

Bedminster Township School

Subject Area: Social Studies

Grade Level: 6

Unit name/Theme: Introduction to Social Studies Textbook: <i>Harcourt Social Studies - World History</i>	Dates unit will be taught: September	Time Frame: 3 weeks
Content: <ul style="list-style-type: none"> ● Ancient civilizations were only established in geographically favorable areas (fertile soil, ready water supply, natural barriers for protection.) ● Ancient river civilizations were characterized by settled agriculture, city-states, trade in products and ideas, a developed culture, a system of government with written laws, specialized labor, social hierarchies, and a religious system. ● A civilization's success is historically based on: strong leadership, strong economy, a common culture, and favorable geographic conditions (climate, natural resources, protective natural boundaries, etc.) ● Weak leadership, in general, allowing for invasion by outside forces or internal strife, historically has caused failure in many civilizations. ● Interactions among cultures result in change and conflict. ● Ancient civilizations have contributed greatly in the continuing development of modern society. 1. Students will learn how to set up and use their interactive notebook. <u>Supplementary Material Example: Core Civilizations</u> ● Students learn how to use the parts of a textbook (index, glossary, etc.) ● Archaeologist's techniques for understanding what happened in the past are analyzed. ● We analyze the difference between primary and secondary sources. 		
Essential Questions: <ul style="list-style-type: none"> ● Why did Ancient civilizations settle where they did? (Do people always move for the same reasons?) ● What makes a society civilized? Is the same definition applicable today? ● Why do civilizations rise and fall? ● Do civilizations benefit when cultures interact? ● What has been the lasting impact of the Ancient Civilizations on current society? ● How is culture influenced by where a civilization is located, its geography, and its natural resources? 		
Assessments: Core Instructional Materials: <i>Harcourt Social Studies - World History</i> Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic Benchmark: SGO DBQ in Fall and Spring Formative Assessment: <ul style="list-style-type: none"> ● Quizzes ● Homework ● Classwork 		

- Whole class reviews
- Section outline reviews

Summative Assessment:

- Unit Tests
- Essays

Alternative Assessment:

- Chunk tests and/or offer alternate question types
- Verbal responses; written responses

Accommodations/Modifications:

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan

504s: additional time; preferential seating; other modifications as per the individual plan

ELLs: Google translates

G&T: Pursuit of independent self guided projects as a supplement to curriculum

New Jersey Student Learning Standards:

NJSLS: Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

NJSLS Social Studies

- 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.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

21st Century Life and Career Skills:

9.1 Personal Financial Literacy Standard

9.1.8.B.3 Justify the concept of “paying yourself first” as a financial savings strategy.

9.2 Career Awareness

9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.

- Students will begin to understand the different careers associated with studying and exploring Ancient Civilizations.

9.4 Life Literacies and Key Skills

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

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.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Technology:

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use Google classroom and Google docs to work in groups remotely.

Global Climate Change:

MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

LGBTQ+ and Disabilities Law:

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Social/Emotional Learning:

See options for SEL integration here: [LINK](#)
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

Subject Area: Social Studies Grade Level: 6		
Unit name / Theme: Mesopotamia	Dates when unit will be taught: October/November	Time Frame: 5 weeks
Content: <ul style="list-style-type: none">● Mesopotamian civilization: Tigris and Euphrates River Valleys (Southwest Asia)● Plentiful natural resources (fresh water, fertile soils)● Surrounding physical features offered protection● Nile Valley and Fertile Crescent (Tigris and Euphrates Rivers) in close proximity facilitating interaction● Settled agriculture (a regular food supply)● Development of city-states● Trade in products and ideas● A system of government with written laws (Hammurabi's Code) (LGBTQ+ & Disabilities Law integration through analysis of written laws)● A developed culture (cuneiform writing, art – carvings, architecture – arch, music – first instruments, literature, science – wheel, sail, math based on 60)● Specialization of labor● Different social levels (LGBTQ+ & Disabilities Law integration through analysis of social levels)● Religious system (LGBTQ+ & Disabilities Law integration through analysis of religious guidelines)● Development of economic patterns● Metal tools and weapons (bronze, iron)● Increasing agricultural surplus (better tools, plows, irrigation)● Increasing trade along rivers● Development of the world's first cities (Uruk)● Specialization of labor● Development of social patterns with strong leaders and system of government (LGBTQ+ & Disabilities Law integration through analysis of systems of government)● World's first states/city-states (kingdoms/empires develop) Example Supplementary Material: Ancient Civilizations		

