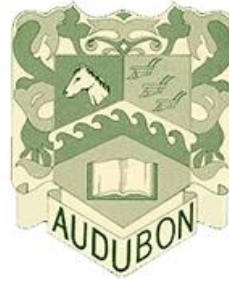


Audubon Public Schools



Grade 7: Social Studies

Curriculum Guide

Developed by:

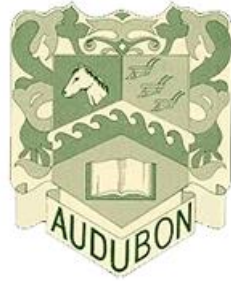
Ms. Andrea Collazzo

Ms. Dawn Ewing

July 24, 2019

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Course Description

Grade 7: Social Studies

This course will focus on cultural geography of the world. Its purpose is to introduce the students to the basic fundamentals of geography and explore world cultures. An emphasis will be placed on how the geographical location of a place affects its climate, customs and culture. The culture's literature, art, religions, ideologies, and philosophies will be explored to enrich students' understanding of the human experience. Connections between the ancient and modern world will also be explored.

Overview / Progressions

Overview	Focus Indicator #	Companion Standards (ELA)
Unit 1	<ul style="list-style-type: none"> ● 6.2.8A.2.b ● 6.2.8.B.2.a ● 6.2.8.B.2.b ● 6.2.8.B.3.a ● 6.2.8.D.2.c ● 6.2.8.D.2.a ● 6.2.8.D.3.c ● 6.2.8.D.2.d 	<ul style="list-style-type: none"> ● RH.6-8.1 ● RH.6-8.2 ● RST.6-8.4. ● WHST.6-8.2 ● WHST.6-8.8.
Unit 2	<ul style="list-style-type: none"> ● 6.2.8.D.4.g ● 6.2.8.D.4.a ● 6.2.8.D.2.c ● 6.2.8.B.2.b ● 6.2.8.B.2.a ● 6.2.8.D.2.d ● 6.2.8.D.3.b ● 6.2.8.D.3.c ● 6.2.8.D.3.e ● 6.2.8.A.3.d ● 6.2.8.D.3.d ● 6.2.12A.1.a ● 6.2.8.D.2.b ● 6.2.12.C.1.e 	<ul style="list-style-type: none"> ● RH.6-8.1 ● RH.6-8.2 ● RST.6-8.4. ● WHST.6-8.2 ● WHST.6-8.8.

	<ul style="list-style-type: none"> ● 6.2.8.C.3.a ● 6.2.8.B.4.b ● 6.2.8.B.4.d 	
Unit 3	<ul style="list-style-type: none"> ● 6.2.8.A.4.b ● 6.2.8.B.4.a ● 6.1.8.B.1.a ● 6.1.8.B.1.b ● 6.2.8.B.4.f ● 6.1.8.C.1.a ● 6.1.8.D.1.a ● 6.1.8.D.1.b ● 6.1.8.D.1.c 	<ul style="list-style-type: none"> ● RH.6-8.1 ● RH.6-8.2 ● RST.6-8.4. ● WHST.6-8.2 ● WHST.6-8.8.
Unit 4	<ul style="list-style-type: none"> ● 6.2.8.B.4.a ● 6.2.8.B.4.b ● 6.2.8.B.4.c ● 6.2.8.B.4.d ● 6.2.8.B.4.f ● 6.2.8.C.4.a ● 6.1.8.D.1.b ● 6.1.8.D.1.c ● 6.2.8.D.4.g ● 6.2.12.B.1.a ● 6.2.12.D.1.c 	<ul style="list-style-type: none"> ● RH.6-8.1 ● RH.6-8.2 ● RST.6-8.4. ● WHST.6-8.2 ● WHST.6-8.8.

	<ul style="list-style-type: none">● 6.2.12.D.1.d● 9.1.8.B.1● 9.1.8.B.5● 9.1.8.B.9● 9.1.4.C.1● 9.1.4.C.2● 9.1.4.C.3	
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Social Studies	Grade 7	Unit 1	Marking Period 1
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Focus Indicator	
6.2.8A.2.b	Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.A.2.b	Determine the role of slavery in the economic and social structures of early river valley civilizations.

Companion Standards	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
WHST.6-8.2.	A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Quick Writing ● graphic organizers ● Quizlet ● Kahoot ● Sheppard Software 	<ul style="list-style-type: none"> ● Test ● essay ● Common Assessment ● Primary source analysis ● Project ● Year Long Project: India, Hinduism, Buddhism
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book 	<ul style="list-style-type: none"> ● <i>Newsela</i>

