



**HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS**  
**Office of Curriculum and Instruction**  
**CURRICULUM MAP**

<b>COURSE TITLE</b>	7th Grade Social Studies							
<b>GRADE BAND</b>		K-4		5-6	X	7-8		9-12
<b>DEPARTMENT</b>	Social Studies							
<b>LAST REVISION DATE</b>	August 2022							
<b>BOE APPROVAL DATE</b>	September 19, 2022							

<b>COURSE OVERVIEW</b>
<p>The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science &amp; Design Thinking, and Career Readiness, Life Literacies, &amp; Key Skills.</p> <p>The first half of the seventh grade course of study includes a thematic narrative of world history from prehistory to the fall of the Roman Empire. Students analyze primary and secondary sources and use social scientists’ tools to interpret the story of the past. The pivotal concepts include the impact of geography on human development, the role of technology in societies, and the role of government in civilizations. Students start to explore what makes civilizations and examine the causes of their decline. They study geography and its influence on settlements and their rise and fall. Students also examine language, religion, art, architecture, literature, government, and daily life in ancient Mesopotamia, Egypt, India, China, Greece, and Rome.</p> <p>The second half of the seventh grade course of study has a focus on civics education with the goal of increasing students’ knowledge of and participation in our government. Students will explore the foundational principles, the branches of government, major founding documents, and how civic participation can affect the future. Our culminating project will have students choosing a civic issue that interests them and researching a solution.</p> <p>Students develop a better understanding of geography, economics, civics, and history in this course while practicing skills pertaining to media literacy, problem solving, argumentative writing, research, analyzing primary sources, and critical thinking.</p>

<b>UNIT OF STUDY</b>	The Beginning of Human Society: Early Humans
<b>PACING</b>	Approximately 14 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How does archaeology teach us about early humans?</li> <li>● How does the availability of natural resources influence human decision making?</li> <li>● What contributed to early humans’ survival?</li> <li>● How can we talk about identity across centuries and cultures?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Archaeology provides historical and scientific explanations for how prehistoric people lived.</li> <li>● Humans adapt their physical environments using natural resources and technological advancements in order to survive.</li> <li>● The Agricultural Revolution was one of the most impactful changes in human history.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Explain how archaeologists use artifacts to understand human life prior to written records.</li> <li>● Describe aspects of culture that can’t be determined from examining artifacts.</li> <li>● Describe how early humans were nomadic, following resources and migrating from Africa to other continents during the ice ages of the prehistoric era.</li> <li>● Compare the Paleolithic Age, which lasted millions of years, to the Neolithic Age and all other ages since, which were much shorter.</li> <li>● Analyze how humans created increasingly complex tools to hunt, domesticate animals, and cultivate crops.</li> <li>● Evaluate how farming is considered a “revolution” because surplus food led to an increase in population, specialization of labor, new forms of social organization, and the beginnings of civilization as we know it today.</li> <li>● Compare and contrast the Paleolithic Age, when early humans worked in cooperative bands in order to survive, to the Neolithic Age when people began specializing in jobs (artisans) that defined their roles in society.</li> <li>● Describe how early humans’ expression of ideas left messages that defined their cultural identity.</li> <li>● Demonstrate an understanding of the limits of archaeological artifacts in developing an understanding of ancient society.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● SGO Baseline in which students analyze five documents and write a concise one-paragraph response to the question: “Were early humans advanced?”</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Stimulus-based multiple choice question that assesses students’ understanding of the relative time periods of prehistory and history.</li> </ul>

<b>Summative</b>	<ul style="list-style-type: none"> <li>● Early Humans Test which addresses each of the seven standards through various critical thinking levels of understanding, application, analysis, and evaluation.</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● SGO Baseline in which students analyze five documents and write a concise one-paragraph response to the question: “Were early humans advanced?”</li> </ul>

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

- 6.2.8.GeoPP.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.
- 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
- 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
- 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

***Comprehensive Health & Physical Education***

- None.

***Computer Science & Design Thinking***

- None.

***English Language Arts***

- WHST.6-8.1. Write arguments focused on discipline-specific content.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

***Mathematics***

- None.

***Science***

- None.

<b>Visual &amp; Performing Arts</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>World Languages</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>• Archivists, Curators, and Museum Technicians</li> <li>• Archaeology, Paleontology, and Anthropology</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a> Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>• Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> <li>• Talking about identity across centuries and cultures (Amistad Curriculum Mandate, Inclusive Curriculum Mandate, Asian-American and Pacific Islander Curriculum Mandate).</li> <li>• Describe aspects of culture that can't be determined from examining artifacts.</li> <li>• Demonstrate an understanding of the limits of archaeological artifacts in developing an understanding of ancient society.</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b> <i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i>
<b>Self-Awareness</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Self-Management</b>
<ul style="list-style-type: none"> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> </ul>

### ***Social Awareness***

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

### ***Relationship Skills***

- None

### ***Responsible Decision-Making***

- None

### **MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

### **RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- "Beginnings - 600 BCE | World History | Arts and Humanities." *Khan Academy*, Khan Academy, <https://www.khanacademy.org/humanities/world-history/world-history-beginnings>.
- Berger, Eugene, et.al. *World History: Cultures, States, and Societies*. University of North Georgia Press.
- Bialo, Ellen. "Hunter-Gatherer Culture." *World History: Ancient and Medieval Eras*, ABC-CLIO, 2018, [https://ancienthistory.abc-clio.com/Topics/Display/1184461?cid=41&webSiteCode=SLN\\_HANC&sid=1184461&token=43F1351B75E7B5416797D0FF7E770EFF&casError=False](https://ancienthistory.abc-clio.com/Topics/Display/1184461?cid=41&webSiteCode=SLN_HANC&sid=1184461&token=43F1351B75E7B5416797D0FF7E770EFF&casError=False). Accessed 18 July 2018.
- "Big Era Two." *World History for Us All: Key Theme Three*, <https://whfua.history.ucla.edu/eras/era2.php>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- "DBQ Online." *DBQ*, DBQ Project, <https://dbqonline.com/>.
- "Facing History and Ourselves." *Facing History and Ourselves*, 2019, [www.facinghistory.org/](http://www.facinghistory.org/).
- Groeneveld, Emma. "Prehistoric Hunter-Gatherer Societies." *Ancient History Encyclopedia*, Ancient History Encyclopedia, 15 July 2018, [www.ancient.eu/article/991/prehistoric-hunter-gatherer-societies/](http://www.ancient.eu/article/991/prehistoric-hunter-gatherer-societies/).
- Hinken, Thomas et al, *Ancient World History*, Michigan Open Book Project. July 2016, <http://textbooks.wmisd.org/seventh-grade.html>.
- Hosein, edited b.A. *Technology of the ancient world*. New York: Britannica Educational Publishing in association with Rosen Educational Services, 2016. Print.
- "NewsELA." *Newsela*, <https://newsela.com/>.
- Mark, Joshua J. "Writing." *Ancient History Encyclopedia*, Ancient History Encyclopedia, 18 July 2018, [www.ancient.eu/writing/](http://www.ancient.eu/writing/).