- Centralized government (often based on religious authority) (LGBTQ+ & Disabilities Law integration through analysis of government)
- Written law codes (Code of Hammurabi – the foundation of today’s human rights and codification of law)
- Pictograms (earliest written symbols)
- Cuneiform was the first recognized form of writing (Sumer)
- Recordkeeping, counting, mathematics, and calendars

Essential Questions:

- Why do people settle where they do?
- Why did the earliest civilizations appear in river valleys?
- How did humans become civilized
- What are the characteristics of a civilization? What can cause a civilization to collapse?
- How did Hammurabi’s Code impact Mesopotamian society? (as well as today’s society)
- If laws are a reflection of a society’s values, what does Hammurabi’s Code tell us about Mesopotamian values?
- How did the interactions among the city-states and other civilizations contribute to the development of the Mesopotamian society? (How do cultural interactions contribute to the development of our own society?)
- Of the contributions made by Mesopotamian society, which are the most valuable to our society today?
- What led to the rise and fall of Mesopotamia?
- What were the origins of Judaism?

Assessments: Core Instructional Materials: *Harcourt Social Studies - World History*

Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic

Benchmark: SGO DBQ in Fall and Spring

Formative Assessment:

- Quizzes
- Homework
- Classwork
- Whole class reviews
- Section outline reviews

Summative Assessment:

- Unit Tests
- Essays

Alternative Assessment:

- Chunk tests and/or offer alternate question types
- Verbal responses; written responses

Accommodations/Modifications:

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan

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New Jersey Student Learning Standards:

NJSLS: Reading: History/Social Studies

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

6. Assess how point of view or purpose shapes the content and style of a text.

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).

NJSLS Social Studies

- 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.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.EconGE.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.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.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

21st Century Life and Career Skills:

9.1 Personal Financial Literacy Standard

9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.

9.2 Career Awareness

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.4 Life Literacies and Key Skills

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

- 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.DC.1: Analyze the resource citations in online materials for proper use.
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Technology:

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
 - Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use Google classroom and Google docs to work in groups remotely.

Global Climate Change:

MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

LGBTQ+ and Disabilities Law:

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Social/Emotional Learning:

See options for SEL integration here: [LINK](#)
 based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

Subject Area: Social Studies Grade Level: 6	
Unit name/Theme: Ancient Egypt	Dates when unit will be taught: November/December
Time Frame: 5 weeks	
Content:	
<ul style="list-style-type: none"> • The Nile River was considered the lifeblood of Egypt because of its provision of trade, transportation, soil, irrigation, food, etc. yet, Egypt was dependent on the rich resources of Nubia. • Egypt's prime location on the Mediterranean sea provided focal point for trade Example Supplementary Material: Geography of Egypt 	

- Egypt had a social and political hierarchy headed by the god-like Pharaoh followed by nobles and priests; scribes; merchants and skilled workers; peasants and common workers; and slaves (LGBTQ+ & Disabilities Law integration through analysis of social and political hierarchy)
- The Pharaoh and the belief of an afterlife dominated the lives of ancient Egyptians and their cultural expressions.
- Egyptian values were represented by their religion, arts, and architecture (mummification; polytheism vs. monotheism; hieroglyphics; pyramids) (LGBTQ+ & Disabilities Law integration through analysis of religious guidelines)
- Strong leadership of pharaohs and buy-in to social hierarchy.
- Common culture strongly based on religious beliefs (LGBTQ+ & Disabilities Law integration through analysis of religious guidelines)
- Benefit of location along Nile River and Mediterranean Sea
- Egyptian civilization fell because civil war left it weak and poorly defended allowing conquest by Alexander the Great and later the Romans – leaving Egypt waiting another 2000 years before it was able to govern itself again
- Hieroglyphics; pyramids; base 10 number system; calendar
- Influence of geography in development (Nile River and desert) (resources; climate/landforms; trade routes including Red Sea)
- Kush was located on the upper (southern) Nile River (Africa).
- The Nubians and Egyptians benefited from contact with each other in terms of trade, customs, and sharing of ideas (cultural diffusion) but each took turns in conquering the other.
- Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in Southwest Asia).
- Phoenicians settled along the Mediterranean coast (part of Fertile Crescent in Southwest Asia).
- The monotheism of Abraham became the foundation of Judaism, Christianity, and Islam
- Belief in one God (monotheism)
- Torah and the Ten Commandments
- Hebrew Bible becomes the Christian “Old Testament”
- All people equal before the law (LGBTQ+ & Disabilities Law integration through analysis of law)