<ul style="list-style-type: none"> ● Eiger Dreams 	<ul style="list-style-type: none"> ● www.phschool.com ● http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Hinduism and Buddhism are the main religions of India and have influenced their culture in the past, and continue to be an important part of their modern culture as well. ● India like most ancient civilizations was established in the Indus River Valley, protected by the Himalayan Mountains and the Indian Ocean. ● Aside from starting two of the world’s main religions, ancient Indian societies made lasting contributions to mathematics. ● Hinduism is the world’s oldest religion. It is based on the caste system and a belief in nonviolence. Reincarnation and the practice of the 4 dharmas is also an important part of Hinduism. ● Buddhism emerged after Hinduism, and was founded by Siddhartha Gautama. It is also based on a belief of non-violence and follows the Eight Fold Path. ● Chandragupta and Asoka were there most successful leaders of Ancient India, establishing long lasting governments with a remarkably tolerant view towards other cultures and religions. ● Barbur began the Mughal control over the Northern part of India. ● Akbar was a tolerant ruler of India who allowed religious freedom. ● The Taj Mahal is one of the 7 Wonders of the World – it is the tomb that Shah Jahan created for his wife. 	<ul style="list-style-type: none"> ● What are the main geographic features of India? ● Where did the earliest civilizations begin? Why? ● What were the main achievements of the Ancient Civilizations? ● What is Hinduism, What are its main beliefs? ● What is Buddhism? What are its main beliefs? ● Who were the main leaders in Ancient India? What were their accomplishments? ● How did the Mughal Empire control India? ● Who was Akbar the Great? ● What is the Taj Mahal? ● Where does government derive its power?

Differentiation

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Social Studies	Grade 7	Unit 2	Marking Period 2
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Focus Indicator	
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
6..2.8.D.4.a	Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.D.3.b	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism,
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
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.
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.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,
6.2.12A.1.a	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.12.C.1.e	Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.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.
Companion Standards	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
WHST.6-8.2.	<p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● short response ● graphic organizers ● Atlas activities ● Quizlet ● Sheppard Software 	<ul style="list-style-type: none"> ● Test ● essay ● Common Assessment ● Primary source analysis ● Year Long Project: Middle East, Islam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book ● Malala ● Eiger Dreams 	<ul style="list-style-type: none"> ● <i>Newsela</i> ● www.phschool.com ● http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language 	

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Ancient Chinese cultures developed along the Yellow River in China. ● China is isolated by its geography. ● The Family is the most important unit in society. In Ancient Chinese society, women were in a lower position than men. ● Confucius was a philosopher that focused on how to be a good member of society. ● The Qin and Han dynasties were the most important in Ancient China; people today still refer to themselves as the “Children of Han”. ● The Tang Dynasty was a period of progress and stability- the civil service system was established. Wood block printing was also established during this dynasty. The Song Dynasty continued the civil service system. It was a time of great learning as well with the continued printing of books. ● The Great Wall of China was constructed during the Qin Dynasty. It was used as a protective wall against invaders from the north. ● The Silk Road was a trade route that connected East and West. It allowed the trading of goods, ideas, and religion between India, China, the Middle East and Europe. ● The Middle East is a geographic region on the Arabian Peninsula, between Africa and Asia. Its geography is dry and rocky. The culture is influenced by the religion of Islam, which plays an important role in the government of many Middle Eastern countries. Islam is the newest and fastest growing religion in the world. It is based on the belief in Allah and his main prophet Mohammad. The teachings of Islam are written in the in the Quran. People of the Islamic faith follow the Five Pillars of Islam. ● Because this area is situated near Europe conflicts have arisen between Christianity and Islam leading to many wars. ● 	<ul style="list-style-type: none"> ● What are the main geographic features of China? ● How was Chinese society configured? ● Who was Confucius? ● What were the main dynasties in China, what were their accomplishments? ● What is the Great Wall of China? ● What was the silk road? What was its purpose? ● What were the main achievements of Ancient China? ● Who were the Mongols, how did they Conquer China? ● What is unique about Mt. Everest? ● Where is the Middle East? ● What is the geography of the Middle East? ● What is the culture of this area? ● What is the main religion of the area? ● What are the conflicts that emerged in this area?

Differentiation

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Social Studies	Grade 8	Unit 3	Marking Period 3
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Focus Indicator	
6.2.8.A.4.b	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.1.8.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.
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.
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.1.8.D.1.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
Companion Standards	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
WHST.6-8.2.	A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Formative Assessments	Summative Assessments
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<ul style="list-style-type: none"> ● Group Work ● Quick Writing ● graphic organizers ● Quizlet Live ● Kahoot ● Sheppard’s Software 	<ul style="list-style-type: none"> ● Test ● essay ● Common Assessment ● Primary source analysis ● Year Long Project - Japan and the Iditarod
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book PS readings ● Iditarod Musher Interviews ● “Eiger Dreams” 	<ul style="list-style-type: none"> ● <i>Newsela</i> ● www.phschool.com ● http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Japan began a separate culture independent from China and chose to stay isolated from the rest of the world. ● Samurai warriors emerged from Japan, their teachings still influence Japanese culture today. ● Japan is a series of islands. ● Feudalism is a governing system where landowner allows a tenant to live on his land in exchange for a portion of the crop. ● The Samurai emerged from the feudal system as protectors for the landowners. They eventually gained power on their own and were an integral part of Japanese culture and government. ● During the Edo Period the rulers of Japan closed its borders to the outside world. It did not reestablish trade until the United States forced the issue. ● There were many Native cultures in the Americas that had thriving civilizations before the arrival of European Explorers. These civilizations had a lasting impact on America today. ● Their culture is still visible in Alaska today. 	<ul style="list-style-type: none"> ● What is the geography of Japan? ● What was feudalism in Japan? ● Who were the Samurai? ● Why was Japan isolated from the rest of the world? ● Who were the earliest settlers of Alaska? ● Where were these settlements located? ● What were their main achievements? ● What impacts do they have on Alaska today? ● What is the Iditarod? ● What impact does the Iditarod have on society today?