- "Prehistory before Written Records." *Khan Academy*, Khan Academy, [www.khanacademy.org/humanities/world-history/world-history-beginnings/origin-humans-early-societies/a/learning-about-prehistory-article](http://www.khanacademy.org/humanities/world-history/world-history-beginnings/origin-humans-early-societies/a/learning-about-prehistory-article).
- "Teaching Resources for Students and Teachers." *PBS LearningMedia*, <https://ny.pbslearningmedia.org/>.
- "Writing." *Geography*, [www.mesopotamia.co.uk/writing/index.html](http://www.mesopotamia.co.uk/writing/index.html).

<b>UNIT OF STUDY</b>	Early River Valley Civilizations: Mesopotamia
<b>PACING</b>	Approximately 23 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• How does geography influence the way people live?</li> <li>• What makes a civilization successful?</li> <li>• What are the new challenges that humans face once they form civilizations?</li> <li>• How can we talk about personal identity across centuries and cultures using primary resources?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>• Ancient civilizations developed along rivers because of access to fresh water.</li> <li>• Civilizations develop governments, writing systems, public works, social classes, organized religions, cities, art and architecture, different jobs, and new technologies.</li> <li>• After civilizations are developed, human beings face new challenges with regard to equality and conflict.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>• Analyze the extent that irrigation systems developed by the Sumerians along the Tigris and Euphrates rivers allowed for the sustainability of the world’s first civilization.</li> <li>• Examine how the civilizations of Mesopotamia (i.e., Sumer, Babylon, Assyria, New Babylon) had conflicts largely based on competition for land and resources.</li> <li>• Explain how the development of writing (cuneiform) gave rise to codified laws, literature, and other record keeping.</li> <li>• Explain how literature, such as epics, can show identity and social contributions of lesbian, gay, bisexual, and transgender people.</li> <li>• Evaluate why priests relinquished their power to military leaders who became powerful monarchs of independent city-states because of the need to defend their territories.</li> <li>• Determine the pattern of conquest in early civilizations that was due to competition for resources, the ability to create iron tools and weapons, and recruitment of massive armies.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>• Prediction stimulus-based prompt regarding geography.</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>• Short constructed response to a stimulus-based prompt regarding irrigation and its connection to a successful civilization.</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• Mesopotamia Test which addresses each of the five standards through various critical thinking levels of understanding, application, analysis and evaluation.</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>• Introduction to document-based question writing with “Hammurabi’s Code: Was It Just?”</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b>	

**Must include the standard # & verbiage**

- 6.2.8.GeoHE.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.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.HistoryCA.2.a: 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.

**INTERDISCIPLINARY CONNECTIONS**  
**Must include the standard # & verbiage**

**Comprehensive Health & Physical Education**

- None.

**Computer Science & Design Thinking**

- None.

**English Language Arts**

- WHST.6-8.1. Write arguments focused on discipline-specific content.
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Mathematics**

- None.

**Science**

- None.

**Visual & Performing Arts**

- None.

**World Languages**

- None.

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**  
**Must include the standard # & verbiage**



<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>None.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>None.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>Archaeology and Anthropology</li> <li>Historical Research and Writing</li> <li>Lawmaking and Litigation</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b>
<p><i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i></p> <p><i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i></p>
<ul style="list-style-type: none"> <li>Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> <li>Highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance (Inclusive Curriculum Mandate).</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b>
<i><b>NJ SEL</b> sub-competencies are listed that are addressed in this unit</i>
<b>Self-Awareness</b>
<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Self-Management</b>
<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Social Awareness</b>
<ul style="list-style-type: none"> <li>Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.</li> <li>Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> </ul>
<b>Relationship Skills</b>
<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Responsible Decision-Making</b>
<ul style="list-style-type: none"> <li>None</li> </ul>

## MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- None

## RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- “Assyrians: Cavalry and Conquests.” *Ushistory.org*, Independence Hall Association, [www.ushistory.org/civ/4d.asp](http://www.ushistory.org/civ/4d.asp).
- “Babylonian Empire.” *Ancient Civilizations | History Simplified*, 14 Aug. 2016, [www.ancient-civilizations.com/babylonian-empire/](http://www.ancient-civilizations.com/babylonian-empire/).
- “Beginnings - 600 BCE | World History | Arts and Humanities.” *Khan Academy*, Khan Academy, <https://www.khanacademy.org/humanities/world-history/world-history-beginnings>.
- “Big Era Three.” *World History for Us All: Key Theme Three*, <https://whfua.history.ucla.edu/themes/keytheme3.php>.
- “DBQ Online.” *DBQ*, DBQ Project, <https://dbqonline.com/login/?next=%2F>.
- Spielvogel, Jackson J. *Discovering Our Past A History of the World Early Ages*, McGraw Hill Education, 2013.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- “Early Civilizations (4000-1000 BCE).” *PBS LearningMedia*, <https://ny.pbslearningmedia.org/subjects/social-studies/world-history/early-civilizations-4000-1000-bce/>.
- Hinken, Thomas et al, *Ancient World History*, Michigan Open Book Project. July 2016, <http://textbooks.wmisd.org/seventh-grade.html>.
- “9.2 SQ 20: What Does Hammurabi's Code Reveal about Mesopotamian Society under the Babylonian Empire? - New Visions Social Studies Curriculum.” *New Visions - Social Studies*, 2018, <https://curriculum.newvisions.org/social-studies/resources/resource/92-sq-20-what-does-hammurabis-code-reveal-about-mesopotamian-society-under-babylonian-empire/>.
- Mark, Joshua J. “Babylon.” *Ancient History Encyclopedia*, Ancient History Encyclopedia, 22 July 2018, [www.ancient.eu/babylon/](http://www.ancient.eu/babylon/).
- Mark, Joshua J. “Daily Life in Ancient Mesopotamia.” *Ancient History Encyclopedia*, Ancient History Encyclopedia, 17 July 2018, [www.ancient.eu/article/680/daily-life-in-ancient-mesopotamia/](http://www.ancient.eu/article/680/daily-life-in-ancient-mesopotamia/).
- “Mesopotamian Governments.” *History*, 2 July 2018, [www.historyonthenet.com/mesopotamian-governments/](http://www.historyonthenet.com/mesopotamian-governments/).
- “Mesopotamia.” *National Geographic Society*, <https://education.nationalgeographic.org/resource/resource-library-mesopotamia>.
- Prehistory before Written Records.” *Khan Academy*, Khan Academy, [www.khanacademy.org/humanities/world-history/world-history-beginnings/origin-humans-early-societies/a/learning-about-prehistory-article](http://www.khanacademy.org/humanities/world-history/world-history-beginnings/origin-humans-early-societies/a/learning-about-prehistory-article).
- “The Babylonian Empire.” *TimeMaps*, [www.timemaps.com/encyclopedia/babylonian-empire/](http://www.timemaps.com/encyclopedia/babylonian-empire/).