Essential Questions:

- How did the geography of the Nile impact Egyptian and Nubian civilizations?
- Why was the Nile considered the “lifeblood of Egypt”?
- How did religion influence all aspects of Egyptian civilization?
- What happens when cultures collide?
- How did the Nubians and Egyptians both benefit and suffer from contact with each other?
- What has been the lasting impact of these African and Middle Eastern civilizations on current society?
- What led to Egypt’s rise and fall?
- What was the role of slavery in ancient Egypt?

Assessments: Core Instructional Materials: *Harcourt Social Studies - World History*

Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic

Benchmark: SGO DBQ in Fall and Spring

Formative Assessment:

- Quizzes
- Homework

- Classwork
- Whole class reviews
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Summative Assessment:

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Alternative Assessment:

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Accommodations/Modifications:

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New Jersey Student Learning Standards:

NJSLS: Reading: Science & Technical Subjects

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
 - Students will complete a Web Quest that addresses different theories about the death of King Tut and draw their own conclusion about how the boy king died.
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- Read and comprehend complex literary and informational texts independently and proficiently.
RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

NJSLS Social Studies

- 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.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.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.

21st Century Life and Career Skills:

9.1 Personal Financial Literacy Standard

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9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.

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Technology:

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Social/Emotional Learning:

See options for SEL integration here: [LINK](#)
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

Subject Area: Social Studies Grade Level: 4

Unit name Theme: Ancient Greece

Dates when unit will be taught: January/February

Time Frame: 5 weeks

Content:

- The geography of Greece fostered the development of city-states while the access to seas promoted trade. Example Supplementary Material: Geography of Greece
- The ruggedness of the terrain made it a challenge in developing a successful agricultural economy.
- Surrounded on three sides by water (peninsula) promoted a sea-based economy and opened opportunities for trade.
- The creation of city-states is directly related to mountainous terrain and the numerous islands.
- Colonization related to search for arable land and new sources of wealth. Greek mythology promotes a common culture. It is based on polytheistic religion with explanations of natural phenomena, human qualities, and life events (LGBTQ+ & Disabilities Law integration through analysis of religious beliefs).
- Citizens (free adult males) had political rights and the responsibility of civic participation in government.
- Free people (women and foreigners) had no political rights (LGBTQ+ & Disabilities Law integration through analysis of political rights)
- Slaves (people without freedom or political rights) (LGBTQ+ & Disabilities Law integration through analysis of political rights)
- Classical Athens developed the most democratic system of government the world had ever seen (becoming a foundation of modern democracy) although not everyone could participate in decision-making.
- Evolution of Athenian government: monarchy, aristocracy, tyranny, and democracy (LGBTQ+ & Disabilities Law integration through analysis of forms of government)
- Origin of democratic principles: direct democracy exercised by popular assembly, public debate, and duties of the citizen.
- The Athenians prevailed against the Persian Empire, preserving the opportunity for the seeds of democracy (one of the foundation stones of Western civilization).
- Golden Age of Pericles (479 BCE - 431 BCE) Apex of classical Greek culture - great political and cultural influence on Western civilization.
- Sparta and militaristic oligarchy (dictatorial rule by a small group)
- Strong leadership of tyrants, oligarch, and/or democratic governments (LGBTQ+ & Disabilities Law integration through analysis of forms of government)

