington/french-indian-war/transatlantic-and-colonial-conflict-native-american-alliances-and-creation-of-united-america/</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	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.
	Federalism	<a href="https://courses.lumenlearning.com/boundless-politicalscience/chapter/the-constitutional-convention/">https://courses.lumenlearning.com/boundless-politicalscience/chapter/the-constitutional-convention/</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
		<a href="http://www.qcsd.org/cms/lib04/.../The_American_Revolution_Lesson_1_Geography.docx">www.qcsd.org/cms/lib04/.../The_American_Revolution_Lesson_1_Geography.docx</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	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.

		<a href="http://civiced.rutgers.edu/njlessons.html">http://civiced.rutgers.edu/njlessons.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.B.3.d Explain why New Jersey’s location played an integral role in the American Revolution.
	Government Regulation	<a href="https://mrbeem.wikispaces.com/file/view/Too+Much+Regulation+Lesson+Plan.pdf">https://mrbeem.wikispaces.com/file/view/Too+Much+Regulation+Lesson+Plan.pdf</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	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.
	Inflation Debt	<a href="https://www.fte.org/teachers/teacher-resources/lesson-plans/eflessons/lesson-9-money-and-inflation/">https://www.fte.org/teachers/teacher-resources/lesson-plans/eflessons/lesson-9-money-and-inflation/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	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.
	Cotton Gin Innovation	<a href="http://www.teachingushistory.org/lessons/pdfs_and_docs/documents/theimpactofthecottongin.html">http://www.teachingushistory.org/lessons/pdfs_and_docs/documents/theimpactofthecottongin.html</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	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.
	Seven years war	<a href="https://ancestralfindings.com/how-the-seven-years-war-led-to-the-american-revolution/">https://ancestralfindings.com/how-the-seven-years-war-led-to-the-american-revolution/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

		<a href="http://www.pbs.org/kca/liberty/tguide_2.html">http://www.pbs.org/kca/liberty/tguide_2.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	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.
		<a href="http://www.mountvernon.org/george-washington/the-revolutionary-war/">http://www.mountvernon.org/george-washington/the-revolutionary-war/</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
		<a href="http://www.discoveryeducation.com/teachers/first-lesson-plans/early-american-leaders.cfm">http://www.discoveryeducation.com/teachers/first-lesson-plans/early-american-leaders.cfm</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
	Socio-economic Groups: rural farmers, urban craftsmen, northern merchants, southern planters)	<a href="https://edsitement.neh.gov/lesson-plan/voices-american-revolution#section-introduction">https://edsitement.neh.gov/lesson-plan/voices-american-revolution#section-introduction</a>	Performance Task Oral Presentation Student Project In-Class Activity Student Hands-On Activity Research Project Peer Evaluation/Self Evaluation Rubric	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

	Treaty of Paris	<a href="https://edsitement.neh.gov/lesson-plan/ending-war-1783">https://edsitement.neh.gov/lesson-plan/ending-war-1783</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
	Preamble		Performance Task Formative Assessment Student project Research Project Exit Ticket	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.



6.1 U.S. History: America in the World Focus Topic: Expansion and Reform		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	Westward Movement	<a href="https://hti.osu.edu/history-lesson-plans/united-states-history/manifest-destiny-westward-expansion">https://hti.osu.edu/history-lesson-plans/united-states-history/manifest-destiny-westward-expansion</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
	Manifest Destiny Annexation Diplomacy	<a href="http://www.history.com/topics/westward-expansion">http://www.history.com/topics/westward-expansion</a>  <a href="https://www.archives.gov/legislative/resources/education/voting-rights">https://www.archives.gov/legislative/resources/education/voting-rights</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
	Voting rights Jacksonian Period	<a href="https://www.hnoc.org/sites/default/files/lesson-plans/LessonPlan_LouisianaPurchase.pdf">https://www.hnoc.org/sites/default/files/lesson-plans/LessonPlan_LouisianaPurchase.pdf</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.
	Louisiana Purchase	<a href="https://www.scholastic.com/teachers/lesson-plans/17-18/creating-maps-native-american-regions/">https://www.scholastic.com/teachers/lesson-plans/17-18/creating-maps-native-american-regions/</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	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.
	Resettlement	<a href="http://pdfcrack.com/in/indian-removal-map-activity.pdf">http://pdfcrack.com/in/indian-removal-map-activity.pdf</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