<b>UNIT OF STUDY</b>	Early River Valley Civilizations: Egypt
<b>PACING</b>	Approximately 18 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● Why is Egypt considered the “gift of the Nile”?</li> <li>● How did the pharaoh retain his or her absolute power in ancient Egypt?</li> <li>● Why do the legacies of ancient Egypt continue to endure (Amistad Curriculum Mandate)?</li> <li>● How can we discuss identity across centuries and cultures (Inclusive Curriculum Mandate)?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Egypt would never have existed if not for the life-giving qualities and the location of the Nile River.</li> <li>● Pharaohs used their religious and political standing to maintain power and provide for the people.</li> <li>● The people of ancient Egypt worked to preserve their culture that transcends to today.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Explain how the Nile River gave Egyptians the opportunity to travel and trade with a multitude of other civilizations and grow a surplus of food, while the deserts provided protection from other societies.</li> <li>● Imagine and articulate the geopolitical impact of damming the Nile River on countries south of Egypt.</li> <li>● Analyze how ancient Egyptian polytheistic beliefs impacted the creation of a theocracy and cultural norms, such as art, architecture, writing, daily farm life, and burial practices.</li> <li>● Analyze how Egyptian burial practices reflected societal values (Inclusive Curriculum Mandate).</li> <li>● Analyze how the Iron Age allowed for increased weaponry and tools, which led to more job specialization and trading that enabled Egypt to prosper for thousands of years.</li> <li>● Distinguish that ancient Egyptians took pride in building pyramids for their pharaohs while the enslaved population labored on the more mundane ongoing work of supporting the civilization.</li> <li>● Evaluate the extent to which Ancient Egyptian buildings, texts, and artifacts reveal a unique, advanced, and lasting civilization.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● A prediction about the impact of the Nile River based on map analyses.</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● A vocabulary assessment in which students explain why one word does not belong in a set of words.</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● A document-based question essay on how the Nile River shaped ancient Egypt.</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● A document-based question essay on how the Nile River shaped ancient Egypt.</li> </ul>

## NEW JERSEY STUDENT LEARNING STANDARDS (NJSLS)

*Must include the standard # & verbiage*

- 6.2.8.GeoHE.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.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

### INTERDISCIPLINARY CONNECTIONS

*Must include the standard # & verbiage*

#### *Comprehensive Health & Physical Education*

- None.

#### *Computer Science & Design Thinking*

- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

#### *English Language Arts*

- WHST.6-8.1. Write arguments focused on discipline-specific content.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

#### *Mathematics*

- None.

#### *Science*

- None.

#### *Visual & Performing Arts*

- None.

#### *World Languages*

- None.

## CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

*Must include the standard # & verbiage*

### 9.1-Personal Financial Literacy

- None.

### 9.2-Career Awareness, Exploration, Preparation, and Training

- None.

### 9.4-Life Literacies & Key Skills

- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media.

## CAREERS ASSOCIATED WITH THIS UNIT

- Archivists, Curators, and Museum Technicians
- Archaeology, Paleontology, and Anthropology

## DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
- Highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

## SOCIAL EMOTIONAL LEARNING CONNECTIONS

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

### Self-Awareness

- None

### Self-Management

- None

### Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

### Relationship Skills

- None

### Responsible Decision-Making

- None

## MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

## RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- “Ancient Egypt for KidsSquare Sails.” *Ancient Egypt for Kids - Children in Ancient Egypt - Ancient Egypt for Kids*, <https://egypt.mrdonn.org/squaresails.html>.
- Andrews, Evan. “11 Things You May Not Know About Ancient Egypt.” *History.com*, A&E Television Networks, 12 Nov. 2012, [www.history.com/news/11-things-you-may-not-know-about-ancient-egypt](http://www.history.com/news/11-things-you-may-not-know-about-ancient-egypt).
- “Australian Museum.” *Estuarine Crocodile, Crocodylus Porosus - Australian Museum*, The Australian Museum, <https://australian.museum/learn/cultures/international-collection/ancient-egyptian/preparation-for-death-in-ancient-egypt/>.
- “Beginnings - 600 BCE | World History | Arts and Humanities.” *Khan Academy*, Khan Academy, <https://www.khanacademy.org/humanities/world-history/world-history-beginnings>.
- Calvert, Amy. “The Great Pyramids of Giza.” *Khan Academy*, Khan Academy, [www.khanacademy.org/humanities/ap-art-history/ancient-mediterranean-ap/ancient-egypt-a-p/a/old-kingdom-the-great-pyramids-of-giza](http://www.khanacademy.org/humanities/ap-art-history/ancient-mediterranean-ap/ancient-egypt-a-p/a/old-kingdom-the-great-pyramids-of-giza).
- Calvert, Amy. “The Great Pyramids of Giza.” *Khan Academy*, Khan Academy, [www.khanacademy.org/humanities/ap-art-history/ancient-mediterranean-ap/ancient-egypt-a-p/a/old-kingdom-the-great-pyramids-of-giza](http://www.khanacademy.org/humanities/ap-art-history/ancient-mediterranean-ap/ancient-egypt-a-p/a/old-kingdom-the-great-pyramids-of-giza).
- “DBQ Online.” *DBQ*, DBQ Project, <https://dbqonline.com/login/?next=%2F>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- “Egypt's Empire.” *ConnectED*, McGraw-Hill Education, [connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=JN7LLF1Z7OSLX5H5MJX4RO1650](http://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=JN7LLF1Z7OSLX5H5MJX4RO1650).
- Metcalfe, Bill. “Egypt Geography and the Gift of the Nile.” *Historyshories.com*, <http://www.historyshories.com/egypt-geography--the-gift-of-the-nile.html>.
- Hinken, Thomas et al, *Ancient World History*, Michigan Open Book Project. July 2016, <http://textbooks.wmisd.org/seventh-grade.html>.
- “Egyptian Pyramids.” *History.com*, A&E Television Networks, 2009, [www.history.com/topics/ancient-history/the-egyptian-pyramids](http://www.history.com/topics/ancient-history/the-egyptian-pyramids).
- Mark, Joshua J. “Social Structure in Ancient Egypt.” *Ancient History Encyclopedia*, Ancient History Encyclopedia, 25 July 2018, [www.ancient.eu/article/1123/social-structure-in-ancient-egypt/](http://www.ancient.eu/article/1123/social-structure-in-ancient-egypt/).
- “The Evolution of Egyptian Hieroglyphs.” *Newsela*, 8 Oct. 2017, <https://newsela.com/read/lib-egyptian-hieroglyphs/id/33416/>.
- “The Hittites and Ancient Anatolia.” *Khan Academy*, Khan Academy, [www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-egypt-hittites/a/the-hittites](http://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-egypt-hittites/a/the-hittites).
- “The Government of Ancient Egypt.” *King Khufu And The Great Pyramid | Cheops*, [www.ancient-egypt-online.com/ancient-egypt-government.html](http://www.ancient-egypt-online.com/ancient-egypt-government.html).



<b>UNIT OF STUDY</b>	Early River Valley Civilizations: Indus River Valley
<b>PACING</b>	Approximately 12 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How does geography influence the way people live?</li> <li>● What makes a civilization united?</li> <li>● What are the new challenges that humans face once they form civilizations?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● The geography of India attracted settlement and enabled advanced societies to form and endure.</li> <li>● In ancient India, the relationship between religious beliefs and social classes created structure in society and led to the development of empires.</li> <li>● After the development of organized religions, strict social structures and empires, India experienced challenges that impair its unity.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Research and describe how the geography of India allowed for settlement in the region and the development of advanced societies.</li> <li>● Explain how the Ganges River continues to be a force in the development of major cities and modern-day religious practices. Evaluate how ancient traditions continue to influence economic opportunity in India today.</li> <li>● Analyze how Hinduism, Buddhism, and Jainism developed and continue to impact Indian culture.</li> <li>● Discuss the rigid structure of the caste system and how its connection to religious beliefs could have limited social movement and economic opportunity.</li> <li>● Evaluate how religion and culture that began in ancient times continue to impact India and the world today.</li> <li>● Evaluate the societal roles and contribution of hijras in India (Inclusive Curriculum Mandate).</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Prediction based on prior knowledge of river valley civilizations.</li> <li>● Interest Survey on Caste system and religions that began in India.</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Students will prove that India’s geography attracted settlement and could sustain a united population.</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● India Test which addresses each of the five standards through various critical thinking levels of understanding, application, analysis and evaluation.</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● DBQ benchmark as part of the India unit to determine growth on a given rubric.</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b>	



**Must include the standard # & verbiage**

- 6.2.8.GeoHE.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.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e. Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

**INTERDISCIPLINARY CONNECTIONS**

**Must include the standard # & verbiage**

***Comprehensive Health & Physical Education***

- None.