- Common culture strongly based on religious beliefs/myths.
- Benefit of location that provided natural resources and promoted a strong economy.
- The Peloponnesian Wars between Athens and Sparta weakened the Greek civilization, paved the way for the conquest of Greece by Philip of Macedonia, which led to his eventual merging with Alexander's Empire.
- Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (dictatorship) (LGBTQ+ & Disabilities Law integration through analysis of forms of government)
- Competition for control of the Greek world: Athens and the Delian League vs. Sparta and the Peloponnesian League.
- Cultural advance slowed, political power weakened.
- Alexander the Great established the empire that extended Greek cultural influences to Egypt (especially Alexandria) and much of Asia.
- Philosophy: Socrates, Plato, Aristotle
- Drama
- Poetry: Homer (Iliad and Odyssey as sources of identity during Golden Age)
- Sculpture
- Architecture: Parthenon (Doric, Ionian, and Corinthian columns)
- Science: Archimedes, Hippocrates
- Mathematics

Essential Questions:

- How did geography influence the development and spread of Greek government, economics, and culture?
- Why did the Greek civilization rise and fall?
- What were the differences between Athens and Sparta?
- How did Greek ideas, achievements, government and religious beliefs influence modern society, language, and art?
- What were the differences between social classes within Athens and Sparta?
- Who was Alexander the Great and how did he spread Greek culture through his accomplishments?
- What accomplishments characterized the Greek Golden Age?

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NJSLS: Reading: History/Social Studies

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

NJSLS Social Studies

- 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.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 classical civilizations and provided motivation for expansion.
- 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.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time

21st Century Life and Career Skills:

9.1 Personal Financial Literacy Standard

9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.

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Technology:

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
 - Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use Google classroom and Google docs to work in groups remotely.

Global Climate Change:

MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

LGBTQ+ and Disabilities Law:

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Social/Emotional Learning:

See options for SEL integration here: [LJNK](#)
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

*Subject Area: Social Studies
Grade Level: 6*

Unit name / Theme: Ancient Rome

Dates when unit will be taught: March/April

Time Frame: 5 weeks

Content:

- Favorable Geography of Roman Empire: The Italian peninsula (modern Italy) was distant from Eastern Mediterranean power centers and protected by the sea and an arc of mountains, the Alps. The city of Rome, with its central location on the Italian peninsula, was able to extend its influence over the entire Mediterranean Basin and eventually spread to Western Europe (Gaul, British Isles, etc.) The fertile terrain facilitated developing a successful agricultural economy. Surrounded on three sides by water (Italian peninsula) promoted a sea-based economy and opened opportunities for trade.
- Long distance trade continued shift from barter to money economy (coins).
- Colonization related to search for natural resources, men for army, workers, and new sources of wealth (taxation).
- Characteristics of Roman Civilization: Based on the Greek polytheistic religion with explanations of natural phenomena, human qualities, and life events. Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology. Roman gods and goddesses include: Jupiter, Hera, Apollo, Diana, Minerva, and Venus. Roman gods and goddesses continue to be symbols and images in literature, art, monumental architecture, and politics (LGBTQ+ & Disabilities Law integration through analysis of religious beliefs)
- Social structure in the Roman Republic: Patricians- powerful nobility (few in number), Plebeians- majority of population, struggled to attain more power, Slaves-not based on race (LGBTQ+ & Disabilities Law integration through analysis of hierarchy)
- Citizenship: Rights and responsibilities of citizenship (taxes, military service)
- Roman Democracy: The Roman Republic was similar to American democracy in that it had a bicameral structure with a traditional upper house and popular lower house that balanced power with the power of veto and needing both houses for passage. All three governments had a larger lower house that was more representative of the common man. Representative democracy (The Assembly, The Senate, Consuls)
- Success of Roman Republic-Strong and democratic leadership within Republic, Common culture strongly based on religious beliefs/mythology as well as decision to assimilate not obliterate other cultures into Roman Empire.
- Benefit of location that provided natural resources and promoted a strong economy Example Supplementary Material: Engineering an Empire - Rome
- Causes for the decline of the Roman Republic-Civil war over the power of Julius Caesar, Devaluation of Roman currency; inflation.
- The Roman Republic, in the face of changing social and economic conditions, succumbed to civil war and was replaced by an imperial regime, the Roman Empire.
- Rise of Roman Empire-The origin and evolution of Imperial Rome, Julius Caesar's ability to unite the plebeians and his own quest for power set Rome on the path to Empirical rule; his assassination. Augustus Caesar: civil war, defeat of Marc Anthony, Rome's first emperor. Augustus Caesar established the Roman Empire by instituting civil service, rule by law, a common coinage, and secure travel and trade throughout the Empire, which led to 200 years of peace and prosperity known as the Pax Romana.
- Characteristics of Roman Empire: The Pax Romana, Two centuries of peace ("pax") and prosperity under imperial rule, Expansion and solidification of Roman Empire.
- Economic impact of the Pax Romana: Established uniform system of money, which helped to expand trade. Guaranteed safe travel and trade on Roman roads, which provided a means for both controlling the Empire and expanding trade routes. Promoted prosperity and stability.
- Social impact of the Pax Romana: Returned stability to social classes, increased emphasis on the family.
- Interaction of Roman Empire with Christianity: Origins of Christianity, Jesus of Nazareth proclaimed the Messiah, Conflict with polytheistic beliefs of Roman Empire, Monotheism. The followers of Jesus spread Christianity throughout the Roman Empire, beginning