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Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Social Studies	Grade 7	Unit 4	Marking Period 4
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Focus Indicator	
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.B.4.c	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6.1.8.D.1.c	Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.
6.2.12.D.1.d	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
9.1.8.B.1	Distinguish among cash, check, credit card, and debit card.
9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
9.1.8.B.9	Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).
9.1.4.C.1	Explain why people borrow money and the relationship between credit and debt.
9.1.4.C.2	Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
9.1.4.C.3	Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
Companion Standards	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
WHST.6-8.2.	<p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Quick Writing ● graphic organizers ● Quizlet Live ● Kahoot ● Sheppard’s Software 	<ul style="list-style-type: none"> ● Test ● essay ● Common Assessment ● Primary source analysis ● Year Long Project - Africa, Latin America, Credit/Debit
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book PS readings ● Iditarod Musher Interviews ● “Eiger Dreams” 	<ul style="list-style-type: none"> ● <i>Newsela</i> ● www.phschool.com ● <i>Cards, Cars and Currency Unit</i>

<ul style="list-style-type: none"> ● “Esperanza Rising” 	<ul style="list-style-type: none"> ● https://www.state.nj.us/education/aps/cccs/career/resources.htm ● http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language 	
Endearing Understanding	Essential Questions

- Africa is a land of diversity. There are many different cultures and types of geography.
- Africa was the center of trade for Europe and the Middle East, and continues to play a role in current geo-political situations.
- Africa has many types of geography. It has six main climate zones.
- The Bantu people had the longest migration in human history.
- Most of the kingdoms in Africa were based on trade as opposed to agriculture due to the climate.
- The Sahara Desert is the largest desert in the world and is located in Africa.
- The Nile River is the longest River in the world and is located in Africa.
- There were many Native cultures in the Americas that had thriving civilizations before the arrival of European Explorers. These civilizations had a lasting impact on the countries of the Americas today.
- Three main groups established civilizations in Latin America: the Aztec, Inca, and Maya. They were in many ways more advanced than their European counterparts—excelling at architecture, medicine, mathematics, and astronomy.
- Their culture is still visible in many Latin American countries today.
- European explorers looked to find new routes to the Orient.
- They began by seeking a water route around Africa to India and then proceeded to look for a way to circumnavigate the globe.
- Portugal, Spain, and England began the Age of Exploration. European explorers traveled to Africa, India, China, Japan, and the Americas.
- In each area of exploration Europeans disrupted the established civilization and in many instances took over areas and established their own settlements.
- These settlements often clashed with the existing civilizations. This often led to war between European countries and the native peoples.
- Several main trade patterns were established during this time period: The Columbian exchange and triangle trade.

- What are the main geographic features of Africa?
- What were the main cultural groups in Africa?
- What effect has the geography had on the peoples of Africa in ancient and modern times?
- Who were the earliest settlers of the Americas?
- Where were these early American settlements located?
- What were their main achievements in Early America?
- What led to their demise of these early Americans?
- What aspects of their early American civilizations still exist today?
- Why did European look East for trade?
- Who were the main explorers?
- What areas did they explore?
- What were the short and long term effects of their exploration?
- What were the main trade patterns?
- How did slavery come to the Americas?
- What is the difference between a credit and a debit card?
- What are the consequences of “easy access” credit?
- What are interest rates and how can they affect the overall cost of a purchase?
- How can saving money help improve your financial well-being?

- Slavery was established during this time period as Portuguese and later English explores captured Africans and sold them for labor in the Americas.
- Identify ways to be a financially responsible young adult.
- Give examples of the benefits of financial responsibility and the costs of financial irresponsibility.
- Explain how debit cards differ from credit cards.
- Explain how interest rate and loan length affect the cost of credit.
- Discuss potential consequences of using “easy access” credit.
- Give examples of how saving money can improve financial well-being.