***Computer Science & Design Thinking***

- None.

***English Language Arts***

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

***Mathematics***

- None.

***Science***

- None.

***Visual & Performing Arts***

- None.

***World Languages***

- None.

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

**Must include the standard # & verbiage**

<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>● 9.1.8.A.4: Relate earning power to quality of life across cultures.</li> <li>● 9.1.8.F.2: Examine the implications of legal and ethical behaviors when making financial decisions.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>● Archaeology and Anthropology</li> <li>● Historical Research and Writing</li> <li>● Lawmaking and Litigation</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b>
<p><i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i></p> <p><i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i></p>
<ul style="list-style-type: none"> <li>● Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> <li>● Debate the rigid structure of the caste system and how its connection to religious beliefs could have limited social movement and economic opportunity.</li> <li>● Evaluate the societal roles and contribution of hijras in India.</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b>
<p><i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i></p>
<b>Self-Awareness</b>
<ul style="list-style-type: none"> <li>● None</li> </ul>
<b>Self-Management</b>
<ul style="list-style-type: none"> <li>● None</li> </ul>
<b>Social Awareness</b>
<ul style="list-style-type: none"> <li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> </ul>
<b>Relationship Skills</b>
<ul style="list-style-type: none"> <li>● None</li> </ul>
<b>Responsible Decision-Making</b>

- Evaluate personal, ethical, safety, and civic impact of decisions

#### MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

#### RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Berger, Eugene, et.al. *World History: Cultures, States, and Societies*. University of North Georgia Press, 2016.
- “Big Era Two.” *World History for Us All: Key Theme Three*, <https://whfua.history.ucla.edu/themes/keytheme3.php>.
- “DBQ Online.” *DBQ*, DBQ Project, <https://dbqonline.com/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- “Facing History and Ourselves.” *Facing History and Ourselves*, 2019, [www.facinghistory.org/](http://www.facinghistory.org/).
- Hayes-Jacobs, Heidi. *History of Our World*. Pearson Prentice Hall, 2005.
- Hinken, Thomas et al, *Ancient World History*, Michigan Open Book Project. July 2016, <http://textbooks.wmisd.org/seventh-grade.html>.
- Hosein, Ann. *Technology of the Ancient World*. New York: Britannica Educational Publishing, 2016.
- Houghton, Bernard. "The Isolation of India." *The Labor Monthly*, Vol. 9, August 1927, No. 8, pp. 506-509.
- Mark, Joshua J. “Writing.” *Ancient History Encyclopedia*, Ancient History Encyclopedia, 18 July 2018, [www.ancient.eu/writing/](http://www.ancient.eu/writing/).
- “National Geographic Kids.” *Kids' Games, Animals, Photos, Stories, and More*, <https://kids.nationalgeographic.com/>.
- Newsela. *Universal Declaration of Human Rights*. <https://newsela.com/read/bio-world-leader-mohandas-gandhi/id/19523/>.
- Spielvogel, Jackson J. *Discovering Our Past: a History of the World - Early Ages*. McGraw-Hill Education, 2013.
- “The Caste System of Ancient India.” *Browse through Ancient History*, 13 July 2018, [www.mrdowling.com/612-caste.html](http://www.mrdowling.com/612-caste.html).

<b>UNIT OF STUDY</b>	Early River Valley Civilizations: Yellow River Valley
<b>PACING</b>	Approximately 13 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• How does geography influence population density and the ways people use their land?</li> <li>• What makes a civilization prosper?</li> <li>• What are the new challenges that humans face once they form civilizations?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>• Population growth and settlement is dependent on the geographical advantages of the land.</li> <li>• Working economies, governments, and value systems help a civilization prosper.</li> <li>• As civilizations grow, the needs of the people must be addressed.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>• Determine why in ancient China, settlement focused in the Yellow River Valley and along the eastern coast and why it continues to be the area of population growth and urbanization in the present day.</li> <li>• Analyze how three philosophies - Confucianism, Daoism, and Legalism - emerged as answers to how a society should function because of the Period of the Warring States.</li> <li>• Determine the purpose of Legalist scholar Han Fei's story of Mizi Xia and the ruler of Wei.</li> <li>• Assess the early Chinese dynasties - Shang, Zhou, and Qin - according to how people lived, rather than the length of the dynasty.</li> <li>• Determine the pattern of conquest in early civilizations that was due to competition for resources, the ability to create iron tools and weapons, recruitment of massive armies, and contentment of the governed.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>• Inference based prompt on the geography of China.</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>• Multiple choice questions on the three major Chinese philosophies to assess understanding before application on the summative test.</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• China Test which addresses each of the four standards through various critical thinking levels of understanding, application, analysis and evaluation.</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>• Students will write an essay on the document-based question, "Great Wall of China: Do the Benefits Outweigh the Costs?" as our midpoint assessment of the Student Growth Objective.</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>• 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these</li> </ul>	

civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCA.2.a: 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.

## **INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

### ***Comprehensive Health & Physical Education***

- None.

### ***Computer Science & Design Thinking***

- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

### ***English Language Arts***

- WHST.6-8.1. Write arguments focused on discipline-specific content.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### ***Mathematics***

- None.

### ***Science***

- None.

### ***Visual & Performing Arts***

- None.

### ***World Languages***

- None.

## **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*

### ***9.1-Personal Financial Literacy***

<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>• Anthropologists and archaeologists</li> <li>• Geographer</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b>
<p><i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i></p> <p><i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i></p>
<ul style="list-style-type: none"> <li>• Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b>
<i><b>NJ SEL</b> sub-competencies are listed that are addressed in this unit</i>
<b>Self-Awareness</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Self-Management</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Social Awareness</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Relationship Skills</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Responsible Decision-Making</b>
<ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> </ul>
<b>MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504</b>
<ul style="list-style-type: none"> <li>• Accommodations for all subject areas may be viewed <a href="#">here</a>.</li> </ul>
<b>RESOURCES – <i>Cited</i> print and electronic sources</b>