National Bank Uniform Currency Tariff	<a href="https://www.historyisfun.org/learn/learning-center/colonial-america-american-revolution-learning-resources/american-revolution-lesson-plans-activities/">https://www.historyisfun.org/learn/learning-center/colonial-america-american-revolution-learning-resources/american-revolution-lesson-plans-activities/</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
	<a href="http://amhistory.si.edu/onthemove/themes/story_50_1.html">http://amhistory.si.edu/onthemove/themes/story_50_1.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	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 the nation.
	<a href="http://www.discoverededucation.com/teachers/free-lesson-plans/technology-at-work-2.cfm">http://www.discoverededucation.com/teachers/free-lesson-plans/technology-at-work-2.cfm</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
Push-Pull Factors	<a href="https://mrswhitecawoodelementary.weebly.com/uploads/7/7/9/6/77966268/lesson5-pushpullfactors.pdf">https://mrswhitecawoodelementary.weebly.com/uploads/7/7/9/6/77966268/lesson5-pushpullfactors.pdf</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
Education Reform Women's rights Antebellum Period	<a href="https://edsitement.neh.gov/curriculum-unit/growing-crisis-sectionalism-antebellum-america-house-dividing">https://edsitement.neh.gov/curriculum-unit/growing-crisis-sectionalism-antebellum-america-house-dividing</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.D.4.b Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
Underground Railroad	<a href="http://www.state.nj.us/state/historykids/teachersGuide.htm">http://www.state.nj.us/state/historykids/teachersGuide.htm</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

		<a href="http://www.pbs.org/black-culture/shows/list/underground-railroad/classroom/">http://www.pbs.org/black-culture/shows/list/underground-railroad/classroom/</a>		
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6.1 U.S. History: America in the World Focus Topic: Civil War and Reconstruction		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
<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>	Emancipation Proclamation Gettysburg Address Civil War Reconstruction	<a href="http://www.storyboardthat.com/teacher-guide/emancipation-proclamation-a-primary-source-analysis">http://www.storyboardthat.com/teacher-guide/emancipation-proclamation-a-primary-source-analysis</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
	President Lincoln President Johnson	<a href="https://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-politics-reconstruction">https://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-politics-reconstruction</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
		<a href="https://www.civilwar.org/learn/educators/curriculum/elementary">https://www.civilwar.org/learn/educators/curriculum/elementary</a>  <a href="http://teachinghistory.org/history-content/beyond-the-textbook/23912">http://teachinghistory.org/history-content/beyond-the-textbook/23912</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
		<a href="http://besthistorysites.net/american-history/civil-war/">http://besthistorysites.net/american-history/civil-war/</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.
		<a href="http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-7-effects.pdf">http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-7-effects.pdf</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.