Differentiation

504	<ul style="list-style-type: none">● preferential seating● extended time on tests and assignments● reduced homework or classwork● verbal, visual, or technology aids	<ul style="list-style-type: none">● modified textbooks or audio-video materials● behavior management support● adjusted class schedules or grading● verbal testing
Enrichment	<ul style="list-style-type: none">● Utilize collaborative media tools● Provide differentiated feedback● Opportunities for reflection	<ul style="list-style-type: none">● Encourage student voice and input● Model close reading● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

- Chromebooks
- Internet research
- Online programs

- Virtual collaboration and projects
- Presentations using presentation hardware and software

Appendix A

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Andrea Collazzo, Dawn Ewing

Course Title: Ancient Civilizations Unit Name: Ancient India Grade Level: 7

Approval Date: June, 2017

<p>Content Statements and Rationale: Understanding the history and ways of life of other cultures will help provide students with a global context to view historic and emerging issues not only</p>	<p>NJSLS: 6:1 A, All 6.3 B1</p>
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<p>in our own country but in the world itself. As the physical and cultural borders between nations continue to shrink, an overview of the religion, main views and history of other regions of the world will help prepare students for successful interaction with the global community in our ever expanding world and its peoples.</p>	<p>6.6All</p> <p>Companion Standards:</p> <p>RH6-8.1-8.4, 8.7-10</p> <p>WH6-8.2-10</p>
<p>Overarching Essential Questions: What are the main beliefs of Ancient Indian society? How has Ancient Indian culture impacted today’s world?</p>	<p>Overarching Enduring Understandings: Hinduism and Buddhism, the main religions of India have influenced their culture in the past, and continue to be an important part of their modern culture as well.</p>
<p>Unit Essential Questions: What are the main geographic features of India? Where did the earliest civilizations begin? Why? What were the main achievements of the Ancient Civilizations? What is Hinduism, What are its main beliefs? What is Buddhism? What are its main beliefs? Who were the main leaders in Ancient India? What were their accomplishments? How did the Mughal Empire control India? Who was Akbar the Great? What is the Taj Mahal?</p>	<p>Unit Enduring Understandings: India like most ancient civilizations was established in the Indus River Valley, protected by the Himalayan Mountains and the Indian Ocean. Aside from starting two of the world’s main religions, ancient Indian societies made lasting contributions to mathematics. Hinduism is the world’s oldest religion. It is based on the caste system and a belief in nonviolence. Reincarnation and the practice of the 4 dharmas is also an important part of Hinduism. Buddhism emerged after Hinduism, and was founded by Siddhartha Gautama. It is also based on a belief of non-violence and follows the Eight Fold Path. Chandragupta and Asoka were there most successful leaders of Ancient India, establishing long lasting governments with a remarkably tolerant view towards other cultures and religions. Barbur began the Mughal control over the Northern part of India. Akbar was a tolerant ruler of India who allowed religious freedom. The Taj Mahal is one of the 7 Wonders of the World – it is the tomb that Shah Jahan created for his wife.</p>

<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit): Online map quiz and test Analysis of primary documents Essay comparing and contrasting Buddhism and Hinduism Avatar Presentation Vocabulary and main idea assessment</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): Online map quiz and test Analysis of primary documents Essay comparing and contrasting Buddhism and Hinduism Avatar Presentation Vocabulary and main idea assessment Create and Present your own Wonder of the World</p>
<p>Key Terms (Essential Vocabulary): Indus River Valley, Himalayan Mountains, Hinduism, avatar, dharma, caste system, ahimsa, Ayrans, Buddhism, 8 Fold Path, Nirvana, Chardragupta, Asoka, Battle of Kalinga, Genghis Khan, Akbar, Taj Mahal</p>	
<p>Resources: Internet HS Media Center Data Base Ancient Civilizations- Prentice Hall Primary Documents Art and Music Excerpts Video and Film Excerpts</p>	

<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with an I, followed by the related content area(s) Activities specifically related to Chromebooks or other Internet Connected Devices are identified with a DL (digital literacy): Primary source reading DL: Read and analyze online news articles (Newsela and CNN Kids) DL: Prentice Hall online activities DL: Sheppard software DL: Quizlet vocabulary site DL: Edmodo – class discussion and posting site Powerpoint Presentations Develop a chart comparing Hinduism and Buddhism I: Write an essay comparing and Contrasting Hinduism and Buddhism Compare the 8 Fold Path to the 10 Commandments Analyze the Similarities and Difference between Gandhi and Martin Luther King Jr. Create an Avatar and present to the class Focussing on style and tone, while analyzing primary documents and multimedia excerpts, exemplify the sound reasoning of the precis writing process.</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEP’s will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 540’s will receive the support those documents dictate.</p> <p>ELL – Language support as needed. Utilization of experience and information as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition,</p>	<p>Suggested Timeline: 4 weeks</p>

<p>opportunities to write instead of speaking; and the opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigation of content and primary documents; close reading tasks.</p> <p>Mainstream Learners – Formative assessments to gage understanding and learning.</p>	
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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Andrea Collazzo, Dawn Ewing
Course Title: Ancient Civilizations Unit Name: China and Japan Grade Level: 7
Approval Date: June, 2017

