

**Flemington-Raritan Regional School District**  
Flemington, New Jersey

**Social Studies Curriculum**  
**Grades 5-8**

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# **Flemington-Raritan Regional School District**

## **5-8 Social Studies Curriculum Acknowledgements**

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# Flemington-Raritan Regional School District

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## **Flemington-Raritan Regional School District**

### **5-8 Social Studies Curriculum District Mission Statement**

The Flemington-Raritan Regional School District provides our students with an exceptional education, empowering them to become problem solvers, collaborators and critical thinkers. The district creates a culture in which students act responsibly and communicate effectively in preparing to become productive citizens in a changing, global society.

It is the expectation of the Flemington-Raritan School District that all pupils achieve the New Jersey Core Curriculum Content Standards at all grade levels.

# **Flemington-Raritan Regional School District**

## **5-8 Social Studies Curriculum**

### **Philosophy**

The National Council for the Social Studies defines social studies as "the integrated study of the social sciences and humanities to promote civic competence." The Flemington-Raritan Social Studies Program is based on the philosophy that good citizenship is the result of the understanding of our nation's democratic foundations, respect for diversity, appreciation of past and present cultures, the influence of past events on the present as well as the future and the global, national, and local impact of an active citizenry. Students must be prepared to enter a globally competitive 21st century world with the ability to think critically, to problem solve, and to collaborate. They also must possess social and cross-cultural skills, assume leadership roles and maintain personal responsibility. The social studies program is built on essential questions and understandings that allow students to construct meaning through active experiences that they can relate to their world.

## **Flemington-Raritan Regional School District**

### **5-8 Social Studies Curriculum Social Studies Program Description**

The goal of the Flemington-Raritan Social Studies Program is to instill in students the civic values necessary for fulfilling the duties of citizenship in a participatory democracy. The program emphasizes a hands-on, developmentally appropriate approach which actively engages students through: analysis of historical artifacts and documents, simulations, relating events of the past to the present and access to the latest media technologies.

The fifth grade curriculum focuses on the study of early American history. The course is divided into five units which include: Native American Lands and Cultural Regions, Exploration and Settlement of the New World (Pre 1600), Colonial America, The American Revolution and The United States Constitution.

The sixth grade curriculum focuses on the study of ancient civilizations. These include the beginnings of society and Mesopotamia, Ancient Egypt and the Middle East, Ancient Greece, Ancient Rome, Ancient India and Ancient China. The course begins with a unit on the 5 themes of geography. These themes will be the lens through which each of the ancient civilizations will be examined.

The seventh grade curriculum focuses on the study of the Medieval World with concentrations on Medieval Europe, the rise and spread of Islam, East Asia (China and Japan), early Latin American civilizations, and the Renaissance and age of global encounters. The course begins with a unit on the elements of culture. These elements of culture will be the lens through which each of the unit will be examined.

The eighth grade curriculum focuses on the study of the origins and beginnings of the United States through the era of Reconstruction. The course is divided into five eras which include: American Beginnings, Settlement and Colonization; American Revolution; New Nation; U.S. Growth and Migration; Civil War and Reconstruction. A unit on Holocaust and Genocide is also included within this curriculum.

Some Essential Questions and Understandings that appear in this document were adapted from the following sources: New Jersey Department of Education, Pearson Publishers, Teacher's Curriculum Institute, West Windsor-Plainsboro Regional School District, and South Brunswick Public Schools.

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum Interdisciplinary Connections

The social studies naturally lend themselves to interdisciplinary connections. Specific grade-level interdisciplinary connections are noted with an asterisk (\*) in the grade-level units within the curriculum guide.

Interdisciplinary connections that are evident in Grades 5-8 are as follows:

<b>Learning Experiences</b>	<b>Interdisciplinary Connection</b>
Research	Language Arts, Science, Mathematics, Library/Media
Evaluating Websites	Language Arts, Science, Library/Media, Technology
Utilizing Web-based Resources	Library Media, Technology
Current Events	Language Arts
Detecting Bias in Text	Language Arts, Science
Differentiating Fact and Opinion	Language Arts, Science
Designing, Delivering, and Evaluating Oral Presentations	Language Arts Science, Mathematics, Health
Reading Non-Fiction Text	Language Arts, Science, Mathematics, Health, Library/Media
Writing a Variety of Essays and Open-Ended Responses	Language Arts, Science, Mathematics, Health, Music, Art
Analyzing the Reliability and Credibility of a Resource	Language Arts, Science, Library/Media
Determining Influence of Culture in a Text	Language Arts

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Year at a Glance

*(The pacing chart takes into account the number of times per week classes meet and the duration of each class period. Length and frequency of social studies lessons vary in each building and by grade.)*

#### *5<sup>th</sup> Grade Social Studies*

The following is an example of appropriate pacing for the fifth grade social studies units.

##### Marking Period #1

- Native American Lands and Cultural Regions
- Exploration and Settlement of the New World (Pre 1600)

##### Marking Period #2

- Exploration and Settlement of the New World (Pre 1600)
- Colonial America

##### Marking Period #3

- Colonial America
- The American Revolution

##### Marking Period #4

- The American Revolution
- The United States Constitution



# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: Native American Lands and Cultural Regions

#### Overarching Essential Question(s):

- How does learning about past cultures help us understand the world today?

#### Topical Essential Question(s):

- How did the first settlers reach the North American Continent?
- How did Native Americans adapt to different environments in North America?
- How and why did Native American cultural regions differ?

#### Understandings (Big Ideas):

- The first Americans migrated from Asia during the last Ice Age and settled throughout North and South America.
- Cultural regions were established throughout North America based on the environment's impact on the daily lives of Native Americans.

5 <sup>th</sup> Grade Social Studies Curriculum: Native American Lands and Culture Regions		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe migration, its impacts, and adaptations of Native Americans from different cultural regions to North America	6.1.8.B.1.a 6.2.8.B.1.a	<ul style="list-style-type: none"><li>• <b>Visual Discovery*</b> (<i>Social Studies Alive, Chapter 2 Lesson Guide, Pages 17-28</i>)</li></ul>
Compare and contrast historic Native American groups of several regions, their use of the land, and the resources available	6.1.8.D.1.a 6.2.8.B.1.b 6.2.8.C.1.b	<ul style="list-style-type: none"><li>• <b>Response Group*</b> (<i>Social Studies Alive, Chapter 3 Lesson Guide, Pages 29-42</i>)</li></ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

5 <sup>th</sup> Grade Social Studies Curriculum: Native American Lands and Culture Regions		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Demonstrate how archaeology provides historical and scientific explanations for how ancient people lived	6.2.8.D.1.c	<ul style="list-style-type: none"><li>• <b>Archaeological Dig:</b> Students go on a simulated dig to study the importance of artifacts and the clues they leave behind. <i>(Teacher created resources)</i></li></ul>

**Benchmark Assessment (Performance Task):** Students will take the Chapter 2 and Chapter 3 Assessment. Assessment must include the “Social Studies Skills” section (map skill and artifacts) and “Show you Know” section (open-ended question).

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: Exploration and Settlement of the New World (Pre 1600)

**Overarching Essential Question(s):**

- What motivates people to explore new places?

**Topical Essential Question(s):**

- What challenges did explorers face?
- What did explorers take to and from the New World during the Age of Exploration?
- How did exploration of the Americas lead to settlement?

**Understandings (Big Ideas):**

- European nations and individual explorers were motivated by God, greed, and glory.

5 <sup>th</sup> Grade Social Studies Curriculum: Exploration and Settlement of the New World (Pre 1600)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Trace the major land and water routes of explorers	6.1.8.B.1.b	<ul style="list-style-type: none"> <li>• <b>Explorer Matrix</b> (<i>Social Studies Alive Chapter 5 Lesson Guide Page 55-66</i>)</li> <li>• <b>Explorer Research Project*</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>European Colonization Map of North America</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Hands-On History: Explorers</b> (<i>Scholastic</i>)</li> <li>• <b>Encounter</b> by Jane Yolen</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

5 <sup>th</sup> Grade Social Studies Curriculum: Exploration and Settlement of the New World (Pre 1600)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Discuss motives for exploration and/or conquest	6.1.4.D.2	<ul style="list-style-type: none"> <li>• <b>Underwater Archaeology</b> (<i>Social Studies Alive, Chapter 4 Lesson Guide Pages 43-54</i>)</li> <li>• <b>Introduction to Primary Sources*</b> (Primary Sources Kit: Exploration)</li> <li>• <b>Magellan's Ship</b> (Primary Sources Kit: Exploration)</li> </ul>
Determine the impact of European colonization on Native American population. Explain the differences in colonization of the Americas by various European countries	6.1.4.D.1 6.1.8.A.1.a 6.1.8.D.1.b 6.1.8.D.1.c	<ul style="list-style-type: none"> <li>• <b>Columbus Debate*</b> (<i>Teacher Created Resource</i>)</li> </ul>
Determine the factors that impacted exploration, settlement patterns	6.1.8.B.2.a 6.1.8.B.2.b	

**Benchmark Assessment (Performance Task):** Students will create a research project that requires them to explain an explorer's personal background, motives, dates, and route of exploration; in addition it should detail the explorer's impact on Europe and the New World.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: Colonial America

#### Overarching Essential Question(s):

- How does where you live affect how you live?

#### Topical Essential Question(s):

- How were the three colonial regions alike and different?
- Who were the victims of the slave trade? Who profited?

#### Understandings (Big Ideas):

- The defining characteristics of each colony were determined by its geography as well its inhabitants.
- The slave labor system had a lasting impact on the development of the United States and its culture.

5 <sup>th</sup> Grade Social Studies Curriculum: Colonial America		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Determine the impact of colonization on the native American populations	6.1.4.D.1	<ul style="list-style-type: none"> <li>• <b>Visual Discovery-“Act It Outs”*</b> (<i>Social Studies Alive, Chapter 6 Lesson Guide Pages 67-79</i>)</li> <li>• <b>Primary Source examination: Virginia in 1607*</b> (<i>Primary Resource Kit: Jamestown</i>)</li> <li>• <b>Primary Source examination: John White Map, Mayflower Passenger List, Mayflower Diagram*</b> (<i>Primary Resource Kit: Pilgrims</i>)</li> <li>• <b>Hands on History: Colonial America</b> (<i>Scholastic</i>)</li> <li>• <b>Roanoke Scroll Activity</b> (<i>Roanoke The Lost Colony by: Jane Yolen and Teacher Created Resources</i>)</li> <li>• <b>The Jamestown Adventure (simulation)*:</b> <a href="http://www.historyglobe.com/jamestown/">www.historyglobe.com/jamestown/</a></li> </ul>

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### 5-8 Social Studies Curriculum

5 <sup>th</sup> Grade Social Studies Curriculum: Colonial America		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Identify ways the 13 colonies were established. Analyze the factors that determined the success of a colony	6.1.8.A.2.a 6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.D.2.b	<ul style="list-style-type: none"> <li>• <b>Colonial Billboards</b> (<i>Social Studies Alive, Chapter 7 Lesson Guide page 81-91</i>)</li>   <li>• <b>Writing for Understanding*</b> (<i>Social Studies Alive Chapter 9 Lesson Guide pages 107-122</i>)</li>   <li>• <b>Colonial Newspaper*</b> (<i>Teacher Created Resource</i>)</li> </ul>
Identify how and why slavery spread through the English Colonies	6.1.8.C.2.a 6.1.8.C.2.c 6.1.8.D.2.b	<ul style="list-style-type: none"> <li>• <b>Analyzing Dilemmas</b> (<i>Social Studies Alive Chapter 8 Lesson Guide Page 93-105</i>)</li> </ul>

**Benchmark Assessment (Performance Task):** “Settlement Postcard”

Students will create a postcard from the point of view of a colonist writing to a friend or family member back in England. The postcard body should include: where they live, a description of the environment, what daily life was like, and their interaction with native people (if applicable).

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: The American Revolution

#### Overarching Essential Question(s):

- What do people believe is worth fighting for?

#### Topical Essential Question(s):

- What British actions angered the colonists in the 1700s?
- What were the arguments for and against colonial independence from Great Britain?
- What are the main ideas in the Declaration of Independence?
- How did the colonists win the American Revolution?

#### Understandings (Big Ideas):

- Disputes over authority and economic issues contributed to a movement for independence.