		<a href="http://teachinghistory.org/history-content/beyond-the-textbook/23912">http://teachinghistory.org/history-content/beyond-the-textbook/23912</a>  <a href="http://besthistorysites.net/american-history/civil-war/">http://besthistorysites.net/american-history/civil-war/</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.
		<a href="https://www.civilwar.org/learn/educators/curriculum/elementary-school/civil-war-overview">https://www.civilwar.org/learn/educators/curriculum/elementary-school/civil-war-overview</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
		<a href="http://www.pbs.org/opb/historydetectives/educators/lessonplan/civil-war-blacks-on-the-battlefield/">http://www.pbs.org/opb/historydetectives/educators/lessonplan/civil-war-blacks-on-the-battlefield/</a> <a href="https://www.gilderlehrman.org/content/guided-readings-impact-revolution-women-and-african-americans">https://www.gilderlehrman.org/content/guided-readings-impact-revolution-women-and-african-americans</a>	Performance Task Oral Presentation Student Project In-Class Activity Student Hands-On Activity Research Project Peer Evaluation/Self Evaluation Rubric	6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.
	Amendments	<a href="https://betterlesson.com/community/lesson/19560/lesson-1-13-14-15-amendments">https://betterlesson.com/community/lesson/19560/lesson-1-13-14-15-amendments</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.2 World History/Global Studies Focus Topic: The Beginning of Human Society: Paleolithic and Neolithic Ages		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
<p>Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.</p> <p>The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</p> <p>Archaeology provides historical and scientific explanations for how ancient people lived.</p>	Hunter/Gatherer Agricultural Revolution Agrarian Society	<p><a href="http://earlyhumans.mrdonn.org/huntergatherer.html">http://earlyhumans.mrdonn.org/huntergatherer.html</a></p> <p><a href="https://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_02_01.pdf">https://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_02_01.pdf</a></p> <p><a href="https://educators.brainpop.com/bp-topic/agricultural-revolution/">https://educators.brainpop.com/bp-topic/agricultural-revolution/</a></p> <p><a href="http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab63">http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab63</a></p>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.A.1.a Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
	Society Migratory Patterns		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
	Food Surplus Archaeology Civilization		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.C.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
			Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

	Pre-agricultural Period Post-agricultural Period	<a href="https://www.khanacademy.org/humanities/ap-world-history/ap-world-history-beginnings/ap-birth-agriculture-neolithic-revolution/a/neolithic-revolution-lesson-summary">https://www.khanacademy.org/humanities/ap-world-history/ap-world-history-beginnings/ap-birth-agriculture-neolithic-revolution/a/neolithic-revolution-lesson-summary</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
	Unwritten Language	<a href="http://www.pbs.org/pov/tailenders/lesson-plan/">http://www.pbs.org/pov/tailenders/lesson-plan/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
	Archaeological Discoveries	<a href="http://www.saa.org/publicftp/PUBLIC/links/websites_kids.html">http://www.saa.org/publicftp/PUBLIC/links/websites_kids.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

6.2 World History/Global Studies Focus Topic: Early Civilizations and the Emergences of Pastoral Peoples: early river Valley Civilizations		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.	Mesopotamia	<a href="http://www.historyhaven.com/APWH/The%20River%20Valley.htm">http://www.historyhaven.com/APWH/The%20River%20Valley.htm</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
		<a href="https://static.discoveryeducation.com/.../Grade%207%20Model%20Lesson%20-%20E..">https://static.discoveryeducation.com/.../Grade%207%20Model%20Lesson%20-%20E..</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.
		<a href="https://quizlet.com/64741338/early-river-valley-civilizations-flash-cards/">https://quizlet.com/64741338/early-river-valley-civilizations-flash-cards/</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
	Indus River Valley	<a href="https://php.radford.edu/~vga/?page_id=3987">https://php.radford.edu/~vga/?page_id=3987</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.