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Ames, Roger T., and Kung-chuan Hsiao. "Han Feizi." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., 24 Feb. 2014, [www.britannica.com/biography/Han-Feizi](http://www.britannica.com/biography/Han-Feizi).
- *Ancient China*, Michelle Breyer, M.A., Teacher Created Materials, Inc., 1999.
- "Beginnings - 600 BCE | World History | Arts and Humanities." *Khan Academy*, Khan Academy, <https://www.khanacademy.org/humanities/world-history/world-history-beginnings>.
- Britannica, The Editors of Encyclopedia. "Zhou Dynasty." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., 31 Mar. 2016, [www.britannica.com/topic/Zhou-dynasty](http://www.britannica.com/topic/Zhou-dynasty).
- Granat, Diana and Stanlee Brimberg. *China*. Scholastic, Inc., 1999.
- "DBQ Online." *DBQ*, DBQ Project, <https://dbqonline.com/login/?next=%2F>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- Sebag-Montefiore, Poppy. *Eyewitness China*. Dorling Kindersley Limited, 2007.
- Fei Zi, Han. Han Fei Tzu: Basic Writings. Columbia University Press, 1964, 78-79.
- "How Geography 'Mapped' East Asia, Part One: China." *Newsela*, 2017, <https://newsela.com/read/BHP-east-asia-geo-china/id/25849/>.
- "How the Dalai Lama is Chosen and Why China Wants to Appoint its Own." *Newsela*, 2020, <https://newsela.com/read/lib-how-the-dalai-lama-is-chosen-china/id/2000003910/>.
- Coletti, Sharon and Kendra Corr. *I Think: World History Series, Ancient Asia*. InspirEd Educators, Inc., 2009.
- Israel, Constance and Kathleen Fitzgibbon. *Journeys Around the World Series, China, Japan, India*. Harcourt Achieve, Inc., 2007.
- Mark, Emily. "Shang Dynasty." *Ancient History Encyclopedia*, Ancient History Encyclopedia, 16 Aug. 2018, [www.ancient.eu/Shang\\_Dynasty/](http://www.ancient.eu/Shang_Dynasty/).
- National Geographic Ancient Civilizations Series, *China*, Greg Banks, National Geographic Society, 2007.
- Forte, Imgone and Marjorie Frank. *The Basic/Not Boring Series, Middle Grades Social Studies*. Incentive Publications, Inc., 2002.
- Samuels, Charlie. *Technology in ancient China*. New York, NY: Gareth Stevens Publishing, 2014.
- Kindle, Patricia C. and Susan Finney. *The Gifted Learning Series, China Then and Now*, Good Apple, Inc., 1998.
- Miles, Lisa. *The Usborne Illustrated Atlas of World History*. Scholastic Inc., 1995.
- Levy, Janey. *The Silk Road*. The Rosen Publishing Group, Inc., 2005.

<b>UNIT OF STUDY</b>	The Classical Civilizations of the Mediterranean World: Greece & Rome
<b>PACING</b>	Approximately 10 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How does geography influence the way people live and the decisions they make?</li> <li>● What contributions did ancient Greece make to modern society?</li> <li>● What contributions did ancient Rome make to modern society?</li> <li>● What makes a civilization fall?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Greece’s unique geography is a direct contrast to the early river valleys.</li> <li>● A combination of internal and external factors leads to the fall of a civilization.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Explain how Greece’s mountainous and insular geography led to the development of independent city-states.</li> <li>● Evaluate how ancient Greek decisions to go to war, colonize, and pursue trade-based economic activities were based on the geographic features of Greece.</li> <li>● Analyze how the Greco-Persian Wars and the Peloponnesian War influenced the shifts between cooperation and competition among the Greek city-states that eventually left them vulnerable to conquest by Philip II of Macedon.</li> <li>● Analyze literature and history to evaluate the contributions of people who were gay, lesbian, and bisexual in ancient Greece.</li> <li>● Determine what led to the end of the Roman Republic and the rise of the Roman Empire.</li> <li>● Examine the changes in technology and engineering that affected the Roman military and urban life.</li> <li>● Connect the expansion of the Roman Empire to the fall of Rome.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Written prompt to assess previous knowledge.</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Short multiple choice assessments addressing learning targets.</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Project in which students make a claim and use evidence and reasoning to support it.</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● Short multiple choice assessments addressing learning targets.</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>● 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</li> <li>● 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the</li> </ul>	



classical civilizations and provided motivation for expansion.

- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.EconEM.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.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.CivicsPI.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.

### **INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

#### ***Comprehensive Health & Physical Education***

- None.

#### ***Computer Science & Design Thinking***

- 8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.

#### ***English Language Arts***

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

#### ***Mathematics***

- None.

#### ***Science***

- None.

#### ***Visual & Performing Arts***

- None.

#### ***World Languages***

- None.

### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*

<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>• 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>• Archaeology</li> <li>• Historians</li> <li>• Political Scientist</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b>
<p><i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i></p> <p><i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i></p>
<ul style="list-style-type: none"> <li>• Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> <li>• Highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b>
<i><b>NJ SEL</b> sub-competencies are listed that are addressed in this unit</i>
<b>Self-Awareness</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Self-Management</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Social Awareness</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Relationship Skills</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Responsible Decision-Making</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>

- Accommodations for all subject areas may be viewed [here](#).

**RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- “Advancing the Rule of Law Worldwide.” *World Justice Project*, <https://worldjusticeproject.org/>.
- Beeman, Richard. “National Constitution Center.” *National Constitution Center*, <https://constitutioncenter.org/education/classroom-resource-library>.
- Britannica Encyclopedia. “Laws of the Twelve Tables.” *Encyclopedia Britannica*, Encyclopedia Britannica, Inc., 29 Mar. 2018, [www.britannica.com/topic/Law-of-the-Twelve-Tables](http://www.britannica.com/topic/Law-of-the-Twelve-Tables).
- Cartledge, Paul. “What’s in a Word?” *BBC*, BBC, 17 Feb. 2017, [www.bbc.co.uk](http://www.bbc.co.uk).
- “Classical Traditions (1000 BCE-300 CE).” *PBS LearningMedia*. <https://ny.pbslearningmedia.org/subjects/social-studies/world-history/classical-traditions-1000-bce-300-ce/>.
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- Dawson, Dawn, editor. “Ancient Rome.” *World History*, Social Studies School Service, 2016, pp. 26–27.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
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- Hinken, Thomas et al, *Ancient World History*, Michigan Open Book Project. July 2016, <http://textbooks.wmisd.org/seventh-grade.html>.
- Institute, Bill of Rights. “Constitutional Principles: The Rule of Law.” *YouTube*, YouTube, 13 Dec. 2011, [www.youtube.com/watch?v=q0MTEm2a7PA](http://www.youtube.com/watch?v=q0MTEm2a7PA).
- “Introduction to Ancient Rome.” *Khan Academy*, Khan Academy, [www.khanacademy.org/humanities/ancient-art-civilizations/roman/beginners-guide-rome/a/introduction-to-ancient-rome](http://www.khanacademy.org/humanities/ancient-art-civilizations/roman/beginners-guide-rome/a/introduction-to-ancient-rome).
- Johnson Professor of Classics, Marguerite. “Guide to the Classics: Sappho, a Poet in Fragments.” *The Conversation*, 17 Sept. 2018, <https://theconversation.com/guide-to-the-classics-sappho-a-poet-in-fragments-90823>.
- “Learning about Prehistory.” *Khan Academy*, [www.khanacademy.org/humanities/world-history/world-history-beginnings/origin-humans-early-societies/a/learning-about-prehistory-article](http://www.khanacademy.org/humanities/world-history/world-history-beginnings/origin-humans-early-societies/a/learning-about-prehistory-article).
- Kosmos, Noe. “Ancient Greek Democracy: As Similar to Ours as We Think?” *History Extra*, 2019, [www.historyextra.com](http://www.historyextra.com).
- Labate, Victor. “Roman Engineering.” *Ancient History Encyclopedia*, Ancient History Encyclopedia, 26 Mar. 2019, [www.ancient.eu/Roman\\_Engineering/](http://www.ancient.eu/Roman_Engineering/).
- Meadows, J. “We’re the Literature Experts.” *Enotes.com*, Enotes.com, 2019, [www.enotes.com](http://www.enotes.com).
- Newsela Staff. “The Peloponnesian Wars.” *Newsela*, Newsela, 7 Aug. 2017, <https://newsela.com/read/lib-history-peloponnesian-war/id/33294/>.
- PBS Staff. “Soldiers.” *PBS*, Public Broadcasting Service, 2006, [www.pbs.org/empires/romans/empire/soldiers.html](http://www.pbs.org/empires/romans/empire/soldiers.html).