a process that brought revolutionary change to Roman culture and Western civilization and as the Roman Empire declined in the West, Roman Christianity grew in importance, membership, and influence.

- Causes for the decline of the Western Roman Empire: Over a 300-year period, the western part of the Roman Empire steadily declined because of the Empire's overextension, corruption, weak leadership, and reliance on an unreliable mercenary army, which left Rome open to invasion and drained their economy. Geography: unmanageable size of empire. Economy: the cost of defense and devaluation of Roman currency. Military: army membership beginning to include invaders, resulting in decline of discipline. Political problems: civil conflict, and weak administration. Invasion: attacks on borders. Roman Empire divided. Constantine moves capital from Rome to Byzantium. Western Roman Empire (survives until 476 A.D.) Eastern Roman Empire outlived its Western counterpart by 1000 years.
- Contributions of Ancient Rome-Art/architecture: Pantheon, Coliseum, Forum. Technology: roads, aqueducts, Roman arches Science: Ptolemy Language: Latin, Romance languages Literature: Virgil's Aeneid. Religion: Roman mythology, Christianity.

Essential Questions:

- How did geography influence the development, spread, and eventual decline of the Roman Empire?
- How was the Roman civilization influenced by Greek and Etruscan civilizations?
- How does Rome's Republic compare to our modern American Republic?
- What is meant by "all roads lead to Rome" and how is it related to the Empire's success?
- Why did the Roman Republic fail to survive challenges by Julius Caesar? What happened to the Senate after Julius Caesar's assassination?
- What was the impact of the Pax Romana on the Roman Empire?
- How did military conquests alter economic and social life in Rome? What was life like for a soldier in Ancient Rome?
- What role did Christianity play in the fall of Rome?
- How do Ancient Roman ideas, achievement and religious beliefs influence modern society, language, and art?
- What do a culture's myths tell us about the society? What does it tell us about Roman society?
- How is Roman culture influenced by its geography, location, and natural resources?

Assessments: Core Instructional Materials: *Harcourt Social Studies - World History*

Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic

Benchmark: SGO DBQ in Fall and Spring

Formative Assessment:

- Quizzes
- Homework
- Classroom
- Whole class reviews
- Section outline reviews

Summative Assessment:

- Unit Tests
 - Essays
- Alternative Assessment:
- Chunk tests and/or offer alternate question types
 - Verbal responses; written responses

Accommodations/Modifications:

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan
504s: additional time; preferential seating; other modifications as per the individual plan
ELLs: Google translates
G&T: Pursuit of independent self guided projects as a supplement to curriculum

New Jersey Student Learning Standards:**NJSLS: Reading: History/Social Studies****Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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).

NJSLS Social Studies

- 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.
- 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.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.HistoryJP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 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.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

21st Century Life and Career Skills:

9.1 Personal Financial Literacy Standard

9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.

9.2 Career Awareness

9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.