		<a href="https://php.radford.edu/~vga/?page_id=3987">https://php.radford.edu/~vga/?page_id=3987</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
		<a href="https://php.radford.edu/~vga/?page_id=3987">https://php.radford.edu/~vga/?page_id=3987</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations
		<a href="https://prezi.com/6hizpfmf2t7c/writing-systems-of-the-four-ancient-river-valley-civilizations/">https://prezi.com/6hizpfmf2t7c/writing-systems-of-the-four-ancient-river-valley-civilizations/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.
		<a href="https://prezi.com/adichcswyxgz/rise-and-fall-of-river-valley-civilizations/">https://prezi.com/adichcswyxgz/rise-and-fall-of-river-valley-civilizations/</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
		<a href="https://www.mtholly.k12.nj.us/cms/lib/NJ02201267/Centricity/Shared/Form2/Grade%206%20Unit%203%20Ancient%20River%20Civilizations.pdf">https://www.mtholly.k12.nj.us/cms/lib/NJ02201267/Centricity/Shared/Form2/Grade%206%20Unit%203%20Ancient%20River%20Civilizations.pdf</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2 World History/Global Studies Focus Topic: The Classical Civilizations of the Mediterranean World, India and China		Grade Levels: 5-8			
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence	
<p>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.</p> <p>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</p> <p>Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p>	<p>Autocratic Rule Philosophy Bureaucratic Structures Commerce</p>	<p><a href="https://mrjannace.weebly.com/classical-civilizations.html">https://mrjannace.weebly.com/classical-civilizations.html</a></p> <p><a href="http://www.historyhaven.com/COMPARISON%20OF%20CLASSICAL%20CIVILIZATIONS.htm">http://www.historyhaven.com/COMPARISON%20OF%20CLASSICAL%20CIVILIZATIONS.htm</a></p> <p><a href="https://www.timemaps.com/lessons/classical-civilization-teacher-guide/">https://www.timemaps.com/lessons/classical-civilization-teacher-guide/</a></p>	<p>Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer</p>	<p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p>	
				<p>Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer</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>Athenian Democracy Roman Republic</p>			<p>Performance Task Oral Presentation Student Project Class Discussion Research Project</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>Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer</p>	<p>6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.</p>

	<a href="http://www.whitetwpsd.org/wtsd/About%20WTS/SD/Curriculum%20Maps/Social%20Studies/Social%20Studies%20Grade%207.pdf">http://www.whitetwpsd.org/wtsd/About%20WTS/SD/Curriculum%20Maps/Social%20Studies/Social%20Studies%20Grade%207.pdf</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system
	<a href="https://resourcesforhistoryteachers.wikispaces.com/AncientCivilizations">https://resourcesforhistoryteachers.wikispaces.com/AncientCivilizations</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	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.
Greek City-State	<a href="https://sites.google.com/site/mirabellaimg/units-of-study/6-ancient-greece/city-state-project">https://sites.google.com/site/mirabellaimg/units-of-study/6-ancient-greece/city-state-project</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
Sea Trade Routes Mediterranean World	<a href="http://mediterraneansharedpast.org/items/show/15">http://mediterraneansharedpast.org/items/show/15</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
Classical Civilizations Urban Division of Labor	<a href="https://www.timemaps.com/lessons/student-sheet-classical-civilizations/">https://www.timemaps.com/lessons/student-sheet-classical-civilizations/</a> <a href="http://www.discoverededucation.com/teachers/free-lesson-plans/tracing-the-roots-of-modern-cities.cfm">http://www.discoverededucation.com/teachers/free-lesson-plans/tracing-the-roots-of-modern-cities.cfm</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

	Social Hierarchies	<a href="https://www.teachervision.com/ancient-history/ancient-times-social-classes-occupations-activity-packet">https://www.teachervision.com/ancient-history/ancient-times-social-classes-occupations-activity-packet</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
	Gupta India Han China Roman Empire	<a href="https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-states-and-empires/a/rise-and-fall-of-empires">https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-states-and-empires/a/rise-and-fall-of-empires</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
		<a href="https://school.bighistoryproject.com/.../SchoolBigHistory/.../Unit7/Worksheets_2015...">https://school.bighistoryproject.com/.../SchoolBigHistory/.../Unit7/Worksheets_2015...</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
	Tenets of World Religions Buddhism Christianity Islam Judaism Sikhism Taoism	<a href="http://www.educationworld.com/a_lesson/world-religions-multicultural-diversity.shtml">http://www.educationworld.com/a_lesson/world-religions-multicultural-diversity.shtml</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
			Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2 World History/Global Studies Focus Topic: Expanding Exchanges and Encounters (500CE - 1450CE)		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.	Empire Interregional Trade Cultural exchange Urbanization Centralized Political Organization		Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.		<a href="https://www.thoughtco.com/feudalism-in-japan-and-europe-195556">https://www.thoughtco.com/feudalism-in-japan-and-europe-195556</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	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.
While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.	Magna Carta Parliament Habeas Corpus Independent Judiciary	<a href="http://www.socialstudies.com/middle-ages-in-western-europe">http://www.socialstudies.com/middle-ages-in-western-europe</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.
		<a href="https://www.nationalgeographic.org/encyclopedia/europe-human-geography/">https://www.nationalgeographic.org/encyclopedia/europe-human-geography/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.