- Plutarch. "The Sacred Band of Thebes, from Plutarch, Life of Pelopidas." Translated by John Dryden, *Internet History Sourcebooks Project*, 2 Jan. 2020, <https://sourcebooks.fordham.edu/pwh/sacredband.asp>.
- "Rise of City-States: Athens and Sparta." *Ushistory.org*, Independence Hall Association, 2018, [www.ushistory.org/civ/5a.asp](http://www.ushistory.org/civ/5a.asp).
- "Rule of Law: Essential Principles." *Rule of Law: Essential Principles | Democracy Web*, <https://democracyweb.org/rule-of-law-principles>.
- "Rule of Law Institute of Australia." *Rule of Law Institute of Australia*, [www.ruleoflaw.org.au/](http://www.ruleoflaw.org.au/).
- "The Ancient Greeks." *ConnectED*, McGraw-Hill Education, [connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=JN7LLF1Z7OSLX5H5MJX4RO1650](http://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=JN7LLF1Z7OSLX5H5MJX4RO1650).
- "The Rule of Law and Why It Matters." *Facing History and Ourselves*, [www.facinghistory.org/resource-library/rule-law-and-why-it-matters](http://www.facinghistory.org/resource-library/rule-law-and-why-it-matters).
- "23." *Iliad*: English: 1990, by Homer et al., Penguin, 1991, pp. 561–562.
- "600 BCE - 600 CE Second-Wave Civilizations | World History." *Khan Academy*, Khan Academy, [www.khanacademy.org/humanities/world-history/ancient-medieval/roman-empire/a/roman-republic?modal=1](http://www.khanacademy.org/humanities/world-history/ancient-medieval/roman-empire/a/roman-republic?modal=1).
- Wasson, Donald L. "Roman Citizenship." *Ancient History Encyclopedia*, Ancient History Encyclopedia, 22 Mar. 2019, [www.ancient.eu/article/859/roman-citizenship/](http://www.ancient.eu/article/859/roman-citizenship/).

<b>UNIT OF STUDY</b>	Foundational Principles of US Civics
<b>PACING</b>	Approximately 20 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>● How have conceptions of government and citizenship evolved over time?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Every human being is entitled to certain “natural” rights.</li> <li>● The concept of natural or human rights arises from philosophical concepts about the dignity of each human being.</li> <li>● In a state of nature, the strong would take advantage of the weak. Governments can protect individual rights, resolve conflicts, and maintain order.</li> <li>● There are many different forms of government that government may take. Some forms of government, such as dictatorships, are based solely on power.</li> <li>● The legitimacy of a government is based on consent of the governed, the rule of law and the protection of human rights.</li> <li>● Civic virtue requires citizens to put the interests of the community or the “common good” or general welfare above their individual interests. This involves informed, engaged participation in voting, volunteering, and acting responsibly.</li> <li>● Aspects of ancient Athenian democracy are the basis of the republic in the United States today.</li> <li>● Throughout ancient Greek history, the principles of liberty and equality determined citizen involvement, which continues to influence participation in government today.</li> <li>● Much of the ancient Roman Republic is the basis of the republic in the United States today.</li> <li>● Principles of liberty and equality under a democracy must be protected lest they fall under an autocratic system.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Examine primary and secondary sources to determine the foundational principles of the US government.</li> <li>● Defend the role of government in a large society.</li> <li>● Defend the importance of protecting human rights in a legitimate government.</li> <li>● Identify and analyze connections between ancient governments and the US government.</li> <li>● Identify and analyze connections between modern European and Native American governments to the US government.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Writing prompt: What are human rights?</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Two multiple choice quizzes to assess: <ul style="list-style-type: none"> <li>○ Human rights, consent of governed, civic virtue</li> <li>○ Ancient and modern influences on the US Constitution, including: <ul style="list-style-type: none"> <li>■ Ancient Greece, Rome, and India</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>■ Magna Carta</li> <li>■ Haudenosaunee</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Students will write an essay on the document-based question, “Citizenship in Athens and Rome: Which Was the Better System?” as our final assessment of the Student Growth Objective.</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● Students will write an essay on the document-based question, “Citizenship in Athens and Rome: Which Was the Better System?” as our final assessment of the Student Growth Objective.</li> </ul>

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
- 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
- 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
- 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.
- 6.3.8.CivicsPR.5: 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.
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

**Comprehensive Health & Physical Education**

- None.

**Computer Science & Design Thinking**

- None.

**English Language Arts**

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

**Mathematics**

- None.

<b>Science</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>Visual &amp; Performing Arts</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>World Languages</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>• Political Science, Government, Law, Education</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a> Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>• Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b> <i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i>
<b>Self-Awareness</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Self-Management</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Social Awareness</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>

### Relationship Skills

- None

### Responsible Decision-Making

- Evaluate personal, ethical, safety, and civic impact of decisions

### MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

### RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- “Advancing the Rule of Law Worldwide.” *World Justice Project*, <https://worldjusticeproject.org/>.
- “ADL Lessons.” *ADL*, 23 May 2022, <https://www.adl.org/resources/lessons-plans/search>.
- “The Ancient Greeks.” *ConnectED*, McGraw-Hill Education, [connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=JN7LLF1Z7OSLX5H5MJX4RO165O](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=JN7LLF1Z7OSLX5H5MJX4RO165O).
- “Lessons.” *Learning for Justice*, <https://www.learningforjustice.org/>.
- Britannica Encyclopedia. “Laws of the Twelve Tables.” *Encyclopedia Britannica*, Encyclopedia Britannica, Inc., 29 Mar. 2018, [www.britannica.com/topic/Law-of-the-Twelve-Tables](https://www.britannica.com/topic/Law-of-the-Twelve-Tables).
- “Civic Online Reasoning.” *Stanford University*, <https://cor.stanford.edu/>.
- “DBQ Online.” *DBQ, DBQ Project*, <https://dbqonline.com/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- “Facing History and Ourselves.” *Facing History and Ourselves*, 2019, [www.facinghistory.org/](http://www.facinghistory.org/).
- “Government.” *Crash Course*, 10 Nov. 2021, <https://thecrashcourse.com/topic/usgovernment/>.
- “Foundations of American Democracy.” *Khan Academy*, Khan Academy, <https://www.khanacademy.org/humanities/ap-us-government-and-politics/foundations-of-american-democracy>.
- Hinken, Thomas et al, *Ancient World History*, Michigan Open Book Project. July 2016, <http://textbooks.wmisd.org/seventh-grade.html>.
- “Home.” *ICivics*, <https://www.icivics.org/>.
- “Ancient Greek Democracy: As Similar to Ours as We Think?” *History Extra*, 2019, [www.historyextra.com](http://www.historyextra.com).
- “LGBTQ-Inclusive Lessons and Resources.” *LGBTQ Inclusive Lessons and Resources*, <https://www.teach.lgbt/subject/social-studies/>.
- “National Archives.” *National Archives and Records Administration*, National Archives and Records Administration, <https://www.archives.gov/>.
- “National Constitution Center.” *National Constitution Center – Constitutioncenter.org*, <https://constitutioncenter.org/>.
- “NewsELA.” *Newsela*, <https://newsela.com/>.