<p>Content Statements and Rationale: Understanding the history and culture of China and Japan will allow students to understand their place in our newly emerging global society.</p>	<p>NJSLS:</p> <p>6.1 A ALL 6.3: B1, C3 6.6 All</p> <p>Companion Standards:</p> <p>RH6-8.1-8.4, 8.7-10 WH6-8.2-10</p>
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<p>Overarching Essential Questions: What are the key components of ancient China? What are the key components of ancient Japan? How has the culture of Ancient China and Japan influenced our world today?</p>	<p>Overarching Enduring Understandings: China has traditionally been a closed society. Confucius was one of China’s main philosophers. China had many technological advances that are still used today. Japan began a separate culture independent from China and chose to stay isolated from the rest of the world. Samurai warriors emerged from Japan, their teachings still influence Japanese culture today.</p>
<p>Unit Essential Questions: What are the main geographic features of China? How was Chinese society configured? Who was Confucius? What were the main dynasties in China, what were their accomplishments? What is the Great Wall of China? What was the silk road? What was its purpose? What were the main achievements of Ancient China? Who were the Mongols, how did they Conquer China? What is the geography of Japan? What was feudalism in Japan? Who were the Samurai? Why was Japan isolated from the rest of world? Why is unique about Mt. Everest?</p>	<p>Unit Enduring Understandings: Ancient Chinese cultures developed along the Yellow River in China. China is isolated by its geography. The Family is the most important unit in society. In Ancient Chinese society, women were in a lower position than men. Confucius was a philosopher that focused on how to be a good member of society. The Qin and Han dynasties were the most important in Ancient China; people today still refer to themselves as the “Children of Han”. The Tang Dynasty was a period of progress and stability- the civil service system was established. Wood block printing was also established during this dynasty. The Song Dynasty continued the civil service system. It was a time of great learning as well with the continued printing of books. The Great Wall of China was constructed during the Qin Dynasty. It was used as a protective wall against invaders from the north. The Silk Road was a trade route that connected East and West. It allowed the trading of goods, ideas, and religion between India, China, the Middle East and Europe. Ancient China is responsible for many advances in technology that is still used today such as; paper, gunpowder, and silk.</p>

	<p>The Mongols invaded China from the north and broke through the Great Wall of China.</p> <p>Japan is a series of islands.</p> <p>Feudalism is a governing system where landowner allows a tenant to live on his land in exchange for a portion of the crop.</p> <p>The Samurai emerged from the feudal system as protectors for the landowners. They eventually gained power on their own and were an integral part of Japanese culture and government.</p> <p>During the Edo Period the rulers of Japan closed its borders to the outside world. It did not re establish trade until the United States forced the issue.</p> <p>Mt. Everest is the highest mountain in the world; many people continue to climb to the top even though there are great risks.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit):</p> <p>Online map quiz and test Analysis of primary documents Vocabulary and main idea assessment Essay: Why was the Silk Road important? Essay: (Persuasive) Using sound reasoning, explain why you would or would not Climb Mt. Everest? Academic writing: Footbinding.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Online map quiz and test Analysis of primary documents- writings of Confucius Vocabulary and main idea assessment Complete an analysis of the effect of the Silk Road on the rest of the world Essay: Would you climb Mt. Everest? Close reading and Presis of primary documents and/or visual and audio clips from the time period. Capacity to research, analyze and report salient information.</p>
<p>Key Terms (Essential Vocabulary): Confucius, foot binding, China’s sorrow, Qin Dynasty, Han Dynasty, 5 Human Relationships, Samurai, Code of Bushido, Song Dynasty, Tang Dynasty, Tokugawa Ieyasu</p>	

<p>Resources: Internet HS Media Center Data Base Ancient Civilizations- Prentice Hall Primary Documents Art and Music Excerpts Video and Film Excerpts Eiger Dreams by John Krakauer</p>	
<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with an I, followed by the related content area(s) Activities specifically related to Chrome Books or other Internet Connected Devices are identified with a DL (digital literacy):</p> <p>Primary source reading DL: Read and analyze online news articles (Newsela and CNN Kids) DL: Prentice Hall online activities DL: Sheppard software DL: Quizlet vocabulary site DL: Edmodo – class discussion and posting site Power Point Presentations I: Write an essay discussing the importance of the Silk Road I: Write a letter to the Chinese government stating if people should be allowed to climb Mt. Everest Precis of primary documents and multi-media excerpts</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level): Special Needs – Students with IEP’s will be placed in classes with additional instructional support, delivered</p>	<p>Suggested Timeline: 6 weeks</p>

<p>in a co-teaching model. Students with 540's will receive the support those documents dictate.</p> <p>ELL – Language support as needed. Utilization of experience and information as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and the opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigation of content and primary documents; close reading tasks.</p> <p>Mainstream Learners – Formative assessments to gage understanding and learning.</p>	
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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Andrea Collazzo, Dawn Ewing
Course Title: Ancient Civilizations Unit Name: Middle East Grade Level: 7
Approval Date: June, 2017