5 <sup>th</sup> Grade Social Studies Curriculum: The American Revolution		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe and analyze the impact of the Seven Years War and power struggle between European nations on the English colonists	6.1.8.D.2.a 6.1.8.D.3.a	<ul style="list-style-type: none"><li>• <b>Party Planning</b> (<i>Social Studies Alive, Chapter 10 Lesson Guide Page 123-134</i>)</li><li>• <b>Hands on History: America Revolution</b> (<i>Scholastic</i>)</li><li>• <b>Historical Events News Report</b> (<i>Teacher Created Resource</i>)</li></ul>

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5 <sup>th</sup> Grade Social Studies Curriculum: The American Revolution		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Explain the key events, documents and individuals that sparked the American Revolution	6.1.4.D.4 6.1.4.D.5 6.1.4.D.7 6.1.8.D.3.a 6.1.8.D.3.c 6.1.8.D.3.d	<ul style="list-style-type: none"> <li>• <b>Panel Debate*</b> (<i>Social Studies Alive, Chapter 11 Lesson Guide Pages 135-145</i>)</li> </ul>
Explain why the Declaration of Independence was written and how its key principles became the unifying ideas of American democracy	6.1.8.D.3.b	<ul style="list-style-type: none"> <li>• <b>Declaration of Independence Skits</b> (<i>Social Studies Alive, Chapter 12 Lesson Guide Pages 147-158</i>)</li> <li>• <b>Primary Source examination: Declaration of Independence*</b> (<i>Primary Resource Kit: American Revolution</i>)</li> <li>• <b>Signing the Declaration of Independence</b> <a href="http://www.archives.gov/exhibits/charters/declaration_join_the_signers.html">http://www.archives.gov/exhibits/charters/declaration_join_the_signers.html</a></li> </ul>
Explain the major events and personalities in the American Revolution	6.1.8.D.3.c 6.1.8.D.3.d	<ul style="list-style-type: none"> <li>• <b>Tug of War</b> (<i>Social Studies Alive, Chapter 13 Lesson Guide Pages 159-170</i>)</li> <li>• <b><u>Heroines of the American Revolution</u></b> by: Diane Silcox-Jarrett</li> <li>• <b><u>John, Paul, George &amp; Ben</u></b> by: Lane Smith</li> </ul>

**Benchmark Assessment (Performance Task):** Students will design a newspaper that highlights several important aspects of the American Revolution. Articles will be based on facts researched from the time period.



# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: The United States Constitution

**Overarching Essential Question(s):**

- Why do people form governments?

**Topical Essential Question(s):**

- What are the key features of the U.S. Constitution?
- What are the basic rights and freedoms of the American People?

**Understandings (Big Ideas):**

- The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

5 <sup>th</sup> Grade Social Studies Curriculum: The United States Constitution		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Discuss how and why the United States Constitution was implemented in the 1790s	6.1.8.A.3.b 6.1.8.A.3.d 6.1.8.D.3.g	<ul style="list-style-type: none"> <li>• <b>Power Cards</b> (<i>Social Studies Alive, Chapter 14 Lesson Guide 171-182</i>)</li> <li>• <b>Primary Source Examination: US Constitution*</b> (<i>Primary Resource Kit: Constitution and New Government</i>)</li> </ul>
Explain why compromise is sometimes required, even when important principles are at stake	6.1.8.A.3.c	<ul style="list-style-type: none"> <li>• <b>Creating a Class Constitution</b> (<i>Teacher Created Resource</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

5 <sup>th</sup> Grade Social Studies Curriculum: The United States Constitution		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Explain the lasting impact of the American Constitution on present day government and citizenship	6.1.4.D.5 6.1.4.A.4 6.1.4.A.5	<ul style="list-style-type: none"> <li>• <b>Constitution Day Activities</b> <a href="http://www.archives.gov/education/lessons/constitutionday/game.html">http://www.archives.gov/education/lessons/constitutionday/game.html</a></li> <li>• <b><u>We the Kids</u></b> by; David Catrow</li> <li>• <b><u>We the People: The Story of Our Constitution</u></b> by; Lynn Cheney</li> <li>• <b><u>The US Constitution and You</u></b> by: Syl Sobel</li> </ul>

**Benchmark Assessment (Performance Task):** Choose a leader from the Constitutional Convention and write a journal entry that person might have written during the event. The journal entry should include the reasons for attending, hopes and fears, one issue or point of concern, and the personal role of the individual in the meeting. In addition, students should create an illustration to depict one part of their journal entry.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Year at a Glance

*(The pacing chart takes into account the number of times per week classes meet and the duration of each class period. Length and frequency of social studies lessons vary in each building and by grade.)*

#### *6<sup>th</sup> Grade Social Studies*

The following is an example of appropriate pacing for the sixth grade social studies units.

#### Marking Period #1

- Five Themes of Geography
- The Beginnings of Society
- Mesopotamia

#### Marking Period #2

- Ancient Egypt and the Middle East
- Ancient Greece

#### Marking Period #3

- Ancient Greece
- Ancient Rome

#### Marking Period #4

- Ancient India
- Ancient China

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 6<sup>th</sup> Grade

#### Unit Topic: 5 Themes of Geography

##### Overarching Essential Question(s):

- Is geography destiny?
- What does it mean to be part of a global community?

##### Topical Essential Question(s):

- How does geography influence the development of civilization?
- What is geography and how can its tools be used to consider relationships between people and places?
- How are people culturally and historically connected to the world?

##### Understandings (Big Ideas):

- People and the environment interact to create a unique cultural perspective.
- The five themes of geography; (location, place, region, movement, human-environment interaction) help to facilitate the study of the world and its people.

6 <sup>th</sup> Grade Social Studies Curriculum: 5 Themes of Geography		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Apply the 5 Themes of Geography (Location, Place, Region, Movement, and Human Environmental Interaction) to different locations in order to understand ways in which geography influences civilization	6.2.8.B.2 6.2.8.C.2	<ul style="list-style-type: none"> <li>• <b>Construct Open-Ended Question Response on Geography - “Geography, You’d Be Lost Without It”</b> (<i>Geography Poster-Pyramid/Polar Bear and Teacher Created Materials: SQ3R; graphic organizer; NJ Four-Point Scoring Rubric</i>)</li> <li>• <b>Construct graphic organizer for 5 Themes of Geography</b> (<i>Prentice Hall: World Studies, Foundations of Geography; Prentice Hall: World Studies: The Ancient World, History Alive: the Ancient World, and Teacher Created Materials: 5</i>)</li> </ul>

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6 <sup>th</sup> Grade Social Studies Curriculum: 5 Themes of Geography		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<p style="text-align: center;"><i>Themes of Geography Graphic Organizer</i></p> <ul style="list-style-type: none"> <li>• <b>Chart the 5 Themes of Geography and practice by applying them to different places on the globe</b> (<i>Prentice Hall: World Studies: The Foundations of Geography, Prentice Hall: World Studies: The Ancient World, classroom globe</i>)</li> <li>• <b>Research various global points and apply the 5 Themes of Geography to each point</b> (<i>Prentice Hall: World Studies: Foundations of Geography, Prentice Hall: World Studies: The Ancient World, History Alive: the Ancient World, and Teacher Created Materials: 5 Themes of Geography Graphic Organizer</i>)</li> </ul>
Define Key Terms: Geography and why we study it; cardinal directions; latitude; longitude; North Pole; South Pole; Northern/Southern/Eastern/Western Hemispheres; Equator; Prime Meridian; Tropic of Cancer; Tropic of Capricorn; 5 Themes of Geography	6.2.8.B.2 6.2.8.C.2	<ul style="list-style-type: none"> <li>• <b>Apply Reading Strategies*</b> (<i>Teacher Created Materials: KWL, SW3R, GRASP; Prentice Hall: World Studies: Foundations of Geography; Prentice Hall: World Studies: The Ancient World; History Alive: the Ancient World; "Brain Pop" website</i>)</li> </ul>
Examine and interpret different types of maps including physical, political, topographical, and demographic	6.2.8.B.2 6.2.8.C.2	<ul style="list-style-type: none"> <li>• <b>Examine, through practice, different types of maps/globes &amp; atlases</b> (<i>Prentice Hall: World Studies: Foundations of Geography; Prentice Hall: World Studies: The Ancient World; History Alive: the Ancient World; classroom overhead maps; globe</i>)</li> </ul>

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### 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: 5 Themes of Geography		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Plot absolute locations on a map using latitude and longitude coordinates	6.2.8.B.2 6.2.8.C.2	<ul style="list-style-type: none"> <li>• <b>Kinesthetically plot lines of latitude and longitude in the classroom*</b> (<i>Teacher Created Materials: Kinesthetic Classroom Mapping</i>)</li>   <li>• <b>Plot latitude and longitude using coordinates in the Bermuda Triangle*</b> (<i>Teacher Created Materials: Bermuda Triangle Map</i>)</li>   <li>• <b>Practice latitude and longitude skills using mapped white boards</b> (<i>Teacher's Discovery White Board's World Map; United Streaming: Latitude/Longitude videos; atlas; globe; class room maps</i>)</li> </ul>
Distinguish between absolute & relative locations; and when to use each	6.2.8.B.2 6.2.8.C.2	<ul style="list-style-type: none"> <li>• <b>Complete Mapping Directions Activity</b> (<i>Teacher's Discovery White Board's World Maps; atlas, globe; overhead maps; Prentice Hall: World Studies: Foundations of Geography; Prentice Hall: World Studies: The Ancient World; History Alive: the Ancient World</i>)</li> </ul>

**Benchmark Assessment (Performance Task):** "Five Themes of Flemington"

Students will apply the Five Themes of Geography to their hometown of Flemington; location, place, regions, movement, human environmental interaction.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 6<sup>th</sup> Grade

#### Unit Topic: The Beginnings of Society and Mesopotamia

##### Overarching Essential Question(s):

- What elements are needed for a civilization to develop?

##### Topical Essential Question(s):

- What defines a culture?
- How did environmental conditions impact the development of different human communities?
- What role did formal government, religion, and technology have in the Mesopotamian societies?
- What lasting impact did the Sumerians have on future civilizations?
- How are the elements of culture reflected in Mesopotamian civilizations?
- What are the major tenets of Judaism?

##### Understandings (Big Ideas):

- The Fertile Crescent was the cradle of the world's first civilization; its climate allowed for the growth of population and the development of farming.

6 <sup>th</sup> Grade Social Studies Curriculum: The Beginnings of Society and Mesopotamia		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Define key terms: culture; 7 Elements of Culture: Norms, Art Forms, Religion, Body of Knowledge, Work and Rewards, Values, Organized Groups (plus high school culture elements); history; prehistory; archaeologist; oral traditions; geography; Stone Age; Old Stone Age (Paleolithic Era); New Stone Age (Neolithic Era); nomad; fertile; domesticate; irrigation; surplus; artisan; social class; land bridge; migrate; artifact; technology; scribe; city-states, code, Sumerians; agriculture, civilization, ziggurat; cuneiform; pictograph; Fertile Crescent;		<ul style="list-style-type: none"> <li>• <b>Survival Island:</b> Create new culture based on assigned environment: Survival Island; apply the 5 Themes of Geography and Elements of Culture to newly-created culture; construct open-ended question response as to how the environment of assigned island influenced its civilization's culture; and compare/contrast Elements of Culture of newly created civilization with that of modern-day culture (<i>Teacher Created Materials: Survival Island Project Packet; graphic organizers for Elements of Culture and 5 Themes of Geography</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: The Beginnings of Society and Mesopotamia		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments) & Resources
polytheism; myth; empire; Babylon; caravan; bazaar; battering ram; Hammurabi; alphabet; diaspora; Judaism; monotheism; famine; exile; covenant; Moses; prophet		<ul style="list-style-type: none"> <li>• <b>Cultural Bag</b> Illustrate and label 7 Elements of Culture: Project (<i>Teacher Created Materials: Culture Survey, Cultural Element Graphic Organizers; Culture Bag Handouts</i>)</li> <li>• <b>Sacred Rac</b> Experience culture bias from the “outside in”; and construct reflection response to open-ended question about prejudging other cultures (<i>Teacher Created Materials: The Sacred Rac, SQ3R, graphic organizer, NJ Four-Point Scoring Rubric</i>)</li> <li>• <b>Reading Strategies</b> SQ3R, KWL, Graphic Organizer, (Teacher Created: structured note taking graphic organizer, DSQ3R, SKWL)</li> </ul>
Identify characteristics of the Paleolithic and Neolithic eras	6.2.8.A.1.a 6.2.8.B.1.b 6.2.8.C.1.b 6.2.8.D.1.c 6.2.8.C.2.a	<ul style="list-style-type: none"> <li>• <b>From Paleolithic to Neolithic Identifying changes in Daily Life</b> <i>History Alive: The Ancient World;</i></li> <li>• <b>Understanding Why Paleolithic Art Was Created</b> <i>History Alive: The Ancient World</i></li> <li>• <b>Otzi</b> Construct Open Ended Question Response on Iceman. Teacher Created Materials: Graphic Organizer, United Streaming Video Clips (<i>NJ Four-Point Scoring Rubric</i>)</li> </ul>



# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: The Beginnings of Society and Mesopotamia		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments) & Resources
Describe how environment affected Mesopotamian societies	6.2.8.C.1.a 6.2.8.B.2.a 6.2.8.B.2.b	<ul style="list-style-type: none"> <li>• <b>Early Humans Geography Challenge</b> (<i>History Alive: The Ancient World Lesson Guide</i>); <i>History Alive: The Ancient World Interactive Student Notebook</i></li> <li>• <b>Diagram Fertile Crescent Map</b> (<i>Teacher Created Materials: Map of Fertile Crescent</i>)</li> <li>• <b>How did the physical Geography affect the growth of ancient civilizations?</b> Construct open-ended question response to how physical geography affected the growth of ancient civilization (<i>Teacher Created Materials: SQ3R, graphic organizer, NJ Four-Point Scoring Rubric</i>)</li> </ul>
Analyze the progression of characteristics of a civilization: Writing & language Laws/structure/government Population Specialization of labor	6.2.8.D.1.b 6.2.8.D.1.c 6.2.8.C.1.a 6.2.8.A.2.a 6.2.8.A.2.b 6.2.8.A.2.c 6.2.8.D.2.b 6.2.8.D.2.d	<ul style="list-style-type: none"> <li>• <b>Tracing the Development of Cuneiform</b> (<i>Teachers' Curriculum Institute Lesson Guide: Early Humans Activity 4.3</i>)</li> <li>• <b>Phoenician Alphabet*</b>, create name tags using the Phoenician alphabet and compare with modern alphabet (<i>Teacher Created Materials: name tags</i>; Construct short answer responses using Phoenician Alphabet and translate/compare to modern alphabet.</li> <li>• <b>Open Ended Question*</b>: What are three important contributions made by ancient Mesopotamian/Mediterranean peoples; and in what three ways did Mesopotamians benefit from the physical geography of their region?</li> <li>• <b>Exploring Four Empires of Mesopotamia</b> Construct open-ended question responses as to what historical accomplishments each civilization is known for; and how ancient peoples developed governments? (<i>Teacher Created</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: The Beginnings of Society and Mesopotamia		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments) & Resources
		<p><i>Materials: SQ3R, KWL, NJ Four-Point Scoring Rubric; The Ancient World; History Alive: The Ancient World)</i></p> <ul style="list-style-type: none"> <li>• <b>Population Circle</b> Simulate population growth using a population circle</li> <li>• <b>Was Ancient Sumer a Civilization?</b> Analyze artifacts from ancient Sumer to determine whether it met the criteria for a civilization ( <i>History Alive Lesson Guide 1: Lesson 5</i>)</li> <li>• <b>A Life In Sumer Act Out Play*</b></li> <li>• <b>The Rise of Sumerian City-States</b> (<i>History Alive: The Ancient World Lesson Guide 1: Lesson 4—States</i>)</li> <li>• <b>Solve Sumerian math problems*</b></li> <li>• <b>Compare/contrast Mesopotamian Civilization Chart</b> (<i>Teacher Created Materials: T-Chart, bubble graphic organizer History Alive: The Ancient World; United Streaming Mesopotamia video</i>)</li> <li>• <b>Interpret meanings of main ideas</b> of how environmental conditions drew people to settle in the Fertile Crescent, the development and characteristics of city-states in Sumer/Mesopotamia region, how Sumerians worshiped and honored many gods, rise and fall of Babylonia and Assyria, Hammurabi’s Code of Law, development of writing, Phoenician sea power/trade, rise of the Israelites, and Judaism (<i>Teacher Created Materials: PLAN (Predict/Locate/Add/Note) note taking strategy and graphic organizer for note taking</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: The Beginnings of Society and Mesopotamia		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>Application of Elements</b> Apply the elements of Culture to Mesopotamian/Mediterranean Civilizations (<i>Teacher Created Materials: SQ3R, Elements of Culture Graphic Organizer</i>;</li> <li>• <b>Sumerian Achievements: Reflections of Civilization</b> Explain how Sumer exhibits characteristics of a civilization (<i>Teachers' Curriculum Instruction Lesson Guide Activity 4.2: Pgs. 150-170</i>)</li> </ul>
Interpret Hammurabi's Code	6.2.8.A.2.b 6.2.8.A.2.c 6.2.8.D.2.b	<ul style="list-style-type: none"> <li>• <b>Applying the Code of Hammurabi to Babylonian Court Cases</b> Apply laws from the Code of Hammurabi to a series of dramatically- read mock Babylonian court cases; and identify the values of Babylonian society reflected in the Code of Hammurabi (<i>Teachers' Curriculum Institute Lesson Guide: Activity 2.2</i>)</li> <li>• <b>Hammurabi's Code open-ended question</b> how Hammurabi's Code of Laws compares to our laws today; and was Hammurabi's Code of Laws fair or unfair? (<i>Teacher Created Materials: SQ3R, essay graphic organizer, NJ Four-Point Scoring Rubric; Primary Source: Hammurabi's Code</i>)</li> </ul>
Compare & contrast basic tenets of Polytheism vs. Monotheism	6.2.8.D.2.a	<ul style="list-style-type: none"> <li>• <b>Act Out Judaism vs. Polytheism</b> (<i>Teacher Created Materials: Rise of the Israelites - Act Out sequence</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: The Beginnings of Society and Mesopotamia		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe the influence of Mesopotamians in history.	6.2.8.D.2.d	<ul style="list-style-type: none"> <li>• <b>Compare/contrast Mesopotamian Civilization Chart</b> (<i>Teacher Created Materials: T-Chart, bubble graphic organizer History Alive: The Ancient World, United Streaming Mesopotamia video</i>)</li> </ul>

**Benchmark Assessment (Performance Task):** “Genius or Mad Man?”

Students will use a primary source document to write a persuasive response to the following open-ended question; Hammurabi established the first written code of law, consisting of 282 laws/punishments. These laws/punishments are based on the theory of an “eye for an eye”. Some historians view him as a visionary while others see him as a tyrant. Using examples from the Code of Hammurabi do you believe Hammurabi was a genius or mad man?

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 6<sup>th</sup> Grade

#### Unit Topic: Ancient Egypt and the Middle East

**Overarching Essential Question(s):**

- What defines a truly “advanced” civilization?

**Topical Essential Question(s):**

- How did physical geography affect the development of the Ancient Egypt, Kush, and Canaan civilizations?
- What role did formal government, religion, and technology have in the Ancient Egyptian and Nubian (Kush) societies?

**Understandings (Big Ideas):**

- The existence and success of the Egyptian culture depended on the Nile River.
- Egyptian culture revolved solely around their religious values and beliefs in the afterlife.

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Egypt and the Middle East		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Define key terms: Nubia; cataract; delta; silt; pharaoh; dynasty; absolute power; regent; afterlife; desert; slavery; mummy; pyramid; Giza; hieroglyphs; papyrus; astronomer; ore; Lower Nubia; Upper Nubia; artisan; topography; vegetation; fertilization; peasant; vizier; alliance; embalm; sarcophagus; census; Kush; Canaan; archer; kandake; treaty		<ul style="list-style-type: none"> <li>• <b>Egyptian Vocabulary</b> Practice vocabulary flashcards (<i>Teacher Created Materials: vocabulary lists; index cards</i>)</li> <li>• <b>Egyptian Diary*</b> Construct written diary of trip on the Nile River from Sixth to First Cataracts incorporating the following vocabulary: Cataract #'s 1-6; Nubia, Lower Nubia, Upper Nubia, Nile Delta, silt, Sahara Desert—the red land; Kemet—the black land; trade; Nile River; Blue Nile; White Nile (<i>Teacher Created Materials: SQ3R, and graphic organizers</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Egypt and the Middle East		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
<p>Identify and locate the African continent, Nile River, cities that developed along the Mediterranean Sea, Valley of the Kings, pyramids, etc.</p>	<p>6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.C.2.a</p>	<ul style="list-style-type: none"> <li>• <b>Geography Challenge</b> <i>(History Alive: the Ancient World Lesson Guide 1 Geography and the Early Settlement of Egypt, Kush, and Canaan Challenge,; History Alive: The Ancient World Interactive Student Notebook</i></li>   <li>• <b>Nile River Boat Tour</b> Simulation of historic sites along the Nile River <i>(Teachers' Curriculum Institute Ancient Egypt and the Near East Lesson Guide Activity 3.1- A Riverboat Tour of Ancient Egyptian Monuments</i></li>   <li>• <b>Map of Ancient Egypt</b> Label a map of Egypt and the Near East <i>(Teachers' Curriculum Institute Ancient Egypt and the Near East Lesson Guide Activity 1.1: Mapping the Physiographic Features of Egypt and the Near East, class room wall maps; globe</i></li>   <li>• <b>Recreation of Egyptian Environments</b> Analyze and kinesthetically re-create environmental factors (water/topography/minerals/vegetation) that support the encouragement of military conflicts in Mesopotamia, promotion of peace and stability in ancient Egypt, and encouragement of pastoralism in Canaan <i>(Teachers' Curriculum Institute Ancient Egypt and the Near East Lesson Guide Activity 1.2</i></li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Egypt and the Middle East		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
<p>Explore the accomplishments of Pharaohs Identify characteristics of the Old, Middle, and New Kingdoms</p>		<ul style="list-style-type: none"> <li>• <b>Nile River Boat Tour</b> Simulate a Riverboat Tour of the Nile River (<i>Teachers' Curriculum Institute Ancient Egypt and the Near East Lesson Guide Activity 3.1- A Riverboat Tour of Ancient Egyptian Monuments</i>)</li>   <li>• <b>Webquest – Pyramid Building, Mummification and Heiroglyphics*</b> Construct virtual pyramids and mummies (<i>Discovery Channel Media: Nefertiti Resurrected; Computers-Media Center</i>)</li>   <li>• <b>Essay Mummification/Pyramid Building*</b> Construct an essay on mummification/pyramid building process using correct citations (<i>Computers-Media Lab</i>)</li> </ul>
<p>Classify major cities &amp; geographical features along the Nile River</p>	<p>6.2.8.D.2.a 6.2.8.B.2.b</p>	<ul style="list-style-type: none"> <li>• <b>Egypt Geography Challenge</b> Complete Ancient Egypt and the Near East Geography Challenge (<i>History Alive: the Ancient World Lesson Guide 1 Geography and the Early Settlement of Egypt, Kush, and Canaan Challenge Pgs. 96-99; History Alive: The Ancient World Interactive Student Notebook Pgs. 50-51; History Alive: The Ancient World</i>)</li>   <li>• <b>Nile River Boat Tour</b> Simulate a Riverboat Tour of the Nile River (<i>Teachers' Curriculum Institute Ancient Egypt and the Near East Lesson Guide Activity 3.1- A Riverboat Tour of Ancient Egyptian Monuments</i>)</li>   <li>• <b>Egyptian Map</b> Label a map of Egypt (<i>History Alive: the Ancient World Geography Challenge; Prentice Hall: World Studies: The</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Egypt and the Middle East		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<p><i>Ancient World; class room wall maps; globe)</i></p> <ul style="list-style-type: none"> <li>• <b>Nile River Science Experiment*</b> Predict the outcome of “Nile River Flows South to North science experiment” with Nile River water runoff in Nile Delta and support the statement that water always flows downhill by evaluating Ancient Egypt and Nubia Elevation Map <i>(Teacher Created Materials: Science Experiment materials; Ancient Egypt and Nubia</i></li> <li>• <b>Nile River Diary</b> Construct and illustrate a written diary of trip on the Nile River from Sixth to First Cataracts incorporating the following vocabulary: Cataract #'s 1-6; Nubia, Lower Nubia, Upper Nubia, Nile Delta, silt, Sahara Desert—the red land; Kemet—the black land; trade; Nile River; Blue Nile; White Nile)</li> </ul>
Identify the benefits of trade throughout the ancient world	6.2.8.C.2.a	<ul style="list-style-type: none"> <li>• <b><i>Egyptian Geography Challenge</i></b> Complete Ancient Egypt and the Near East Geography Challenge (<i>History Alive: the Ancient World Lesson Guide 1 Geography and the Early Settlement of Egypt, Kush, and Canaan Challenge Pgs. 96-99; History Alive: The Ancient World Interactive Student Notebook Pgs. 50-51; History Alive: The Ancient World</i></li> <li>• <b>Nile Riverboat Tour</b> Simulate a Riverboat Tour of the Nile River (<i>Teachers’ Curriculum Institute Ancient Egypt and the Near East Lesson Guide Activity 3.1- A Riverboat Tour of Ancient Egyptian Monuments</i> )</li> <li>• <b>Egyptian Trade Map</b></li> </ul>



# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Egypt and the Middle East		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<p>Interpret and label an Egyptian Trade Route Map c. 1450 B.C. (<i>History Alive: the Ancient World; class room wall maps; globe</i>)</p> <ul style="list-style-type: none"> <li> <b>Kush, the trade center</b>            Relate how Kush's location allowed it to flourish as a trade center and conquer/rule Egypt for 100 years (<i>Teachers' Curriculum Institute Lesson Guide Activity 3.3--Trading Goods to Understand the Power of Kush</i>)         </li> </ul>
Understand the social and economic effects of environmental changes and crises resulting from floods, storms, or draught	6.2.8.B.2.a	<ul style="list-style-type: none"> <li> <b>Egypt Geography Challenge</b>            Complete Ancient Egypt and the Near East Geography Challenge (<i>History Alive: the Ancient World Lesson Guide 1 Geography and the Early Settlement of Egypt, Kush, and Canaan Challenge Pgs. 96-99; History Alive: The Ancient World Interactive Student Notebook Pgs. 50-51; History Alive: The Ancient World</i>)         </li> <li> <b>Egyptian Riverboat Tour</b>            Simulate a Riverboat Tour of the Nile River (<i>Teachers' Curriculum Institute Ancient Egypt and the Near East Lesson Guide Activity 3.1- A Riverboat Tour of Ancient Egyptian Monuments</i>)         </li> <li> <b>Egyptian Environmental Factors*</b>            Analyze and kinesthetically re-create environmental factors (water/topography/minerals/vegetation) that support the encouragement of military conflicts in Mesopotamia, promotion of peace and stability in ancient Egypt, and encouragement of pastoralism in Canaan (<i>Teachers' Curriculum Institute Ancient Egypt and the Near East Lesson Guide Activity 1.2</i>)         </li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Egypt and the Middle East		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>Egyptian Map</b> Label a map of Egypt (<i>History Alive: the Ancient World Geography Challenge; Prentice Hall: World Studies: The Ancient World; class room wall maps; globe</i>)</li> </ul>
Interpret the relationship between decoding the Rosetta Stone and our modern understanding of Egyptian history	6.2.8.D.2.b	<ul style="list-style-type: none"> <li>• <b>Your Own Rosetta Stone</b> Apply modern fonts to simulate the decoding of the Rosetta Stone (<i>Teacher Created Materials: Rosetta Stone Translation; Prentice Hall: World Studies: The Ancient World, History Alive: The Ancient World</i>)</li> <li>• <b>Rosetta Stone CSI</b> Solve CSI by analyzing historical clues based on the translation of the Rosetta Stone/hieroglyphs (<i>Teacher Created Materials: Hieroglyphic Messages; Scribe video; Media Center</i>)</li> </ul>
Apply knowledge of ancient Egyptian Religious beliefs and technological advances  Examine the daily life and burial practices of the ancient Egyptians	6.2.8.D.2.a  6.2.8.D.2.c	<ul style="list-style-type: none"> <li>• <b>Egyptian Trading Cards</b> Identify ancient Egyptian gods and goddesses (<i>Teacher Created Materials: Gods and Goddesses Trading Cards</i>)</li> <li>• <b>Mummy X</b> Analyze data from an autopsy of a real Egyptian mummy and draw conclusions about the mummy's social class, occupation, living conditions, religious beliefs, and daily hazards (<i>Teacher Created Materials: Investigate Mummy X Project</i>)</li> <li>• <b>Virtual Pyramid Building, Mummification &amp; Heiroglyphs</b> Construct virtual pyramids and mummies (<i>BBC websites; Computers-Media Center</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Egypt and the Middle East		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li> <b>Pyramid Building/Mummification Essay</b>            Construct an essay on mummification/pyramid building process using correct citations (<i>Computers-Media Lab</i>) and apply Reading and Writing Strategies (<i>Teacher Created Materials: KWL, SQ3R, GRASP/Open Ended Question</i>)         </li> </ul>
Evaluate media influence on society Decide on the validity of the curse on King Tutankhamen		<ul style="list-style-type: none"> <li> <b>Curse of King Tut</b>            Analyze and prioritize readings of published media accounts of events surrounding the unlocking of King Tutankhamen's tomb (<i>Teacher Created Materials: Curse of King Tut; current events articles; Discovery Channel Media</i>)         </li> <li>           Apply Reading Strategies (<i>Teacher Created Materials: KWL, SQ3R, GRASP; current event articles on King Tutankhamen's Curse; Media Center</i>)         </li> </ul>
Explain the social pyramid of ancient Egyptian society Identify key aspects of various social classes of ancient Egypt	6.2.8.A.2.a	<ul style="list-style-type: none"> <li> <b>Egyptian Riverboat Tour</b>            Simulate a Riverboat Tour of the Nile River (<i>Teachers' Curriculum Institute Ancient Egypt and the Near East Lesson Guide Activity 3.1- A Riverboat Tour of Ancient Egyptian Monuments</i>)         </li> <li> <b>Egyptian Government Officials</b>            Act out role of ancient Egyptian government officials (<i>History Alive: The Ancient World Lesson Guide 1—Lesson 9: Daily Life in Ancient Egypt--The King's Vizier Play</i>)         </li> <li> <b>Egyptian Scribes</b>            Understand the role of ancient Egyptian scribes (<i>Scribe video</i>)         </li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Egypt and the Middle East		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>Egyptian Daily Life Journals*</b> Analyze written and visual information about aspects of ancient Egyptian daily life and create an illustrated journal that explains how aspects of daily life reflected the integrated and well-ordered nature of ancient Egyptian society (<i>Teacher Created Materials: SQ3R, graphic organizers; Teachers' Curriculum Institute Ancient Egypt and the Near East Lesson Guide Activity 3.2</i>)</li> </ul>

**Benchmark Assessment (Performance Task):** "Traditional Assessment"

Students learning will be assessed by taking the *History Alive! The Ancient World* generated quiz on the accomplishments of the Egyptian pharaohs whom ruled during the three major periods of ancient Egyptian history- the Old, Middle and New Kingdoms.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 6<sup>th</sup> Grade

#### Unit Topic: Ancient Greece

**Overarching Essential Question(s):**

- Why are the legacies of one society important to another?
- How does a government define citizenship? How does citizenship define a government?

**Topical Essential Question(s):**

- How did the legacy of Ancient Greece influence modern societies?

**Understandings (Big Ideas):**

- The ancient Greeks greatly influenced modern specifically in the disciplines of: language, government, architecture and education.

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Greece		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Define key terms: peninsula; acropolis; democracy; tribute; Athens; agora; vendor; Sparta; metrics, philosophy, Peloponnesian War; blockade; Alexander the Great; Hellenistic; settlement; shelter; colonist; merchant; monarch; aristocrat; oligarch; tyrant; citizen; assembly; Peloponnesus; priestess; cavalry; Hellepont; Parthenon; architecture; sculpture; drama; ally; appoint; geometry; Golden Age, oracle, philosopher, helot; plague, tragedy, barbarian, assassinate		<ul style="list-style-type: none"> <li>• <b>Apply Reading Strategies*</b> (<i>Teacher Created Materials: KWL, SQ3R,</i></li> <li>• <b>Practice vocabulary flashcards</b> (<i>Teacher Created Materials: vocabulary lists, index cards</i>)</li> <li>• <b>Popular Expressions in Greek Myths and History*</b> Identify and match popular expressions with ancient Greek myths, art, and history (<i>Teachers' Curriculum Institute Lesson Guide Activity 4.2: Discovering References to Greek Mythology in Popular Expression Pgs. 250-273</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Greece		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Identify key physiographic features of ancient Greece; and how these features affected daily life and cultural development	6.2.8.B.3.a 6.2.8.B.3.b	<ul style="list-style-type: none"> <li>• <b>Greek Maps/Geography</b> Examine/construct/categorize maps of the ancient Greek and Mediterranean world (<i>Teacher Created Materials: PowerPoint of Geography</i>)</li>   <li>• <b>Geography Challenge</b> Complete Ancient Greece Geography Challenge (<i>History Alive: The Ancient World Lesson Guide 2 Ancient Greece Geography Challenge Pgs. 502-505; History Alive: The Ancient World Interactive Student Notebook Pgs. 166-167;</i></li>   <li>• <b>Greek Map</b> Label of map of ancient Greece using <i>class room wall maps; globe</i>)</li>   <li>• <b>Understanding Geography's Effect on Settlement</b> Simulate ancient Greek landscape to choose a settlement</li> </ul>
Describe the significant contributions of Ancient Greece to western civilizations including government, architecture, traditions, mythology, education, science, mathematics, and philosophy	6.2.8.A.3.c 6.2.8.A.3.d 6.2.8.A.3.e 6.2.8.D.3.a	<ul style="list-style-type: none"> <li>• <b>Golden Age Tour of Athens</b> Describe why the period 460 to 429 B.C.E. is call the Golden Age of Athens through a station tour of Athens (<i>Teachers' Curriculum Institute Lesson Guide Activity 2.2: Touring Athens During the Golden Age Pgs. 94-149</i>)</li>   <li>• <b>Tyranny – Oligarchy – Democracy</b> Analyze the reasons for transitions from tyranny and oligarchy to early democratic forms of government and back to dictatorship; and state key differences between Athenian, or direct, democracy and representative democracy (<i>History Alive: The Ancient World Lesson Guide 2 Lesson 26: The Rise of Democracy Pgs. 526532</i>)</li>   <li>• <b>Development of Democracy</b> Create a flow chart tracing the development of democracy (<i>Teachers' Curriculum Institute</i></li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Greece		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<p><i>Lesson Guide Activity 1.4: Tracing the Development of Democracy in Ancient Greece Pgs. 59-73)</i></p> <ul style="list-style-type: none"> <li>• <b>Create Government Rowboats</b> Use the basic foundations of early Greek forms of governments to create metaphors relating to rowboats (<i>Teacher Created Materials: Government Rowboats</i>)</li> <li>• <b>The Odyssey*</b> Listen to and chart scenes from the Odyssey and relate them to modern dramas (<i>History Alive: The Odyssey</i>)</li> <li>• <b>Hercules</b> Analyze video about Greek mythology (<i>Disney video: Myth of Hercules</i>)</li> <li>• <b>Athens Vs. Sparta</b> Describe Athenian and Spartan government, economy, education, and treatment of women and slaves (<i>History Alive: The Ancient World Lesson Guide 2: Lesson 27-Life in Two City-States: Athens and Sparta pg. 538-541</i>)</li> </ul>
Understand ancient Greek values and aspects of culture, art	6.2.8.D.3.d 6.2.8.D.3.f	<ul style="list-style-type: none"> <li>• <b>Popular Expressions in Greek Myth and History*</b> Identify and match popular expressions with ancient Greek myths, art, and history (<i>Teachers' Curriculum Institute Lesson Guide Activity 4.2-Discovering References to Greek Mythology in Popular Expressions Pgs. 250-273</i>)</li> <li>• <b>Golden Age of Athens</b> Tour through a station tour of Athens (<i>Teachers' Curriculum Institute Lesson Guide Activity 2.2: Touring Athens During the Golden Age Pgs. 94-149</i>)</li> </ul>

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Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
<p>Describe the political framework of Athenian society; its influence on modern society, participatory government, and contrasts with Spartan militaristic aristocracy.</p>	<p>6.2.8.A.3.c 6.2.8.A.3.d</p>	<ul style="list-style-type: none"> <li>• <b>Golden Age Tour of Athens</b> Describe why the period 460 to 429 B.C.E. is call the Golden Age of Athens through a station tour of Athens (<i>Teachers' Curriculum Institute Lesson Guide Activity 2.2: Touring Athens During the Golden Age Pgs. 94-149</i>)</li>   <li>• <b>Tyranny – Oligarchy – Democracy</b> Analyze the reasons for transitions from tyranny and oligarchy to early democratic forms of government and back to dictatorship; and state key differences between Athenian, or direct, democracy and representative democracy (<i>History Alive: The Ancient World Lesson Guide 2 Lesson 26: The Rise of Democracy Pgs. 526532</i>)</li>   <li>• <b>Development of Democracy</b> Create a flow chart tracing the development of democracy (<i>Teachers' Curriculum Institute Lesson Guide Activity 1.4: Tracing the Development of Democracy in Ancient Greece Pgs. 59-73</i>)</li>   <li>• <b>Create Government Rowboats</b> Use the basic foundations of early Greek forms of governments to create metaphors relating to rowboats (<i>Teacher Created Materials: Government Rowboats</i>)</li>   <li>• <b>The Odyssey*</b> Listen to and chart scenes from the Odyssey and relate themto modern dramas (<i>History Alive: The Odyssey</i>)</li>   <li>• <b>Hercules</b> Analyze video about Greek mythology (<i>Disney video: Myth of Hercules</i>)</li> </ul>



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6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Greece		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>Athens Vs. Sparta</b> Describe Athenian and Spartan government, economy, education, and treatment of women and slaves (<i>History Alive: The Ancient World Lesson Guide 2: Lesson 27-Life in Two City-States: Athens and Sparta pg. 538-541</i>)</li> </ul>
Examine the life of key Greek leaders and their impact on the western world.		<ul style="list-style-type: none"> <li>• <b>Alexander the Great</b> Analyze the key events of Alexander the Great's military career from multiple perspectives—21<sup>st</sup> Century (<i>Teachers' Curriculum Institute Lesson Guide Activity 3.1- Alexander the Great: Hero or Villain? Pgs. 166-198</i>)</li> <li>• <b>Alexander the Great Essay*</b> Construct an open-ended question response that supports student choice of whether Alexander the Great was a hero or villain; and explain why it is important to look at historical events from multiple perspectives to avoid bias (<i>Teacher Created Materials: Reading and Writing Strategies: SQ3R, Graphic Organizer, NJ 4-Point Scoring Rubric</i>)</li> <li>• <b>The Empire of Alexander the Great</b> Speculate and describe Alexander the Great's chances for success in his plans to unite his empire and spread Greek culture (<i>History Alive: The Ancient World Lesson Guide 2: Lesson 30-Alexander the Great and his Empire Pgs. 630-647</i>)</li> </ul>

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6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Greece		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Summarize major events of the Persian Wars		<ul style="list-style-type: none"> <li>• <b>Persian War Cause and Effect</b> Outline and explain the causes and results of the Persian Wars (<i>History Alive: The Ancient World Lesson Guide 2: Lesson 28-Fighting the Persian Wars Pgs.586-590; History Alive: The Ancient World Pgs. 270-277</i>)</li> <li>• <b>Persian Wars in 5 Steps or Less</b> Analyze and share whole class, the Persian Wars significant battles- create diagrams, skits, and notes, for the Persian Wars in Five Steps or Less Activity (<i>Teacher Created Materials: Persian Wars in Five Steps or Less</i>)</li> <li>• <b>Last Stand of 300</b> Analyze video of Persian War</li> </ul>

#### **Benchmark Assessment (Performance Task):** “Villain or Hero”

Students will use multiple points of view to respond to the following open ended question; Alexander the Great was born in 356 BCE in the kingdom of Macedonia, many historians consider him the greatest military leader of all time. During his reign, Alexander conquered Greece, the Near East, Persia and India, his empire was the largest the world had ever seen. Some historians tell a less complimentary version of his story attributing Alexander’s military accomplishments to the army left by his father, King Phillip II.