	Maritime Overland Trade (African Caravan and Silk Road)	<a href="http://www.artic.edu/ai/collections/citi/resources/Rsrc_001878.pdf">http://www.artic.edu/ai/collections/citi/resources/Rsrc_001878.pdf</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	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.
		<a href="http://civiced.rutgers.edu/files/africa/unit1.pdf">http://civiced.rutgers.edu/files/africa/unit1.pdf</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.B.4.c Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
	Arabian Peninsula Aro-Eurasian Trade		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	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.
			Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	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.
	Climate	<a href="https://www.nationalgeographic.org/encyclopedia/climate/">https://www.nationalgeographic.org/encyclopedia/climate/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

	Commercialization		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
	Islamic World	<a href="http://history-world.org/dynamic_culture_of_medieval_euro.htm">http://history-world.org/dynamic_culture_of_medieval_euro.htm</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.C.4.b Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
			Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.4.a Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
	Crusades	<a href="https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/6742/Crusades%20powerpoint.pdf">https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/6742/Crusades%20powerpoint.pdf</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.4.b Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
	Plague	<a href="https://edsitement.neh.gov/lesson-plan/path-black-death">https://edsitement.neh.gov/lesson-plan/path-black-death</a> <a href="http://medieval europe.mrdonn.org/lessonplans/plague.html">http://medieval europe.mrdonn.org/lessonplans/plague.html</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.2.8.D.4.c Assess the demographic, economic, and religious impact of the plague on Europe.

		<a href="http://livinginmedievalurope.weebly.com/the-black-death-simulation.html">http://livinginmedievalurope.weebly.com/the-black-death-simulation.html</a>		
	Feudalism	<a href="http://www.wsfcs.k12.nc.us/./Decline%20of%20Feudalism%20_%20Rise%20of%20Nation...">www.wsfcs.k12.nc.us/./Decline%20of%20Feudalism%20_%20Rise%20of%20Nation...</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.D.4.d Determine which events led to the rise and eventual decline of European feudalism.
	Yuan Dynasty	<a href="http://www.chinasage.info/dynastyyuan.htm">http://www.chinasage.info/dynastyyuan.htm</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.4.e Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
	Byzantine Empire	<a href="https://prezi.com/1iqnc_kylcqy-/the-byzantine-empires-influence-of-the-islamic-world-and-western-europe/">https://prezi.com/1iqnc_kylcqy-/the-byzantine-empires-influence-of-the-islamic-world-and-western-europe/</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.D.4.f Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
			Performance Task Formative Assessment Student project Research Project Exit Ticket	6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.



6.3 Active Citizenship in the 21st Century		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> <li>· Recognize the causes and effects of prejudice on individuals, groups, and society.</li> <li>· Recognize the value of cultural diversity, as well as the potential for misunderstanding.</li> <li>· Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.</li> <li>· Listen open-mindedly to views contrary to their own.</li> <li>· Collaboratively develop and practice strategies for managing and resolving conflict.</li> <li>· Demonstrate understanding of democratic values and processes.</li> <li>· Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.</li> <li>· Challenge unfair viewpoints and behaviors by taking action.</li> <li>· Make informed and reasoned decisions.</li> </ul> <p>Accept decisions that are made for the common good.</p>		<a href="http://www.njspotlight.com/education/">http://www.njspotlight.com/education/</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
	Legislative Proposal Municipal	<a href="http://www.njleg.state.nj.us/legislativepub/pubhearings2013.asp">http://www.njleg.state.nj.us/legislativepub/pubhearings2013.asp</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
		<a href="https://www2.ed.gov/tech/teachers/how/tech/international/guide_pg2.html">https://www2.ed.gov/tech/teachers/how/tech/international/guide_pg2.html</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
			Performance Task Formative Assessment Student project Research Project Exit Ticket	6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
	Stakeholders	<a href="http://www.co.warren.nj.us/budget.html">http://www.co.warren.nj.us/budget.html</a>	Performance Task Oral Presentation Student Project In-Class Activity Student Hands-On Activity Research Project Peer Evaluation/Self Evaluation	6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