Content Statements and Rationale:	NJSLS:
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<p>Learning about the history, culture, and religions of the Middle East can help us understand their place in our newly emerging global society.</p>	<p>6.1 A All 6.3: C2,7 6.6: All</p> <p>Companion Standards:</p> <p>RH6-8.1-8.4, 8.7-10 WH6-8.2-10</p>
<p>Overarching Essential Questions: Why learn about the Middle East? Why impact do Middle Eastern cultures have on our world today?</p>	<p>Overarching Enduring Understandings: The countries in the Middle East have increasingly become a world power and an area of unrest. In order to facilitate discussions with the nations of the Middle East it is imperative to understand their history, culture and religion. With accurate background knowledge and a better understanding of their culture it may be possible to engage in diplomatic relations and humanitarian ties to this region.</p>
<p>Unit Essential Questions: Where is the Middle East? What is the geography of the Middle East? What is the culture of this area? What is the main religion of the area? What are the conflicts that emerged in this area?</p>	<p>Unit Enduring Understandings: The Middle East is a geographic region on the Arabian Peninsula, between Africa and Asia. Its geography is dry and rocky. The culture is influenced by the religion of Islam, which plays an important role in the government of many Middle Eastern countries. Islam is the newest and fastest growing religion in the world. It is based on the belief in Allah and his main prophet Mohammad. The teachings of Islam are written in the in the Quran. People of the Islamic faith follow the Five Pillars of Islam. Because this area is situated near Europe conflicts have arisen between Christianity and Islam leading to many wars.</p>

<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit): Online map quiz and test Analysis of primary documents Vocabulary and main idea assessment</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): Read and analyze the following primary sources: Three Cups of Tea by Greg Mortenson, 3 Cups of Deceit by John Krakauer, I am Malala, by Malala by Malala Yousafzai Online map quiz and test Vocabulary and main idea assessment Complete essay: Is Greg Mortenson a Humanitarian? Capacity to research, analyze and report salient information Close reading and precis of primary documents and/or visual and audio clips from the time period.</p>
<p>Key Terms (Essential Vocabulary): Byzantine Empire, Constantinople, Istanbul, Justinian Code, Mecca, Islam, 5 Pillars of Islam, Ottoman Empire</p>	
<p>Resources: Internet HS Media Center Data Base Ancient Civilizations- Prentice Hall Primary Documents Art and Music Excerpts Video and Film Excerpts 3 Cups of Tea by Greg Mortenson 3 Cups of Deceit by John Krakauer I am Malala by Malala Yousafzai</p>	

<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with an I, followed by the related content area(s) Activities specifically related to Chromebooks or other Internet Connected Devices are identified with a DL (digital literacy): DL: Read and analyze online news articles (Newsela and CNN Kids) DL: Prentice Hall online activities DL: Sheppard software DL: Quizlet vocabulary site DL: Edmodo – class discussion and posting site DL: Research salient articles for Humanitarian essay Powerpoint Presentations Precis of primary documents and multimedia excerpts Analyze, using sound reasoning and academic writing, the paradigm shift in attitudes toward Middle Eastern cultures and religions. Focus on a proactive view of tolerance toward other cultures and religions using textual and non-textual evidence.</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level): Special Needs – Students with IEP’s will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 540’s will receive the support those documents dictate.</p> <p>ELL – Language support as needed. Utilization of experience and information as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and the opportunities to practice speaking.</p>	<p>Suggested Timeline: 6 weeks</p>

<p>Gifted Learners – Deeper investigation of content and primary documents; close reading tasks.</p> <p>Mainstream Learners – Formative assessments to gage understanding and learning.</p>	
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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Andrea Collazzo, Dawn Ewing
Course Title: Ancient Civilizations Unit Name: Africa Grade Level: 7
Approval Date: June, 2017

<p>Content Statements and Rationale: Learning about the history and culture of Africa can help us understand their place in our newly emerging global society.</p>	<p>NJSLS:</p> <p>6.1 AAll 6.3 C4, D2, E3, G1, H3</p> <p>Companion Standards:</p> <p>RH6-8.1-8.4, 8.7-10</p>
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	WH6-8.2-10
Overarching Essential Questions: How does Africa’s history and culture affect society today?	Overarching Enduring Understandings: Africa is a land of diversity. There are many different cultures and types of geography. Africa was the center of trade for Europe and the Middle East, and continues to play a role in current geo-political situations.
Unit Essential Questions: What are the main geographic features of Africa? What were the main culture groups in Africa? What effect has the geography had on the peoples of Africa in ancient and modern times?	Unit Enduring Understandings: Africa has many types of geography. It has six main climate zones. The Bantu people had the longest migration in human history. Most of the kingdoms in Africa were based on trade as opposed to agriculture due to the climate. The Sahara Desert is the largest desert in the world and is located in Africa. The Nile River is the longest River in the world and is located in Africa.
Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit): Online map quiz and test Analysis of primary documents Vocabulary and main idea assessment	Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): Online map quiz and test Analysis of primary documents- Bantu Migration Vocabulary and main idea assessment Close reading and precis of primary documents and/or visual and audio clips from the time period. Capacity to research, analyze and report salient information.
Key Terms (Essential Vocabulary): Bantu, Ile-Iffe, Mali, Ghana, Nile River, Sahara Desert	
Resources: Internet Art and Music Excerpts	