- Alexander is often referred to as “Alexander the Great”. How do you think he got this title?
- Why might some people refuse to refer to Alexander as “great”?

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 6<sup>th</sup> Grade

#### Unit Topic: Ancient Rome

##### Overarching Essential Question(s):

- Why do some cultures imitate others?
- How does the culture of a society influence its development?

##### Topical Essential Question(s):

- What was daily life like in the Roman Empire?
- What are the tenets of Christianity?
- Describe the relationship between the Roman Empire and Christianity?
- What lasting impact did Ancient Rome have on future civilizations?

##### Understandings (Big Ideas):

- The numerous factors that lead to both Rome's expansion and decline including; strong leadership, well-trained armies, trade routes, search for natural resources and economic influence.
- The legacy of the Romans greatly impacted western civilization in the areas art, architecture, engineering, language, philosophy, religion and law.

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Rome		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Define Key Terms: republic; consul; patrician; plebian; veto; dictator; Pax Romana; province; Coliseum; aqueduct; villa; circus; gladiator; Jesus; messiah; disciple; epistle; martyr; Constantine; mercenary; inflation; Latins; Palatine; cuniculus; Senate; tribune; civil war; Punic Wars; stylus; prefect; gospel; baptize; parable; blasphemy; missionary; Greco-Roman; Renaissance; vault; dome		<ul style="list-style-type: none"> <li>• <b>Reading Strategies*</b> Apply Reading Strategies: KWL, SQ3R (<i>Teacher Created Materials Structured note taking, DSQ3R,</i></li> <li>• <b>Flashcards</b> Practice vocabulary flashcards (<i>Teacher Created Materials: vocabulary lists, index cards</i>)</li> </ul>
Identify and discuss the geographic features, ethnic groups, and environmental factors of Ancient Rome; and how they impacted early Italian Peninsula groups	6.2.8.B.3.a	<ul style="list-style-type: none"> <li>• <b>Ancient Rome Geography Challenge</b> Complete Ancient Rome Geography Challenge (<i>History Alive: The Ancient World Lesson; History Alive: The Ancient World Interactive Student Notebook</i>)</li> <li>• <b>Italian Peninsula Map</b> Create/Label/Chart/Examine Italian Peninsula Map (<i>Teacher Created Materials: Maps; class room wall maps; globe</i>)</li> <li>• <b>Reading Strategies*</b> Apply Reading Strategies: KWL, SQ3R, (<i>Teacher Created Materials Structured Note Taking, DSQ3R, SKWL</i>)</li> </ul>
Recognize differences in Roman social and political institutions and transition from Republic to Empire	6.2.8.A.3.a 6.2.8.A.3.b	<ul style="list-style-type: none"> <li>• <b>The Rise of the Roman Republic</b> Simulate the roles of Plebeians and Patricians and their struggle for power <i>Roman Daily Life Stations; (History Alive: The Ancient World Lesson Guide 2: Lesson 3)</i></li> <li>• <b>Patricians and Plebeians: Experiencing a Struggle for Power</b> (<i>Teachers' Curriculum Institute Lesson Guide Activity</i>)</li> <li>• <b>Reading Strategies*</b> Apply Reading Strategies: KWL,</li> </ul>

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## 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Rome		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<p>SQ3R, (Teacher Created Materials Structured Note Taking, DSQ3R, SKWL)</p> <ul style="list-style-type: none"> <li> <b>Creating Columns to Evaluate Roman Emperors</b>            Evaluate accomplishments and failures of Roman emperors and describe the development of imperial rule in ancient Rome and how it affected life in the Roman Empire (Teachers' Curriculum Institute Lesson Guide)         </li> <li> <b>Murder of Julius Caesar</b> Act out the murder of Julius Caesar (History Alive)         </li> <li> <b>Debating Whether Military Expansion Helped or Hurt Rome</b> Debate military expansion via Socratic Seminar (Teacher Created Materials: Socratic Seminar rules, questions, and class room setup; Teachers' Curriculum Institute Lesson 1.4)         </li> <li> <b>Did the Military expansion of the Roman Republic help or hurt Rome?</b> Construct open-ended question response that supports student choice of agreeing or opposing the expansion of the Roman Empire using proper citations of historical Roman leaders (Teacher Created Materials: Reading and Writing Strategies: SQ3R, Graphic Organizer, NJ Four-Point Scoring Rubric; Media Lab: Instruction on citing sources)         </li> </ul>

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6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Rome		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments) & Resources
Describe the achievements of key Roman leaders	6.2.8.A.3.a	<ul style="list-style-type: none"> <li>• <b>Who am I?</b> Apply research of different Roman Emperors to complete “Who Am I?” Project (<i>Media Lab: resources and research</i>)</li> <li>• <b>Creating Columns to Evaluate Roman Emperors</b> Create and evaluate columns dedicated to each Roman Emperor’s achievements Evaluate accomplishments and failures of Roman emperors and describe the development of imperial rule in ancient Rome and how it affected life in the Roman Empire (<i>History Alive</i>)</li> <li>• <b>Reading Strategies</b> Apply Reading Strategies: <i>KWL, SQ3R, (Teacher Created Materials Structured Note Taking, DSQ3R, SKWL)</i></li> <li>• <b>Socratic Seminar*</b> Debate issues via Socratic Seminar on the following topics: Compare/contrast government of ancient Rome with that of the United States today; Why ancient Romans allowed Julius Caesar to overtake their government and do you agree or disagree with their actions; If you took over as next ruler of ancient Rome after Constantine, what would you have done to prevent the Fall of Rome (<i>Teacher Created Materials: Socratic Seminar Questions and Student Guidelines for Socratic Seminar</i>)</li> </ul>
Distinguish key aspects of the daily life of the Roman Empire including architectural achievements	6.2.8.C.3.c	<ul style="list-style-type: none"> <li>• <b>Daily Life in the Roman Empire</b> Examine written and visual information to experience the daily life and architectural achievements of the Roman Empire through stations; e.g., forum, Coliseum, Parthenon, and aqueducts (<i>History Alive: The Ancient World Lesson Guide 2-Lesson 35</i>)</li> <li>• <b>Writing a Travel Guide About Daily Life in Ancient Rome*</b></li> </ul>

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6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Rome		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments) & Resources
		<p>Create and illustrate a travel guide for ancient Rome (<i>Teachers' Curriculum Institute Lesson Guide Activity 2.2</i>)</p> <ul style="list-style-type: none"> <li>• <b>Reading Strategies</b> Apply Reading Strategies: <i>KWL, SQ3R, (Teacher Created Materials Structured Note Taking, DSQ3R, SKWL)</i></li> <li>• <b>Socratic Seminar*</b> Debate issues via Socratic Seminar on the following topics: Compare/contrast government of ancient Rome with that of the United States today; compare/contrast family life/slavery with that of present day American families; and how are the laws of Justinian's Code similar to the laws of our country (<i>Teacher Created Materials: Socratic Seminar Questions and Student Guidelines for Socratic Seminar</i>)</li> </ul>
Explain the events that lead to decline of the Roman Empire	6.2.8.D.3.c	<ul style="list-style-type: none"> <li>• <b>Act out*</b> Act out in a play—Decline of the Roman Emperor (<i>Teacher Created Materials: Decline of the Roman Emperor</i>)</li> <li>• <b>Fall of Rome</b> Create Your Own Adventure: Fall of Rome (<i>Teacher Created Materials: Fall of Rome</i>)</li> <li>• <b>Reading Strategies</b> Apply Reading Strategies: <i>KWL, SQ3R, (Teacher Created Materials Structured Note Taking, DSQ3R, SKWL)</i></li> <li>• <b>Socratic Seminar*</b> Debate issues via Socratic Seminar on the following topics: If you took over as next ruler of ancient Rome after Constantine, what would you have done to prevent the Fall of Rome (<i>Teacher Created Materials: Socratic Seminar Questions and Student Guidelines for Socratic Seminar</i>)</li> </ul>

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6 <sup>th</sup> Grade Social Studies Curriculum: Ancient Rome		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Analyze the legacy of ancient Rome in the modern world	6.2.8.D.3.d 6.2.8.A.3.c 6.2.8.A.3.e	<ul style="list-style-type: none"> <li>• <b>The Legacy of Rome in the Modern World</b> Search and analyze ancient Roman examples of adopted language, architecture, engineering, and art in the modern world (<i>History Alive: The Ancient World Lesson Guide 2-Lesson 37</i>)</li> <li>• <b>Reading Strategies*</b> Apply Reading Strategies: <i>KWL, SQ3R, (Teacher Created Materials Structured Note Taking, DSQ3R, SKWL)</i></li> <li>• <b>Socratic Seminar*</b> Debate issues via Socratic Seminar on the following topics: Compare/contrast government of ancient Rome with that of the United States today; and how are the laws of Justinian's Code similar to the laws of our country (<i>Teacher Created Materials: Socratic Seminar Questions and Student Guidelines for Socratic Seminar</i>)</li> </ul>

### Benchmark Assessment (Performance Task): "Protest"

Students will express their opinion about Roman policies during Rome's expansion by creating a T-shirt (protest sign) that they could wear to express their opinion. The T-shirt (protest sign) should include the side that they are taking, the concerns that they have and Rome's future goals.



# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 6<sup>th</sup> Grade

#### Unit Topic: Ancient India

##### Overarching Essential Question(s):

- What role or purpose does religion/spirituality serve in a culture?

##### Topical Essential Question(s):

- What are the major tenets of Hinduism?
- What are the major tenets of Buddhism?
- What technologies did Ancient Indian society develop and improve upon?

##### Understandings (Big Ideas):

- The caste system created a society that lacked tolerance and acceptance.
- The religion of Buddhism was a reaction to the constraints of Hinduism and the caste system.