9.4 Life Literacies and Key Skills

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

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.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Technology:

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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Global Climate Change:

MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

LGBTQ+ and Disabilities Law:

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Social/Emotional Learning:

See options for SEL integration here: [LINK](#)

based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

Subject Area: Social Studies
Grade Level: 6

Unit name/Theme: European Middle Ages

Dates when unit will be taught: May

Time Frame: 4 weeks

Content:

- Describe the Middle Ages
- Discuss how Western Civilizations arose from synthesis of Christianity and classical Greco-Roman civilization
- Describe the spread of Christianity (LGBTQ+ & Disabilities Law integration through analysis of religion)
- Discuss the evolutions of significant political, economic, social, and cultural institutions and events that shaped European medieval society, including Catholic and Byzantine churches, feudalism and manorialism, the Crusades, the rise of cities, and changing technology.
- Explain the government of the time
- Explain the origins of medieval constitutionally government in England
- Discuss how societies have been affected by industrialization and by different political and economic philosophies
- Explain the role of the following in the feudal system: serfs, nobles, knights, vassals, king **Supplementary Material Example: Becoming a Knight**
- Describe the layout of a typical medieval castle, define key elements of a castle
- Describe basic needs of people during the Middle Ages
- Describe how these basic needs were acquired by each social class in the Middle Ages
- Discuss how meeting the needs and wants of a growing population impacts the environment and economic growth
- Describe a monk's role in society
- Describe a monk's daily routine
- Define Cistercian order
- Describe how the plague spread throughout Europe
- Describe the religious aspects associated with the plague
- Discuss how global challenges are interrelated, complex, and changing and that even local issues may have a global dimension

Essential Questions:

- What happens when people and ideas move and cultures meet?
- How does religion influence society?
- How do systems of government form?
- How do individuals change the course of history?
- What was daily life like for people throughout history?
- How does the movement of goods impact a society?

- Why do political boundaries change over time?

Assessments: Core Instructional Materials: *Harcourt Social Studies - World History*

Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic Benchmark: SGO DBQ in Fall and Spring

Formative Assessment:

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Accommodations/Modifications:

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New Jersey Student Learning Standards:

NJSLS: Reading: History/Social Studies

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH. 6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

NJSLS Social Studies

- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoPP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- 6.2.8.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.GeoPP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

21st Century Life and Career Skills:

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9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.

9.2 Career Awareness

9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.

- Students will examine the Feudal System of the Middle Ages and explore how it evolved and changed throughout the history of Europe.

9.4 Life Literacies and Key Skills

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

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LGBTQ+ and Disabilities Law:

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Social/Emotional Learning:

See options for SEL integration here: **LINK**
 based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

Unit name / Theme: The Holocaust/Amistad	Dates when unit will be taught: June	Time Frame: 2 weeks
<p>Content:</p> <ul style="list-style-type: none">Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitationDefine the term Holocaust and its significance to both US and World history Example Supplementary Material: The World Responds to Holocaust Remembrance DayUnderstand that our choices have consequences that affect other peopleExamine current issues, events, or themes and relate them to past eventsBe able to differentiate between good and bad behaviors of an individual and a groupDefine the following: Hero, Bystander, Perpetrator, CollaboratorDefine and describe the following terms: Bigotry, Racism, Prejudice, Genocide, Discrimination, Stereotype, Scapegoat (LGBTQ+ & Disabilities Law integration through analysis of targeted groups)Evaluate the impact of prejudice on a group, individuals, and societyDevelop a personal plan to reduce bigotry and prejudicesDescribe Hitler's life and rule in Nazi GermanyUnderstand the importance of the Nuremberg Laws and how they came to be lawAnalyze the impact of Kristallnacht – Night of Broken GlassAnalyze the response of other nations during the Holocaust		
<p>Enduring Understandings</p> <ol style="list-style-type: none">Chronological sequencing helps us understand the interrelationship of historical events.Political, economic, social, and cultural factors both change and stay the same over time.Historical events may have single, multiple, and direct and indirect causes and effects.Historical events and developments are shaped by social, political, cultural, technological, and economic factors.		
<p>Resources: Holocaust Resource Center, NJ Commission on Holocaust Education, Holocaust NJ Site 6 units and NJ Site Resources</p> <p>Universal Declaration of Human Rights - Kid-friendly version</p> <p>Terrible Things Video - Terrible Things by Eve Bunting - Youtube video of book being read aloud</p>		