<p>Video and Film excerpts Ancient Civilizations: Prentice Hall Online map quiz and test Primary Documents</p>	
<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with an I, followed by the related content area(s) Activities specifically related to Chromebooks or other Internet Connected Devices are identified with a DL (digital literacy):</p> <p>Primary source reading DL: Read and analyze online news articles (Newsela and CNN Kids) DL: Prentice Hall online activities DL: Sheppard software DL: Quizlet vocabulary site DL: Edmodo – class discussion and posting site PowerPoint Presentations Precis of primary documents and multi-media excerpts</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level): Special Needs – Students with IEP’s will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 540’s will receive the support those documents dictate.</p> <p>ELL – Language support as needed. Utilization of experience and information as applicable.</p>	<p>Suggested Timeline: 3 weeks</p>

<p>Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and the opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigation of content and primary documents; close reading tasks.</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning.</p>	
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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Andrea Collazzo, Dawn Ewing
Course Title: Ancient Civilizations Unit Name Civilizations of the Americas Grade Level: 7
Approval Date: June, 2017

<p>Content Statements and Rationale: The achievements and interactions among the early civilizations in the Americas impacted the development of the current configuration of nations and how they interact.</p>	<p>NJSLS:</p> <p>6.1: All 6.3: B10-11, C-5 6.4: C1,4 6.6: All</p> <p>Companion Standards:</p> <p>RH6-8.1-8.4, 8.7-10 WH6-8.2-10</p>
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<p>Overarching Essential Questions: Who were the earliest settlers to the Americas? Support and analyze, using sound reasoning, the claims of the early settlers in the Americas?</p>	<p>Overarching Enduring Understandings: There were many Native cultures in the Americas that had thriving civilizations before the arrival of European Explorers. These civilizations had a lasting impact on the countries of the Americas today.</p>
<p>Unit Essential Questions: Who were the earliest settlers of the Americas? Where were these settlements located? What were their main achievements? What led to their demise? What aspects of their civilizations still exist today?</p>	<p>Unit Enduring Understandings: Three main groups established civilizations in Latin America: the Aztec, Inca, and Maya. They were in many ways more advanced than their European counterparts—excelling at architecture, medicine, mathematics, and astronomy. Their culture is still visible in many Latin American countries today. In North America there were also many tribes of Native Americans that had established civilizations long before the Europeans came.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit): Online map quiz and test Analysis of primary documents Vocabulary and main idea assessment</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): Online map quiz and test Close reading and precis of primary documents and /or visual and audio clips from the time period Vocabulary and main idea assessment Capacity to research, analyze and report salient information</p>
<p>Key Terms (Essential Vocabulary): Aztec, Inca, Maya, quipu, Tenochtitlan, Machu Pichu, Tikal, conquistador, Iditarod, Iroquois, Sioux, Cheyanne, Iditarod</p>	
<p>Resources: Internet www. Iditarod.com Online map quiz and test Primary documents focussing on the intended audience and purpose.</p>	

<p>Art and music Excerpts Video and Film Excerpts</p>	
<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with an I, followed by the related content area(s) Activities specifically related to Chromebooks or other Internet Connected Devices are identified with a DL (digital literacy): I: Language Arts – cross-curricular study of the Iditarod DL: Read and analyze online news articles (Newsela and CNN Kids) DL: Prentice Hall online activities DL: Sheppard software DL: Quizlet vocabulary site DL: Edmodo – class discussion and posting site DL: track a musher during the Iditarod Power Point Presentations Precis of primary documents and multi-media excerpts</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level): Special Needs – Students with IEP’s will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 540’s will receive the support those documents dictate. ELL – Language support as needed. Utilization of experience and information as applicable. Opportunities for students to write or communicate in their native language, as availability of translation</p>	<p>Suggested Timeline: 6 weeks</p>

<p>allows. Depending on the level of acquisition, opportunities to write instead of speaking; and the opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigation of content and primary documents; close reading tasks.</p> <p>Mainstream Learners – Formative assessments to gage understanding and learning.</p>	
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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Andrea Collazzo, Dawn Ewing

Course Title: Ancient Civilizations Unit Name: European Exploration and Settlement Grade Level: 7
Approval Date: June, 2017