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient India		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Define key terms; Aryans; subcontinent; Monsoon; migrate; Brahmanism; avatar; reincarnation; ahimsa; meditate; nirvana; tolerance; convert; plateau; granary; Sanskrit; mandala; pilgrimage; alms; edict; monk; province; citadel; caste; dharma; Maurya Empire; plateau; glacier; sewer system; Vedas; ascetic; monastery; scroll; mural		<ul style="list-style-type: none"><li>• <b>India Vocabulary</b> Practice vocabulary flashcards (<i>Teacher Created Materials: vocabulary lists, index cards</i>)</li><li>• <b>Vocabulary Skills</b> Build vocabulary and reading comprehension skills, learn main ideas through easy-to-read summaries, practice skills with interactive questions and activities, analyze understanding of content</li></ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient India		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments) & Resources
Understand the history, cultural effects, spread, and beliefs of Buddhism	6.2.8.D.3.e 6.2.8.D.3.f 6.2.8.D.2.a	<ul style="list-style-type: none"> <li>• <b>Siddhartha Gautama</b> Chart the life of Siddhartha Gautama along the 8-Fold Path (<i>History Alive: The Ancient World Lesson Guide 1: Lesson 16-The Story of Buddhism Pgs. 272-287</i>)</li> <li>• <b>Little Buddha</b> Analyze the Little Buddha movie and discuss key elements and history of Siddhartha's enlightenment (<i>Teacher Created Materials: Buddha Quotes; Movie: portions of the Little Buddha</i>)</li> <li>• <b>Little Buddha</b> Synthesize information from the movie, The Little Buddha, and learned content on Buddhism and construct a journal/diary/obituary/interview/newspaper article/short story about the life of Siddhartha Gautama and his role in the rise of Buddhism (<i>Teacher Created Materials: KWL, SQ3R, , The Little Buddha movie</i>)</li> <li>• <b>Dharma Wheels</b> Create a dharma wheel (mandala) adapting the 8-Fold Path to modern beliefs; and compare to rules of the Code of Conduct (<i>History Alive: The Ancient World Lesson Guide 1-Lesson 15: Learning About Hindu Beliefs</i>)</li> </ul>
Identify key figures in ancient Indian civilization: Siddhartha Gautama, Ashoka, Chandragupta	6.2.8.A.3.a	<ul style="list-style-type: none"> <li>• <b>Ashoka Vs. Siddhartha</b> Compare the enlightenment of Siddhartha Gautama and Ashoka through his edicts (<i>History Alive: The Ancient World Lesson Guide 1-Lesson 17: Buddhism and the First Unification of India Pgs. 288-309</i>)</li> <li>• <b>Little Buddha</b> Analyze the Little Buddha movie and discuss key elements and history of Siddhartha's enlightenment (<i>Teacher Created Materials: Buddha Quotes; Movie: portions of the Little Buddha</i>)</li> </ul>

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### 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient India		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>Ashoka's Edicts</b> Translate Ashoka's Edicts and analyze slides of the Battle of Kalinga (<i>Teachers' Curriculum Institute Lesson Guide Activity 3.1- Interpreting Ashoka's Edicts</i> )</li>   <li>• <b>Little Buddha</b> Synthesize information from the movie, The Little Buddha, and textbook content and construct a journal/diary/obituary/interview/newspaper article/short story about the life of Siddhartha Gautama and his role in the rise of Buddhism (<i>Teacher Created Materials: KWL, SQ3R, GRASP, graphic organizers</i>); <i>The Little Buddha movie</i></li> </ul>
Experience life in the Caste System and describe the rigid social structure of ancient India	6.2.8.A.3.b	<ul style="list-style-type: none"> <li>• <b>Caste System Act Outs</b> Act out/role play the responsibilities of different ancient Indian castes and illustrate the daily life, jobs, responsibilities, diet, and discrimination of the Caste System-21<sup>st</sup> Century (<i>Teacher Created Materials: Ancient Indian Religious Beliefs Notes; 1995 Teacher Created Materials, Inc. Caste Posters and Handout Notes; Movie: portions of the Little Buddha</i>)</li>   <li>• <b>Little Buddha</b> Synthesize information from the movie, The Little Buddha, and textbook content and construct a journal/diary/obituary/interview/newspaper article/short story about the life of Siddhartha Gautama and his role in the rise of Buddhism (<i>Teacher Created Materials: KWL, SQ3R, GRASP, graphic organizers</i>); <i>Prentice Hall: World Studies: The Ancient World, The Little Buddha movie</i></li> </ul>

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### 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient India		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Compare and contrast the major historical context, origins, and moral teachings of Buddhism and Hinduism	6.2.8.D.3.e 6.2.8.D.3.f	<ul style="list-style-type: none"> <li>• <b>Buddhism vs. Hinduism</b> Create a Venn Diagram or other comparison chart (<i>Teacher Created Materials: KWL, SQ3R</i>)</li> </ul>
Describe how environmental conditions impacted the development and movement of ancient Indian societies. Students will formulate predictions about Indus River Valley settlements based on Geography	6.2.8.B.2.b 6.2.8.B.2.a	<ul style="list-style-type: none"> <li>• <b>India Map Skills</b> Examine/construct/categorize maps of ancient India (<i>Teacher Created Materials: maps; class room wall maps; globe</i>)</li> <li>• <b>Geography Challenge</b> Ancient India Geography Challenge (<i>History Alive: The Ancient World Lesson Guide 1-Ancient India Geography Challenge</i>)</li> <li>• <b>India Map</b> Create/chart/label formation of geographic judgments on ancient Indian settlement based on a map of the geographical features of Indus River Valley (<i>History Alive: The Ancient World Lesson Guide 1-Geography and the Early Settlement of India</i>)</li> </ul>
Students will understand the contributions of the ancient Indians to science, art, literature, and medicine Students will hypothesize the aspects of daily life based on ancient ruins	6.2.8.D.2.d	<ul style="list-style-type: none"> <li>• <b>Foundations of Mohenjo-Daro</b> Predict the origins and functions of ruins of an ancient Indian site (<i>History Alive: The Ancient World Lesson Guide 1-Lesson 14-Unlocking the Secrets of Mohenjo-Daro</i>)</li> </ul>

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### 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient India		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
<p>Students will describe and discuss the achievements of the Gupta Empire with relation to medicine, science, as well as their contribution to India's Golden Age.</p>	<p>6.2.8.D.3.d</p>	<ul style="list-style-type: none"> <li>• <b>India Act Outs*</b> Act out/role play ancient Indian traveler during the Gupta Empire Era by visiting stations representing different locations in the Gupta Empire (<i>History Alive: The Ancient World Lesson Guide 1-Lesson 18: The Achievements of the Gupta Empire</i>)</li>   <li>• <b>India Journal</b> Construct a journal commemorating the achievements during the period of reunification (<i>Teacher Created Materials: Reading and Writing Strategies: SQ3R, Graphic Organizer</i>)</li> </ul>

**Benchmark Assessment (Performance Task):** “Social Structure”

Students will create posters to display the daily life of a member of ancient India's caste system. These posters will include at least 3 of the following elements; main role in life, typical jobs, food and diet, behavior towards others, rights, treatment.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 6<sup>th</sup> Grade

#### Unit Topic: Ancient China

##### Overarching Essential Question(s):

- What are the common geographical features in ancient civilizations and how do they impact the development of agriculture?
- How do individuals develop values and beliefs?

##### Topical Essential Question(s):

- How did dynasties in Ancient China help civilization develop?
- What are Confucianism, Daoism, and Legalism? How did they influence Chinese culture?
- What lasting impact did the Ancient Chinese have on future civilizations?

##### Understandings (Big Ideas):

- The ancient Chinese culture flourished by greatly to adapting to their environment, overcoming isolation, large variations of natural resources and poor farming conditions.
- The ancient Chinese greatly influenced the modern world in the areas of art, industry, warfare, agriculture, medicine, science, government and invention.

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient China		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Define Key Terms: calligraphy; Mandate of Heaven; civil service; dike; loess; currency; warlord; terrace farming; extended family; Confucius; philosophy; Shi Huangdi; currency; Liu Bang; Wudi; warlord; Silk Road; silk; Sima Qian; oasis; tributary; maize; mutton; millet; human sacrifice; clan; ancestor worship; logograph; economy; feudalism; civil servant; yin; yang; standardize; exile; immortal; bureaucracy; anesthetic; seismograph; compass; lodestone; toga; mirage; caravan		<ul style="list-style-type: none"> <li>• <b>Reading Strategies*</b> Apply Reading Strategies (<i>KWL, SQ3R, GRASP; Teacher Created Materials: DSQ3R, SKWL</i>)</li> <li>• <b>Flashcards</b> Practice vocabulary flashcards (<i>Teacher Created Materials: vocabulary lists, index cards</i>)</li> </ul>

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## 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient China		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments) & Resources
Identify key physiographic features of China	6.2.8.B.3.a 6.2.8.B.2.a 6.2.8.B.2.b	<ul style="list-style-type: none"> <li>• <b>Ancient China Geography Challenge</b> Complete Geography Challenge (<i>History Alive: The Ancient World Lesson Guide 2; History Alive: The Ancient World Interactive Student Notebook</i>)</li> <li>• <b>Ancient China Map</b> Examine/Construct/Label/Categorize maps of ancient China (<i>Teacher Created Materials: maps; class room wall maps; globe</i>)</li> <li>• <b>Five Themes of China</b> Apply the Five Themes of Geography for ancient China (<i>Teacher Created Materials: Five Themes of Geography Graphic Organizer</i>)</li> <li>• <b>Video ??</b> Analyze videos on the Yellow River and Huang River—the River of Sorrows (<i>Videos: The Yellow River and The River of Sorrows</i>)</li> <li>• <b>Reading Strategies*</b> Apply Reading Strategies (<i>KWL, SQ3R, GRASP; Teacher Created Materials: DSQ3R, SKWL</i>)</li> </ul>
Describe the importance of Imperial Rule in Chinese society  Compare the positive and negative contributions of Chinese dynasties	6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.D.3.b	<ul style="list-style-type: none"> <li>• <b>Creating Imperial Robes About China's Legendary Emperors</b> Create ancient Chinese Emperors' Imperial robes and/or Chinese plates as a metaphor for the accomplishments, contributions, and significance of Chinese Emperors and Dynasties (<i>Teachers' Curriculum Institute Lesson Guide Activity 1.2;</i></li> <li>• <b>Excavating a Shang Tomb</b> Examine artifacts and draw conclusions about daily life in the Shang Dynasty (<i>Teacher's Curriculum Institute Lesson Guide Activity 2.</i>)</li> <li>• <b>Creating Mini-Dramas About Daily Life in the Han</b></li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient China		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<p><b>Dynasty*</b> Act out/role play depicting daily life during the Han Dynasty (<i>Teachers' Curriculum Institute Lesson Guide Activity 3.2:</i>)</p> <ul style="list-style-type: none"> <li>• <b>Was Shi Huang Di a hero or a tyrant?</b> Construct an open-ended question response that supports student choice of whether Qin Shi Huang Di was a hero or a tyrant (<i>Teacher Created Materials: Reading and Writing Strategies: SQ3R, Graphic Organizer, NJ Four-Point Scoring Rubric</i>)</li> <li>• <b>Examining the Reign of Qin Shi Huang Di</b> <i>Teacher's Curriculum Institute Lesson Guide Activity 3.1:</i>)</li> <li>• <b>Hierarchal Roles in Chinese Society</b> Analyze excerpts from the movie, <i>Mulan</i>, apply examples of the 7 Elements of Culture from <i>Mulan</i>, and identify/role play hierarchal roles of Chinese society (<i>Movie, Mulan; Teacher Created Materials: SQ3R, graphic organizer</i>)</li> <li>• <b>Reading Strategies*</b> Apply Reading Strategies (<i>KWL, SQ3R, GRASP; Teacher Created Materials: DSQ3R, SKWL</i>)</li> </ul>
Compare and contrast the history, philosophical, and influential aspects of Confucianism, Daoism, and Legalism	6.2.8.D.3.e	<ul style="list-style-type: none"> <li>• <b>Philosophy "ism"</b> Create their own philosophy ("ism"), apply to how it is reflected in ancient cultures, and write a summary (<i>Teacher Created Materials: Philosophy Questionnaire; Reading and Writing Strategies: KWL, SQ3R, graphic organizers</i>)</li> <li>• <b>Learning About Three Ways of Thought: Confucianism, Daoism, and Legalism</b> Experience and distinguish among the beliefs and practices of Confucianism, Daoism, and Legalism (<i>Teachers' Curriculum Institute Lesson Guide</i>)</li> </ul>



## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

6 <sup>th</sup> Grade Social Studies Curriculum: Ancient China		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <u>Activity 2.2)</u></li> </ul>
Describe how China benefited from trade with other cultures; and which one had the greatest impact on Chinese society	6.2.8.C.3.a 6.2.8.C.3.b 6.2.8.C.3.c	<ul style="list-style-type: none"> <li>• <b>The Silk Road: Examining Foreign Influences on Chinese Culture</b> Analyze visual and written information about Chinese artifacts and record notes about how they reflect foreign influence (<u>Teachers' Curriculum Institute Lesson Guide Activity 3.3)</u></li> <li>• <b>Reading Strategies*</b> Apply Reading Strategies (<i>KWL, SQ3R, GRASP; Teacher Created Materials: DSQ3R, SKWL</i>)</li> </ul>

**Benchmark Assessment (Performance Task):** “China Plates”

Students will celebrate the achievements of ancient China by creating sets of commemorative china depicting the achievements of the Qin, Shang, Han and the Zhou dynasties. Each plate will have the name of the dynasty, emperor and an illustration representing the events and/or accomplishments of the time.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Year at a Glance

*(The pacing chart takes into account the number of times per week classes meet and the duration of each class period. Length and frequency of social studies lessons vary in each building and by grade.)*

#### *7<sup>th</sup> Grade Social Studies*

The following is an example of appropriate pacing for the seventh grade social studies units.

##### Trimester #1

- Elements of Culture
- Medieval Europe

##### Trimester #2

- The Rise and Spread of Islam
- East Asia (China and Japan)

##### Trimester #3

- Early Latin American Civilizations
- The Renaissance and Age of Global Encounters

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 7<sup>th</sup> Grade

#### Unit Topic: Medieval Europe

##### Overarching Essential Question(s):

- How do needs shape institutions? What happens to institutions when needs change?
- What made the dark ages so dark?