- "600 BCE - 600 CE Second-Wave Civilizations | World History." *Khan Academy*, Khan Academy, [www.khanacademy.org/humanities/world-history/ancient-medieval/roman-empire/a/roman-republic?modal=1](https://www.khanacademy.org/humanities/world-history/ancient-medieval/roman-empire/a/roman-republic?modal=1).
- "Welcome to the Youth for Human Rights E-Course." *United For Human Rights*, <https://www.youthforhumanrights.org/course/lesson/background-of-human-rights/the-background-of-human-rights.html>.

<b>UNIT OF STUDY</b>	Our Government
<b>PACING</b>	Approximately 20 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• How did the founding fathers borrow ideas from other civilizations in order to create the United States government?</li> <li>• How should the Constitution be changed?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>• The United States Constitution and Bill of Rights were designed to provide a framework for the United States system of government, while also protecting individual rights.</li> <li>• Debates about individual rights, states' rights, and federal power shaped the development of the political and economic institutions and practices of the new republic.</li> <li>• Congress is the most important link between citizens and the federal government.</li> <li>• The role of the executive branch has expanded over time.</li> <li>• The power of judicial review has been the primary function of the judicial branch.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>• Explain the functions and origins of the branches of the United States government.</li> <li>• Discuss whether or not the Bill of Rights was necessary in addition to the Constitution.</li> <li>• Evaluate the shortcomings of the Articles of Confederation.</li> <li>• Explain the importance of the legislative branch on both a state and federal level.</li> <li>• Explain how the role of the executive branch has expanded over time.</li> <li>• Identify the primary role of the judicial branch.</li> <li>• Explain the positive and negative effects of federalism on the United States.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>• Multiple choice assessment on the branches and powers of the United States government to assess prior learning.</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>• Assessment on the shortcomings of the Articles of Confederation and the transition to the Constitution.</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• Multiple choice assessment on the branches, functions, shortcomings, and historical changes to the United States government.</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b>	
<i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>• 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</li> </ul>	

- 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.3.8.CivicsPR.5: 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.

### **INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

#### ***Comprehensive Health & Physical Education***

- None.

#### ***Computer Science & Design Thinking***

- 8.1D 6-8. Demonstrates ability to differentiate the degree of credibility and accuracy of the digital content.

#### ***English Language Arts***

- R.J.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

#### ***Mathematics***

- None.

#### ***Science***

- None.

#### ***Visual & Performing Arts***

- None.

#### ***World Languages***

- None.

### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*

#### ***9.1-Personal Financial Literacy***

- None.

<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>• Political scientist</li> <li>• Political activist</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b>
<i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i>
<i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>• Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b>
<i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i>
<b>Self-Awareness</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Self-Management</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Social Awareness</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Relationship Skills</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Responsible Decision-Making</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504</b>
<ul style="list-style-type: none"> <li>• Accommodations for all subject areas may be viewed <a href="#">here</a>.</li> </ul>
<b>RESOURCES – <i>Cited print and electronic sources</i></b>
The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these

are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- “About the Supreme Court.” *United States Courts*, <https://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/about>.
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<b>UNIT OF STUDY</b>	Securing Peace
<b>PACING</b>	Approximately 20 days

## ESSENTIAL QUESTIONS

- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and the respect for human dignity?
- How has extending the right to vote supported the concept of the consent of the governed?
- Can there be justice without equality?
- How can we balance individual rights and the general welfare when these important concepts conflict?

## ENDURING UNDERSTANDINGS

- One of the great successes of the American experience is demonstrating to the world that citizens could establish a government based on a social contract with the “consent of the governed.” A founding generation drafted a Constitution that joined political ideas and practical experience, making real what had previously only been a theory.
- Voting rights, initially granted to a very limited segment of the population, have been a controversy throughout American history.
- The desire for “fairness” or “justice” is a primary reason why people are willing to create a government. These concepts are difficult to precisely define. The Constitution and state constitutions establish a court system to help decide questions of justice.
- The Fifth Amendment established the concept of “due process” in the Constitution regarding the federal government. The right to “due process” is considered one of the most fundamental guarantees of individual rights.
- Domestic tranquility refers to the expectation by citizens that government will ensure an orderly society based on due process and an inviolate, minimum sphere of personal liberty.
- Democracy places a high value on the right to privacy, which is the basis for many of the more specific protections enshrined in the Bill of Rights.
- The American system of government is based on the concept of social contract theory and the idea that individuals agree to place some limits on their absolute liberty in order to actually enjoy the greatest possible amount of liberty. Defining these limits is an important part of Constitutional law and public discourse.
- Democracies must also balance individual liberty and “the common good.” Debates about how to best achieve this balance are an important element of politics and public policy.

## LEARNING TARGETS

- Describe advocacy efforts to expand and protect voting rights for various diverse groups in the United States.
- Discuss the extent to which fairness and justice are present in the United States today.
- Discuss the extent to which the United States has met the fundamental principles of the Constitution.
- Explain due process and why it is considered to be a fundamental right.
- Cite evidence to argue a position on the balance between respecting rights and maintaining security in the United States.
- Explain why the peaceful transfer of power is a critical element of democracy.
- Propose a solution to a current issue in NJ (i.e. school security).

## COMMON ASSESSMENTS

### Pre-Assessment(s)

- Writing prompt on how extending the right to vote supported the concept of the consent of the governed.

<b>Formative</b>	<ul style="list-style-type: none"> <li>Multiple choice quiz on the amendments and voting rights changes throughout the history of the United States.</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>A simulation of a state legislative hearing to brainstorm school security. Includes discussion and debate on a bill to address a current issue (i.e. school security).</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>Multiple choice quiz on the amendments and voting rights changes throughout the history of the United States.</li> </ul>

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

- 6.1.8.CivicsPI.3.a. Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
- 6.1.8.CivicsPI.3.b and 6.3.8.CivicsPR.2: 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.
- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans and Native Americans during this time period.
- 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
- 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery and other issues during the Antebellum period.
- 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and limitations of First Amendment Rights (e.g., Supreme Court decisions).
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
- 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
- 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th and 15th Amendments to the United State Constitution from multiple perspectives.

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

**Comprehensive Health & Physical Education**

- None.

**Computer Science & Design Thinking**

- None.

**English Language Arts**

- 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.
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

### **Mathematics**

- None.

### **Science**

- None.

### **Visual & Performing Arts**

- None.

### **World Languages**

- None.

## **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

***Must include the standard # & verbiage***

### **9.1-Personal Financial Literacy**

- None.