[A Wave of Discrimination Article](#) - (from Facing History) an article that reviews a list of anti-Jewish laws, policies, and decrees made in Nazi Germany in 1933

[Interactive Timeline of the Holocaust](#) - Yad Vashem

[The Diary of Eva Heyman](#) - (from Yad Vashem) interactive diary with a rationale and teacher's guide

[Creative Use of Holocaust Imagery in the Classroom](#) - (from Yad Vashem) see the art of a child survivor, Chava Wolf, with the overall goal to help students have a voice in relating to and creating artwork that helps to tell their personal story

[The Watsons Go to Birmingham Teacher's Guide](#) - for purchase on Amazon

[Roll of Thunder Hear My Cry Teacher's Guide](#) - for purchase on Amazon

[Graphic Novels to Explore](#) - (from the Dallas Holocaust and Human Rights Museum) Explore the Ten Stages of Genocide through Graphic Novels (various Genocides throughout history and around the globe)

[Online Video Toolbox](#) - (from the Dallas Holocaust and Human Rights Museum) Includes three folders with videos to use in the classroom - 1) Understanding Genocide and Human Rights, 2) Understanding the Holocaust Videos, and 3) Upstander Behavior Videos

[Lesson #1: Antisemitism](#) (from The Museum of Jewish History) taken from their Holocaust curriculum (you must register online with them to access the curriculum; free to register)

[How to Identify Reputable Historical Sources](#) - (from United States Holocaust Memorial Museum)

[Antisemitism Explained](#) - (from the United States Holocaust Memorial Museum) an encyclopedia article with video links

[An Introduction to the Holocaust](#) - (from the United States Holocaust Memorial Museum) an encyclopedia article with video links

[Holocaust and Memory](#) - (from the United States Holocaust Memorial Museum) take a virtual field trip to explore the Holocaust and Memory

Suggested Literature:

Non-fiction:

1. *Stamped: Racism, Anti-Racism, and You* by Sonja Cherry-Paul (Adapter), Jason Reynolds (Author), Ibram X. Kendi (Author), Rachelle Baker (Illustrator) - for Kids edition (2021) [Stamped - Teacher's Guide](#)
2. *They Called Us Enemy* by George Takei (graphic novel) - Asian American Hate (2019) [Link to Teaching Resources](#)
3. *How We Fight for Our Lives* by Saeed Jones - LGBTQ (2019) [Interview with Author](#)
4. *Yellow Star* by Jennifer Roy - Holocaust (2014) [Jennifer Roy](#)
5. *Roll of Thunder, Hear My Cry* by Mildred B. Taylor - Racism and Social Justice (40th anniversary edition 2018 and also available in Spanish 2021) [Roll of Thunder - Teacher's Guide](#)
6. *Good Masters! Sweet Ladies! Voices from a Medieval Village* by Laura Amy Schlitz - Roots of prejudice, discrimination, and antisemitism (2011)
7. *My Secret Camera: Life in the Lodz Ghetto* by F.D. Smith and M. Grossman - Photo Documentary - Holocaust (2000)
8. *Through Eva's Eyes* by P.E. Unterman - Holocaust (2012)
9. *The Diary of Mary Berg: Growing Up in the Warsaw Ghetto* by Mary Berg - Holocaust (2007/2018)
10. *The Diary of Petr Ginz* by Petr Ginz; Chava Pressburger (ed) - Holocaust (2007)

Fiction:

1. *Esperanza Rising* by Pam Munoz Ryan (2002) [Esperanza Rising](#)
2. *Brown Girl Dreaming* by Jacqueline Woodson (2014) [Author Video](#)
3. *Dictionary for a Better World: Poems, Quotes, and Anecdotes from A to Z* by Charles Waters and Irene Latham (2020)
4. *The Watsons Go To Birmingham* by Christopher Paul Curtis (1997/2020) [Author Video](#)
5. *Once/Then/Now Series* by Morris Gleitzman (2005/2008/2010) [Teacher Resources](#)
6. *American Born Chinese* (graphic novel) by Gene Luen Yang (2021)