##### Topical Essential Question(s):

- How does the fall of Rome lead to the rise of feudalism in Europe?
- How did the manor system satisfy the social and economic needs of Europeans?
- How did Christianity become the new unifying force in Europe?
- What role did the church play in Medieval Europe?

##### Understandings (Big Ideas):

- The need for protection and salvation led to the rise of the feudal system and the spread of Christianity.

7 <sup>th</sup> Grade Social Studies Curriculum: Medieval Europe		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.		<ul style="list-style-type: none"><li>• <b>Medieval Europe Geography Challenge</b></li></ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Social Studies Curriculum: Medieval Europe		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Translate maps into appropriate spatial graphics to display geographical information.		<ul style="list-style-type: none"> <li>• <b>Geography Challenge 1</b> (<i>History Alive Teachers Manual</i>)</li> </ul>
Discuss the evolution of significant political, economic, social and cultural institutions that shaped European medieval society including Feudalism.	6.2.8.B.4.a 6.2.8.A.4.b 6.2.8.D.4.f 6.2.8.D.4.k	<ul style="list-style-type: none"> <li>• <b>Roman Empire to Feudal Europe*</b> (<i>History Alive Teachers Manual: Lesson 1</i>)</li> <li>• <b>Development of Feudalism in Western Europe</b> (<i>History Alive Teachers Manual: Lesson 2</i>)</li> </ul>
Discuss the evolution of significant political, economic, social and cultural institutions that shaped European medieval society including Catholic Church.	6.2.8.A.4.a 6.2.8.D.4.b 6.2.8.D.4.c	<ul style="list-style-type: none"> <li>• <b>The Role of the Church in Medieval Europe Activity</b> *(<i>History Alive Teachers Manual: Lesson 3</i>)</li> </ul>
Discuss the value and role of free competition vs. the social need for cooperation. Compare and Contrast the causes and consequences of discrimination in markets and business.	6.2.8.C.4.a 6.2.8.C.4.c	<ul style="list-style-type: none"> <li>• <b>Commerce/Guild Activity*</b> (<i>History Alive Teachers Binder</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Social Studies Curriculum: Medieval Europe		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Use thematic maps to describe places: disease, patterns of population. Discuss how global challenges are interrelated complex and changing, and have a global dimension	6.2.8.D.4.e 6.2.8.D.4.f	<ul style="list-style-type: none"> <li>• <b>Bubonic Plague Activity*</b> (<i>History Alive Teachers Manual: Lesson 5</i>)</li> </ul>
Explain the medieval origins of constitutional government in England	6.2.8.D.4.f 6.2.8.A.4.c	<ul style="list-style-type: none"> <li>• <b>Magna Carta Activity</b> (<i>History Alive Teachers Manual: Lesson 5</i>)</li> </ul>
Discuss the evolution of significant political, economic, social and cultural institutions that shaped European medieval society.	6.2.8.D.4.f	<ul style="list-style-type: none"> <li>• <b>100 Years War</b> (<i>History Alive Teachers Manual: Lesson 5</i>)</li> </ul>
Explain what taxes are, how they are collected, and how they are used by the government.	6.2.8.B.4.g	<ul style="list-style-type: none"> <li>• <b>Byzantine Trading Activity*</b> (<i>History Alive Teachers Manual: Lesson 6</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Social Studies Curriculum: Medieval Europe		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Compare/Contrast the Code of Justinian to the laws in California	6.2.8.B.4.g	<ul style="list-style-type: none"> <li>• <b>Justinian Code vs. California Codes</b> (<i>History Alive Binder and Teacher created Power Point</i>)</li> </ul>
Explain the split between the Roman Catholic Church and Eastern Orthodox Church	6.2.8.D.4.b 6.2.8.D.4.c	<ul style="list-style-type: none"> <li>• <b>Reading Notes</b> (<i>History Alive Student Notebook</i>)</li> </ul>

**Benchmark Assessment (Performance Task):** Board Game

The students will create a board game that incorporates the rise and development of feudalism, the inner workings of the feudal system, and/or the importance of the Catholic Church in Medieval European Society.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: Medieval Europe (Modified)

Students enrolled in LLD Social Studies in 7<sup>th</sup> or 8<sup>th</sup> grade will receive a modified program of study. The table below reflects the modified unit. Students enrolled in LLD Social Studies will be working from the same essential questions, understandings, objectives, and standards as the mainstream course of study. Some activities, assessments and materials have been modified to best meet the instructional needs of the students.

7 <sup>th</sup> Grade Modified Social Studies Curriculum: Medieval Europe		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.		<ul style="list-style-type: none"> <li>• <b>Construct a Globe</b></li> <li>• <b>Map Skills Activities</b> (<i>Beginning Map Skills; Maps, Charts, Graphs, &amp; Diagrams</i>)</li> </ul>
Translate maps into appropriate spatial graphics to display geographical information.		<ul style="list-style-type: none"> <li>• <b>Map Skills Activities</b> (<i>Beginning Map Skills; Maps, Charts, Graphs, &amp; Diagrams</i>)</li> </ul>
Discuss the evolution of significant political, economic, social and cultural institutions that shaped European medieval society including Feudalism.	6.2.8.B.4.a 6.2.8.A.4.b 6.2.8.D.4.f 6.2.8.D.4.k	<ul style="list-style-type: none"> <li>• <b>Feudal System Chart</b> (<i>World History Shorts</i>)</li> <li>• <b>“The Knight and The Serf “ (Video)– Pro/Con Chart</b> (<i>Schlessinger Media</i>)</li> <li>• <b>“The Feudal System”</b> (<i>World History Shorts</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Modified Social Studies Curriculum: Medieval Europe		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>“Middle Ages: What They Wore, How They Played, How They Learned”</b> (<i>Hands On History Middle Ages</i>)</li> <li>• <b>“Social Structures of the Middle Ages”</b> (<i>Video</i>)</li> </ul>
Discuss the evolution of significant political, economic, social and cultural institutions that shaped European medieval society including Catholic Church.	6.2.8.A.4.a 6.2.8.D.4.b 6.2.8.D.4.c	<ul style="list-style-type: none"> <li>• <b>Stained Glass Activity</b> (<i>Hands-On History Middle Ages</i>)</li> <li>• <b>Trace Map of Crusades</b> (<i>World History Shorts</i>)</li> <li>• <b>The Church’s Power Grows</b> (<i>World History Shorts</i>)</li> <li>• <b>The Crusades</b> (<i>World History Shorts</i>)</li> <li>• <b>Middle Ages: How They Worshipped</b> (<i>Hands-On History Middle Ages</i>)</li> </ul>
Discuss the value and role of free competition vs. the social need for cooperation. Compare and Contrast the causes and consequences of discrimination in markets and business.	6.2.8.C.4.a 6.2.8.C.4.c	<ul style="list-style-type: none"> <li>• <b>Middle Ages Journal Activity</b> (<i>World History Shorts</i>)</li> <li>• <b>Develop Signs for Medieval Town Shoppes</b> (<i>Hands On History Middle Ages</i>)</li> <li>• <b>Advances in the Middle Ages</b> (<i>World History Shorts</i>)</li> </ul>
Use thematic maps to describe places: disease, patterns of population. Discuss how global challenges are interrelated complex and changing, and have a global dimension	6.2.8.D.4.e 6.2.8.D.4.f	<ul style="list-style-type: none"> <li>• <b>Spread of Black Death Activity</b> (<i>World History Shorts</i>)</li> <li>• <b>Bubonic Plague Journal</b> (<i>World History Shorts</i>)</li> <li>• <b>The Black Death Hits Europe</b> (<i>World History Shorts</i>)</li> </ul>



## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Modified Social Studies Curriculum: Medieval Europe		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Explain the medieval origins of constitutional government in England	6.2.8.D.4.f 6.2.8.A.4.c	<ul style="list-style-type: none"> <li>• <b>Development of England's Government Timeline</b> (<i>World History Shorts</i>)</li> <li>• <b>A Nation is Born</b> (<i>World History Shorts</i>)</li> </ul>
Discuss the evolution of significant political, economic, social and cultural institutions that shaped European medieval society.	6.2.8.D.4.f	<ul style="list-style-type: none"> <li>• <b>100 Years War Map Activity</b> (<i>World History Shorts</i>)</li> <li>• <b>Joan of Arc Reflection</b> (<i>World History Shorts</i>)</li> <li>• <b>Joan of Arc</b> (<i>World History Shorts</i>)</li> </ul>
Explain what taxes are, how they are collected, and how they are used by the government.	6.2.8.B.4.g	<ul style="list-style-type: none"> <li>• <b>The Rise and Fall of the Byzantine Empire</b> (<i>World History Shorts</i>)</li> </ul>
Explain the split between the Roman Catholic Church and Eastern Orthodox Church	6.2.8.D.4.b 6.2.8.D.4.c	<ul style="list-style-type: none"> <li>• <b>Church Splits Research Activity</b> (<i>World History Shorts</i>)</li> <li>• <b>The Church's Power Grows</b> (<i>World History Shorts</i>)</li> </ul>

**Benchmark Assessment (Performance Task):** Medieval Feast

Students will create shields, stained glass, and name plates, as well as play traditional games and prepare traditional foods as part of a Medieval Feast.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 7<sup>th</sup> Grade

#### Unit Topic: The Rise and Spread of Islam

##### Overarching Essential Question(s):

- How did the rise of Islam change the world?
- How is Islam of the past affecting the world today?
- Did Islamic expansion benefit or harm surrounding African and Asian civilizations?

##### Topical Essential Question(s):

- How did Islam originate? How did Islam evolve and become different from Judaism and Christianity?
- What are the major tenets of Islam?
- Why was Islam able to successfully spread and convert diverse peoples?
- How is the Islamic message translated into the modern world?

##### Understandings (Big Ideas):

- The political, economic, and cultural dynamics of the Islamic world tremendously impacted the people in its empire.
- In spite of the strikingly different mode of Islamic expansion into Africa and India, there were resulting advantages and disadvantages in both areas.

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Social Studies Curriculum: The Rise and Spread of Islam		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Translate maps into spatial graphics to display geographic information. Compare the natural characteristics used to define a region.	6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.B.4.d 6.2.8.B.4.c	<ul style="list-style-type: none"> <li>• <b>Islam Geography Challenge*</b> (History Alive Teachers Manual: Geography Challenge 2)</li> </ul>
Identify the Origins of Islam including the development of Islamic Law and the significance of the Qur'an and the 5 pillars.	6.2.8.D.4.b 6.2.8.D.4.c	<ul style="list-style-type: none"> <li>• <b>The Last Prophet:</b> Movie</li> <li>• <b>The Teachings of Islam*</b> (History Alive Teachers Manual: Lesson 9)</li> </ul>
Explain the role Muslim civilizations played in commercial, cultural, and intellectual exchanges across Eurasia and parts of Africa	6.2.8.A.4.a 6.2.8.B.4.g 6.2.8.C.4.e 6.2.8.D.4.i	<ul style="list-style-type: none"> <li>• <b>Contributions of Muslims to World Civilizations*</b> (History Alive Teachers Manual Lesson10)</li> </ul>
Describe the impact that the spread of Islamic ideas and practices had on neighboring cultures and social behavior.	6.2.8.A.4.a 6.2.8.B.4.g 6.2.8.C.4.e 6.2.8.D.4.i 6.2.8.D.4.j 6.2.8.C.4.e	<ul style="list-style-type: none"> <li>• <b>Contributions of Muslims to World Civilizations*</b> (History Alive Teachers Manual Lesson10)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Social Studies Curriculum: The Rise and Spread of Islam		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe the physical and human characteristics of places. Identify the types of transportation used to move goods and people.	6.2.8.B.4.d 6.2.8.B.4.b 6.2.8.B.4.e	<ul style="list-style-type: none"> <li>• <b>Islam Geography Challenge</b> (History Alive Teachers Manual: Geography Challenge 2)</li>   <li>• <b>The Geography of the Arabian Peninsula</b> *(History Alive Teachers Manual Lesson 7)</li> </ul>

**Benchmark Assessment (Performance Task):**

Students will create a concept map highlighting the economic, cultural and political effects of the spread of Islam through parts of Africa, Asia, and Europe.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: The Rise and Spread of Islam (Modified)

Students enrolled in LLD Social Studies in 7<sup>th</sup> or 8<sup>th</sup> grade will receive a modified program of study. The table below reflects the modified unit. Students enrolled in LLD Social Studies will be working from the same essential questions, understandings, objectives, and standards as the mainstream course of study. Some activities, assessments and materials have been modified to best meet the instructional needs of the students.