<p>Content Statements and Rationale: European explorations influenced civilizations and cultures throughout the world. Trade between the East and West that was established during this time period still occurs today.</p>	<p>NJSLS:</p> <p>6.1 A All 6.3: B1,10-11, C2-4, 7, D2, G1, H3 6.6 All</p> <p>Companion Standards:</p> <p>RH6-8.1-8.4, 8.7-10 WH6-8.2-10</p>
<p>Overarching Essential Questions: How did European exploration affect the cultures they encountered?</p>	<p>Overarching Enduring Understandings: European explorations drastically altered the civilizations that they encountered. Worldwide trade patterns were established that are still in effect today.</p>

	Alliances that were forged during this period still influence international treaties and politics today. Understanding these patterns can give us an insight into the geopolitical issue of today.
<p>Unit Essential Questions: Why did European look East for trade? Who were the main explorers? What areas did they explore? What was the short and long term effect of their exploration? What were the main trade patterns? How did slavery come to the Americas?</p>	<p>Unit Enduring Understandings: European explorers looked to find new routes to the Orient. They began by seeking a water route around Africa to India and then proceeded to look for a way to circumnavigate the globe. Portugal, Spain, and England began the Age of Exploration. European explorers traveled to Africa, India, China, Japan, and the Americas. In each area of exploration Europeans disrupted the established civilization and in many instances took over areas and established their own settlements. These settlements often clashed with the existing civilizations. This often led to war between European countries and the native peoples. Several main trade patterns were established during this time period: The Columbian exchange and triangle trade. Slavery was established during this time period as Portuguese and later English explores captured Africans and sold them for labor in the Americas.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit): Online map quiz and test Analysis of primary documents Vocabulary and main idea assessment</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): Online map quiz and test Analysis of primary documents Vocabulary and main idea assessment Close reading and precis of primary documents and/or visual and audio clips from the time period Capacity to research, analyze and report salient information</p>
<p>Key Terms (Essential Vocabulary): Columbian exchange, triangle trade, slavery, Pizarro, Cortes, Columbus, Amerigo Vespucci, indentured servant, smallpox, buffalo, peace treaty,</p>	

<p>Resources: Internet Ancient Civilizations – Prentice Hall Eiger Dreams – John Krakauer Online maps Primary Documents</p>	
<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with an I, followed by the related content area(s) Activities specifically related to Chromebooks or other Internet Connected Devices are identified with a DL (digital literacy): DL: Read and analyze online news articles (Newsela and CNN Kids) DL: Prentice Hall online activities DL: Sheppard software DL: Quizlet vocabulary site DL: Edmodo – class discussion and posting site Powerpoint Presentations Precis of primary documents and multimedia excerpts Using sound reasoning, analyze the impact of European exploration on indigenous cultures.</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level): Special Needs – Students with IEP’s will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 540’s will receive the support those documents dictate.</p>	<p>Suggested Timeline: 6 weeks</p>

<p>ELL – Language support as needed. Utilization of experience and information as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and the opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigation of content and primary documents; close reading tasks.</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning.</p>	
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Appendix B

Amistad, LGBTQ, Holocaust

Educators are required to engage students in equity based topics specifically related to persons with disabilities/LGBTQ contributions, Amistad, and the Holocaust. Below is some guidance and resources related to these topics.

LGBTQ:

N.J.S.A. 18A:35-4.35-36 requires boards of education to include instruction on the political, economic, and social ***contributions*** of persons with disabilities and lesbian, gay, bisexual, and transgender (LGBT) people in appropriate places in the middle school and high school curriculum. The law also requires boards of education to adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and LGBT people, where appropriate.

For persons with disabilities/LGBTQ contributions instructional material, please visit:

<https://www.nj.gov/education/cccs/resources/educators/>

Holocaust:

Info on the Holocaust mandate:

<https://www.nj.gov/education/holocaust/docs/donate.pdf>

For Holocaust instructional materials, please visit: <https://www.nj.gov/education/holocaust/curriculum/materials/>

Amistad:

Teacher resources:

<https://www.nj.gov/education/amistad/docs/Literacy%20Components%20for%20Primary%20Grades.pdf>

Web based resources:

<http://www.njamistadcurriculum.net/>

Below is instructional content and/or activities during the year that engage Audubon students in equity based topics specifically related to persons with disabilities/LGBTQ contributions, Amistad, and the Holocaust.

Course: Grade 7 Social Studies			
Unit	Persons w/ disabilities / LGBTQ contributions	Amistad	Holocaust
1			
2			
3			
4		<ul style="list-style-type: none"> ● Africa is a land of diversity. There are many different cultures and types of geography. ● Africa was the center of trade for Europe and the Middle East, and continues to play a role in current geo-political situations. ● Africa has many types of geography. It has six main climate zones. ● The Bantu people had the longest migration in human history. ● Most of the kingdoms in Africa were based on trade as opposed to agriculture due to the climate. ● The Sahara Desert is the largest desert in the world and is located in Africa. 	

		<ul style="list-style-type: none">• The Nile River is the longest River in the world and is located in Africa.• Slavery was established during this time period as Portuguese and later English explores captured Africans and sold them for labor in the Americas.	
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