Assessments: Core Instructional Materials: *Harcourt Social Studies - World History*

Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic

Benchmark: SGO DBQ in Fall and Spring

Formative Assessment:

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Summative Assessment:

- Unit Tests
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Alternative Assessment:

- Chunk tests and/or offer alternate question types
- Verbal responses; written responses
- Section outline reviews
- Word Wall - to define key terms related to understanding prejudice and discrimination
- Found Poems - a strategy best used with diaries or memoirs
- KWL Charts - helps students identify previous knowledge and create inquiry based questions
- Identity Charts - a graphic tool that can help students consider the many factors that shape who we are as individuals
- Life Road Maps - a map of someone's life that highlights the important events and decisions that shaped that person's identity

Accommodations/Modifications:

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan

504s: additional time; preferential seating; other modifications as per the individual plan

ELLs: Google translates
G&T: Pursuit of independent self guided projects as a supplement to curriculum

New Jersey Student Learning Standards:

NJSLS: Reading: Science & Technical Subjects

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6. Assess how point of view or purpose shapes the content and style of a text.
- RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
10. Read and comprehend complex literary and informational texts independently and proficiently.
- RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

- 6.1.5.CivicsHR.1:** Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.CivicsHR.2:** Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.5.CivicsHR.3:** Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- 6.1.5.CivicsDP.1:** Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsDP.2:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS Social Studies

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
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- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- 6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsDP.2: Compare/contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

21st Century Life and Career Skills:

- 9.1 Personal Financial Literacy Standard
 - 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.2 Career Awareness
 - 9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.
- 9.4 Life Literacies and Key Skills**
 - 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
 - 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
 - 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.DC.1: Analyze the resource citations in online materials for proper use.
 - 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
 - 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
 - 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
 - 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
 - 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
 - 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
 - 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
 - 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Technology:

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use Google classroom and Google docs to work in groups remotely.

LGBTQ+ and Disabilities Law:

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Social/Emotional Learning:

See options for SEL integration here: [LINK](#)
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

Additional Resources:

[Universal Declaration of Human Rights](#) - **Kid-friendly version**

[Terrible Things Video](#) - **Terrible Things by Eve Bunting** - Youtube video of book being read aloud

[A Wave of Discrimination Article](#) - (from Facing History) an article that reviews a list of anti-Jewish laws, policies, and decrees made in Nazi Germany in 1933

[Interactive Timeline of the Holocaust](#) - Yad Vashem

[The Diary of Eva Heyman](#) - (from Yad Vashem) interactive diary with a rationale and teacher's guide

[Creative Use of Holocaust Imagery in the Classroom](#) - (from Yad Vashem) see the art of a child survivor, Chava Wolf, with the overall goal to help students have a voice in relating to and creating artwork that helps to tell their personal story

[The Watsons Go to Birmingham Teacher's Guide](#) - for purchase on Amazon

[Roll of Thunder Hear My Cry Teacher's Guide](#) - for purchase on Amazon

[Graphic Novels to Explore](#) - (from the Dallas Holocaust and Human Rights Museum) Explore the Ten Stages of Genocide through Graphic Novels (various Genocides throughout history and around the globe)

Online Video Toolbox - (from the Dallas Holocaust and Human Rights Museum) Includes three folders with videos to use in the classroom - 1) Understanding Genocide and Human Rights, 2) Understanding the Holocaust Videos, and 3) Upstander Behavior Videos

Lesson #1: Antisemitism (from The Museum of Jewish History) taken from their Holocaust curriculum (you must register online with them to access the curriculum; free to register)

How to Identify Reputable Historical Sources - (from United States Holocaust Memorial Museum)

Antisemitism Explained - (from the United States Holocaust Memorial Museum) an encyclopedia article with video links

An Introduction to the Holocaust - (from the United States Holocaust Memorial Museum) an encyclopedia article with video links

Holocaust and Memory - (from the United States Holocaust Memorial Museum) take a virtual field trip to explore the Holocaust and Memory