			Rubric	
	Democratic Process Legislative Hearing Judicial Proceeding Election		Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

<b>Assessments</b>	Teacher observation, oral presentations, student projects, rubrics, class projects, class discussion, performance assessment, formative assessment, research project, graphic organizer, exit ticket
<b>21st Century Skills and Career Integration</b>	Relate earning power to quality of life across cultures; evaluate the relationship of cultural traditions and historical influences on financial practice; identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals; evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
<b>Technology Integration</b>	Digital tools (word processing documents); online simulations, videos, games, museums; create story using digital cameras and multimedia tools; engage in learning activities with students in other classes, schools or countries using various media formats; apply cybersafety and appropriate use policies; use geographic mapping tools to plan and solve problems.
<b>Interdisciplinary Integration</b>	ELA: comprehension of nonfiction, writing (assignments, projects, assessments), oral presentations Math: mapping skills (distance and measurement), currency and exchange rates
<b>Core Instruction and Supplemental Materials</b>	Core Instructional Textbooks, supplemental internet sources and videos
<b>Modifications and Accommodations</b>	ELL: leveled readers; ELL series workbook; small group instruction Special Education: leveled readers; small group instruction; modified assessments G&T: leveled readers; enrichment activities; small group instruction



## Pacing Guide for SOCIAL STUDIES

	Marking period 1	Marking period 2	Marking period 3	Marking period 4
Grade K	Rules Family Community Helpers Fire Safety Christopher Columbus	Election/Voting Pilgrims and Native Americans Holiday Traditions Around the World Martin Luther King	Presidents Map Skills/Geography The Earth	Memorial Day Flag Day
Grade 1	Rules and Responsibilities Family Community Helpers Fire Safety Christopher Columbus	Elections, Veteran's Day Pilgrims and Native Americans Holiday Traditions Martin Luther King,	U.S. Symbols Presidents Communities and Weather Map Skills/Geography	Map Skills/Geography Memorial Day Flag Day
Grade 2	US History: America in the World: Economics, Innovation and Technology	US History: America in the World: History, Cultures and Perspectives	US History: America in the World: Geography, People and the Environment	Active Citizenship in the 21 <sup>st</sup> Century: Civics, Government, and Human Rights
Grade 3	Nonfiction Text Features Regions of the World	Communities (urban, suburban, rural)	Communities Through Time	Communities Economy
Grade 4	New Jersey's Land and Early People	Exploration to Early Statehood	Progress as a State	New Jersey Today
Grade 5/6	Early Life Connections Across Continents	Colonial Life in North America	The American Revolution Life in a New Nation	A Growing Nation War Divides the Nation
Grade 5/6	Stone Age Mesopotamia	Ancient Egypt Ancient China and India Cross Curricular – Holocaust Studies in Language Arts	Ancient Greece Ancient Rome	Middle Ages
Grade 7	American History II (1812-1845) Andrew Jackson Presidency	American History II (1845-1861) Conflicts leading to Civil War Election of Lincoln	American History II (1861-1865) Civil War	American History II (1865-1877) Reconstruction
Grade 8	Civics Constitution All levels of government	Civics Constitution All levels of government	Civics American Presidents Past and Present Dictators	Holocaust