### **9.2-Career Awareness, Exploration, Preparation, and Training**

- None.

### **9.4-Life Literacies & Key Skills**

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

## **CAREERS ASSOCIATED WITH THIS UNIT**

- Political Science, Government, Law, Education

## **DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

***Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)***



**Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)**

- C.18A:35-4.36a examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole.
- 52:16A-88: Amistad Commission
- Section 18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

***NJ SEL sub-competencies are listed that are addressed in this unit***

***Self-Awareness***

- Recognize one’s personal traits, strengths, and limitations

***Self-Management***

- Recognize the skills needed to establish and achieve personal and educational goals

***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others

***Relationship Skills***

- Utilize positive communication and social skills to interact effectively with others

***Responsible Decision-Making***

- Evaluate personal, ethical, safety, and civic impact of decisions

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

**RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- “About Alice Paul.” *Alice Paul Institute*, <https://www.alicepaul.org/about-alice-paul/>.
- “Bill of Rights (1791).” *Bill of Rights Institute*, <https://billofrightsinstitute.org/primary-sources/bill-of-rights>.
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- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.

- "Home." *Civiced.org*, <https://www.civiced.org/>.
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- "The Indian Removal Act of 1830: C-Span Classroom." *C*, <https://www.c-span.org/classroom/document/?10874>.
- "Lesson Plans: C-SPAN Classroom." *C-Span Classroom*, <https://www.c-span.org/classroom/lessons/>.
- *Learning for Justice*, <https://www.learningforjustice.org/>.
- "Looking Back: The Supreme Court Decision That Ended Nixon's Presidency." *National Constitution Center*, National Constitution Center, <https://constitutioncenter.org/blog/anniversary-of-united-states-v-nixon>.
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- "New Jersey Center for Civic Education." *The New Jersey Center for Civic Education*, <https://civiced.rutgers.edu/>.
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- "Security, Liberty, and the USA PATRIOT Act." *Bill of Rights Institute*, Bill of Rights Institute, <https://billofrightsinstitute.org/lessons/security-liberty-usa-patriot-act>.
- "The 15th Amendment Challenges the Women's Movement: Carrie Chapman Catt." *PBS LearningMedia*, Iowa PBS, 31 Mar. 2022, <https://why.pbslearningmedia.org/resource/15th-amendment-challenges-women-suffrage-video/carrie-chapman-catt-warrior-for-women/>.
- "Teaching Resources for Students and Teachers." *PBS LearningMedia*, <https://ny.pbslearningmedia.org/>.
- "Who Could Vote in the Early United States: C-SPAN Classroom." *C*, <https://www.c-span.org/classroom/document/?7462>.
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- Yue, Cynthia. "Equality and Justice: History and Ideals." *Equal Justice Under Law*, Equal Justice Under Law, 4 Jan. 2019, <https://equaljusticeunderlaw.org/thejusticereport/2018/8/29/equality-and-justice-history-and-ideals>.

<b>UNIT OF STUDY</b>	The Role of the Citizen
<b>PACING</b>	Approximately 30 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>● How do the three branches of government function at the local and state level in New Jersey?</li> <li>● How well does federalism resolve the competing demands of limiting government power and the need for efficiency in government?</li> <li>● How do those without full political rights affect change?</li> <li>● How can I engage with others to improve my local, state, national and/or global community?</li> <li>● What kinds of issues are appropriate for government action, and at what level?</li> <li>● How can a group reach a consensus regarding a public policy issue?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Citizenship is a relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to its protection.</li> <li>● Each nation determines the conditions under which it will recognize persons as its citizens, and the conditions under which that status will be extended or withdrawn.</li> <li>● Although all humans have rights, citizens often have additional rights and responsibilities that non-citizens do not possess.</li> <li>● State government and federal government each have three branches (executive, legislative, and judicial), with separate powers, checks, and balances.</li> <li>● Public policy includes the decisions, commitments and actions made by those who hold or affect government positions. Public policies are often embodied in laws, rules or regulations.</li> <li>● Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and lobbying for change.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Identify and discuss a variety of community issues, engaging in comprehensive research and analysis of the issues, utilizing appropriate reading, writing, and informational literacy skills.</li> <li>● Examine the relationships between citizens, civic ideals, and government institutions to balance the needs of individuals and the common good.</li> <li>● Use primary sources to show how the three branches of government function at the local and state level in New Jersey.</li> <li>● Analyze how those without full political rights have affected change.</li> <li>● Determine how youth can engage with others to improve local, state, national and/or global communities.</li> <li>● Determine the kinds of issues that are appropriate for government action, and at what level.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	

<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>Multiple choice assessment to determine what students already know about the roles, rights, and responsibilities of citizens in government.</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>Check-in assessments as the unit progresses (multiple choice, true-false, etc.) to determine if students know and understand: <ul style="list-style-type: none"> <li>relevant vocabulary</li> <li>Identifying civic engagement.</li> </ul> </li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>Inquiry based project identifying, researching, and proposing a solution to an important public policy issue.</li> <li>Project types and products will vary.</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>Inquiry based project identifying, researching, and proposing a solution to an important public policy issue.</li> <li>Project types and products will vary.</li> </ul>

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
- 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
- 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.
- 6.3.8.CivicsPR.5: 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.

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

**Comprehensive Health & Physical Education**

- None.

**Computer Science & Design Thinking**

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

**English Language Arts**

- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

**Mathematics**

<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>Science</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>Visual &amp; Performing Arts</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>World Languages</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>• 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>• Lobbyist</li> <li>• Politician</li> <li>• Government, Lawmaking</li> <li>• Education</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4.36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a> Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>• Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> <li>• Includes a focus on civil rights' activists who are/were disabled, members of the LGBTQ+ community, people of color, or other minority groups (Inclusive Curriculum Mandate).</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b> <i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i>
<b>Self-Awareness</b>

- None

### ***Self-Management***

- None

### ***Social Awareness***

- None

### ***Relationship Skills***

- None

### ***Responsible Decision-Making***

- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

### **MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

### **RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- *Facing History and Ourselves*, Facing History and Ourselves, 3 Aug. 2022, <https://www.facinghistory.org/>.
- “Home.” *ICivics*, <https://www.icivics.org/>.
- “Home.” *Civiced.org*, <https://www.civiced.org//>.
- “Home: The Asian American Education Project.” *Home | The Asian American Education Project*, <https://asianamericanedu.org/>.
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- Human Rights Careers. “How to Become a Human Rights Activist.” *Human Rights Careers*, 24 Apr. 2022, <https://www.humanrightscareers.com/magazine/how-to-become-a-human-rights-activist/>.
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- “Obama Signs Edict Banning Discrimination against Federal LGBT Employees.” *Al Jazeera America*, <http://america.aljazeera.com/articles/2014/7/21/obama-signs-enda.html>.
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- “Teaching Resources for Students and Teachers.” *PBS LearningMedia*, <https://ny.pbslearningmedia.org/>.
- “Unsung Heroes: Encouraging Students to Appreciate Those Who Fought for Social Justice.” <https://www.zinnedproject.org/materials/teaching-about-unsung-heroes/>.
- “Welcome to the Youth for Human Rights E-Course.” *United For Human Rights*, <https://www.youthforhumanrights.org/course/lesson/background-of-human-rights/the-background-of-human-rights.html>.