7 <sup>th</sup> Grade Modified Social Studies Curriculum: The Rise and Spread of Islam		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Translate maps into spatial graphics to display geographic information Compare the natural characteristics used to define a region	6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.B.4.d 6.2.8.B.4.c	<ul style="list-style-type: none"> <li>• <b>The Islamic Empire</b> (<i>World History Shorts</i>)</li> </ul>
Identify the Origins of Islam including the development of Islamic Law and the significance of the Qur'an and the 5 pillars	6.2.8.D.4.b 6.2.8.D.4.c	<ul style="list-style-type: none"> <li>• <b>5 Pillars Activity</b> (<i>World History Shorts</i>)</li> <li>• <b>The Islamic Empire</b> (<i>World History Shorts</i>)</li> </ul>
Explain the role Muslim civilizations played in commercial, cultural, and intellectual exchanges across Eurasia and parts of Africa	6.2.8.A.4.a 6.2.8.B.4.g 6.2.8.C.4.e 6.2.8.D.4.i	<ul style="list-style-type: none"> <li>• <b>African Trading Empire Chart</b> (<i>World History Shorts</i>)</li> <li>• <b>Africa's Trading Empire</b> (<i>World History Shorts</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Modified Social Studies Curriculum: The Rise and Spread of Islam		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe the impact that the spread of Islamic ideas and practices had on neighboring cultures and social behavior	6.2.8.A.4.a 6.2.8.B.4.g 6.2.8.C.4.e 6.2.8.D.4.i 6.2.8.D.4.j 6.2.8.C.4.e	<ul style="list-style-type: none"> <li>• <b>Spread of Islam Map</b> (<i>World History Shorts</i>)</li> <li>• <b>The Islamic Empire</b> (<i>World History Shorts</i>)</li> </ul>
Describe the physical and human characteristics of places. Identify the types of transportation used to move goods and people	6.2.8.B.4.d 6.2.8.B.4.b 6.2.8.B.4.e	<ul style="list-style-type: none"> <li>• <b>The Five Themes of Geography Video</b></li> <li>• <b>Geography Themes Project</b></li> </ul>

**Benchmark Assessment (Performance Task):**

Students will create a map showing the spread of Islam through parts of Africa, Asia and Europe.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 7<sup>th</sup> Grade

#### Unit Topic: East Asia (China & Japan)

##### Overarching Essential Question(s):

- How have East Asian philosophies shaped the everyday lives of its people?

##### Topical Essential Question(s):

###### China

- How did China experience so much change without changing?
- How has geography influenced Chinese history and culture? (Is geography destiny?)
- How did the constant threat of barbarian invasion from the north encourage political unity?
- How did the development of the Silk Roads influence the economic and cultural exchange between peoples?
- Did dynastic rule meet the needs of the Chinese people?
- Why don't we speak Chinese?

###### Japan

- How did cultural diffusion shape Japanese culture?
- What led to the decline of the Heian period and the rise of the warrior class?

##### Understandings (Big Ideas):

###### China

- Historically, China has been able to absorb outside rule, new religions and political philosophies and assimilate them into its structure without losing its central identity.
- China's favorable geography of fertile soil, temperate climate, navigable rivers and seas, and physical barriers promoted its success and contributed to the formation of a distinct culture and worldview.
- While ideologies and dynasties have changed, a pattern of strong central government has remained a permanent part of Chinese life.

###### Japan

- Cultural elements such as architecture, government, religion, language were transmitted from India, China, and Korea to Japan.
- The impact of the golden age on literature, art, and drama is still seen in Japanese culture today.
- The rise of the warrior class helped to support the lord/vassal system in Japan by the value, social customs and traditions.

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Social Studies Curriculum: East Asia (China & Japan)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems. Translate maps into appropriate spatial graphics to display geographical information.	6.2.8.b.4.a	<ul style="list-style-type: none"> <li>• <b>China Map</b> (<i>History Alive Teachers Manual: Geography Challenge 4</i>)</li> </ul>
Explain how supply and demand impacts society and discuss the economic growth of a nation in terms of increasing productivity	6.2.8.B.4.a 6.2.8.B.4.e	<ul style="list-style-type: none"> <li>• <b>Act-It-Out Trade/Commerce Activity*</b> (<i>History Alive Teachers Manual: Lesson 17</i>)</li> </ul>
Define key terms: Dynasty, aristocracy, meritocracy, and bureaucracy. Analyze the various groups vying for control of government in Medieval China.	6.2.12.A.1.a	<ul style="list-style-type: none"> <li>• <b>Roles of Imperial China Government</b> (<i>History Alive Teachers Manual: Lesson 16</i>)</li> </ul>
Describe how inventions and innovations have improved the standard of living.	6.2.8.D.4.j	<ul style="list-style-type: none"> <li>• <b>Chinese Inventions and Discoveries Activity*</b> (<i>History Alive Teachers Manual: Lesson 18</i>)</li> </ul>



## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Social Studies Curriculum: East Asia (China & Japan)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Compare and contrast the primary geographic causes for world trade	6.2.8.C.4.a 6.2.8.B.4.b	<ul style="list-style-type: none"> <li>• <b>China's Open/Closed Door Policy Audio Activity</b> (<i>History Alive Teachers Manual: Lesson 19</i>)</li> </ul>
The influence of Confucianism, Daoism, and Buddhism on the formation of Chinese civilization.	6.2.8.D.4.b	<ul style="list-style-type: none"> <li>• <b>Chinese Belief System Activity- Identifying Buddhism, Daoism, and Confucianism *</b> (<i>History Alive Binder Activity 1.3</i>)</li> </ul>
Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth	6.2.8.B.4.b 6.2.8.D.4.g	<ul style="list-style-type: none"> <li>• <b>Silk Road Activity</b> (<i>Mr. Donn: Ancient China p.69</i>)</li> </ul>
Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems. Translate maps into appropriate spatial graphics to display geographical information.	6.2.8.B.4.a	<ul style="list-style-type: none"> <li>• <b>Japan Map Activity</b> (<i>History Alive Teachers Manual: Geography Challenge 5</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Social Studies Curriculum: East Asia (China & Japan)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe how the physical environment affects life in different regions (ex. Pop. Density) Analyze demographic characteristics to explain reasons for variations between populations.	6.2.8.B.4.e 6.2.8.D.4.a	<ul style="list-style-type: none"> <li>• <b>Japan Population Activity</b> (<i>History Alive Binder</i>)</li> </ul>
Discuss the significance of developing culture in Japan	6.2.8.B.4.a 6.2.8.B.4.e 6.2.8.D.3.f 6.2.8.A.4.b	<ul style="list-style-type: none"> <li>• <b>Japanese Golden Age Activity*</b> (<i>History Alive Teachers Manual: Lesson 21</i>)</li> <li>• <b>Rise of the Warrior Class Activity*</b> (<i>History Alive Teachers Manual: Lesson 22</i>)</li> </ul>
Discuss the impact of Chinese and Southeast Asian culture to Japan	6.2.8.B.4.b 6.2.8.B.4.f	<ul style="list-style-type: none"> <li>• <b>Influence of Neighboring Cultures on Japan*</b> (<i>History Alive Teachers Manual: Lesson 20</i>)</li> </ul>

#### **Benchmark Assessment (Performance Task):**

The students will write an essay identifying the central ideas behind the philosophies of Buddhism, Confucianism, and Daoism. The students will synthesize the information to predict how followers of each of the philosophies would approach a modern day situation.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: East Asia (China and Japan) (Modified)

Students enrolled in LLD Social Studies in 7<sup>th</sup> or 8<sup>th</sup> grade will receive a modified program of study. The table below reflects the modified unit. Students enrolled in LLD Social Studies will be working from the same essential questions, understandings, objectives, and standards as the mainstream course of study. Some activities, assessments and materials have been modified to best meet the instructional needs of the students.

7 <sup>th</sup> Grade Modified Social Studies Curriculum: East Asia (China & Japan)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems. Translate maps into appropriate spatial graphics to display geographical information.	6.2.8.b.4.a	<ul style="list-style-type: none"> <li>• <b>Outline Maps of the World</b> (<i>World Maps; One the Mark Press</i>)</li> <li>• <b>Label Map of Asia</b> (<i>World Maps; One the Mark Press</i>)</li> </ul>
Explain how supply and demand impacts society and discuss the economic growth of a nation in terms of increasing productivity	6.2.8.B.4.a 6.2.8.B.4.e	
Define key terms: Dynasty, aristocracy, meritocracy, and bureaucracy. Analyze the various groups vying for control of government in Medieval China.	6.2.12.A.1.a	<ul style="list-style-type: none"> <li>• <b>Mongol Empire Map Activity</b> (<i>World History Shorts</i>)</li> <li>• <b>Genghis Khan and the Mongols</b> (<i>World History Shorts</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Modified Social Studies Curriculum: East Asia (China & Japan)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe how inventions and innovations have improved the standard of living.	6.2.8.D.4.j	<ul style="list-style-type: none"> <li>• <b>Japan Moves into Modern Times</b> (<i>World History Shorts</i>)</li> </ul>
Compare and contrast the primary geographic causes for world trade	6.2.8.C.4.a 6.2.8.B.4.b	
The influence of Confucianism, Daoism, and Buddhism on the formation of Chinese civilization.	6.2.8.D.4.b	<ul style="list-style-type: none"> <li>• <b>Buddhism Fact Research Activity</b> (<i>World History Shorts</i>)</li> </ul>
Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth	6.2.8.B.4.b 6.2.8.D.4.g	<ul style="list-style-type: none"> <li>• <b>Silk Road Activity</b></li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Modified Social Studies Curriculum: East Asia (China & Japan)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems. Translate maps into appropriate spatial graphics to display geographical information.	6.2.8.B.4.a	<ul style="list-style-type: none"> <li>• <b>Map Skills</b> (<i>Beginning Map Skills; Maps, Charts, Graphs, &amp; Diagrams</i>)</li> </ul>
Describe how the physical environment affects life in different regions (ex. Pop. Density) Analyze demographic characteristics to explain reasons for variations between populations.	6.2.8.B.4.e 6.2.8.D.4.a	
Discuss the significance of developing culture in Japan	6.2.8.B.4.a 6.2.8.B.4.e 6.2.8.D.3.f 6.2.8.A.4.b	<ul style="list-style-type: none"> <li>• <b>Japan Moves Into Modern Times</b> (<i>World History Shorts</i>)</li> </ul>
Discuss the impact of Chinese and Southeast Asian culture to Japan	6.2.8.B.4.b 6.2.8.B.4.f	

**Benchmark Assessment (Performance Task):**

The students will complete topic quizzes from *World History Shorts*.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 7<sup>th</sup> Grade

#### Unit Topic: Early Latin American Civilizations

##### Overarching Essential Question(s):

- Is the concept of “new” in the eye of the beholder?
- In what ways were the culture and history of Latin American civilizations shaped by their geographic condition?

##### Topical Essential Question(s):

- When did people come to the New World?
- What defined the Inca, Aztec and Maya civilizations?
- How did their isolation promote both their success and their ultimate destruction?

##### Understandings (Big Ideas):

- The Aztec and Inca states built highly complex civilizations that were greatly influenced by their physical geography. Their isolation contributed to their lack of access to new ideas and immunities that left them susceptible to outside conquest.

7 <sup>th</sup> Grade Social Studies Curriculum: Early Latin American Civilizations		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems	6.2.8.B.4.a	<ul style="list-style-type: none"><li>• <b>Geography Challenge 6</b> (<i>History Alive Teachers Manual: pg. 534</i>)</li></ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Social Studies Curriculum: Early Latin American Civilizations		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Translate maps into appropriate spatial graphics to display geographical information	6.2.8.B.4.a	<ul style="list-style-type: none"> <li>• <b>Geography Challenge 6</b> (<i>History Alive Teachers Manual: pg. 534</i>)</li> </ul>
Analyze social, political, and cultural change and evaluate the impact on Mayan society. Explain why it's important to understand diverse peoples, ideas, and cultures. Use critical thinking skills to interpret events and identify point of view	6.2.8.B.4.e 6.2.8.B.4.h 6.2.8.B.4.a 6.2.8.C.4.b	<ul style="list-style-type: none"> <li>• <b>Mayan Cultural Activity*</b> (<i>History Alive Teachers Manual: Lesson 23</i>)</li> </ul>
Compare the social and political elements of Aztec societies including daily life and economy	6.2.8.B.4.h 6.2.8.B.4.a 6.2.8.C.4.b	<ul style="list-style-type: none"> <li>• <b>Aztec Visual Discovery</b> (<i>History Alive Teachers Manual: Lesson 24</i>)</li> </ul>
Compare the social and political elements of Aztec societies including the major aspects of daily life, government, and social organization	6.2.8.B.4.h 6.2.8.B.4.a 6.2.8.C.4.b	<ul style="list-style-type: none"> <li>• <b>Daily Life In Tenochtitlan</b> (<i>History Alive Teachers Manual: Lesson 25</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Social Studies Curriculum: Early Latin American Civilizations		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Compare the social and political elements of Inca societies including the major aspects of government, daily life, economy, and social organization	6.2.8.B.4.h 6.2.8.B.4.a 6.2.8.C.4.b	<ul style="list-style-type: none"> <li>• <b>The Inca Experiential Activity*</b> (<i>History Alive Teachers Manual: Lesson 26</i>)</li> </ul>
Analyze social, political, and cultural change and evaluate the impact on Aztec, Inca, and Mayan societies. Explain why it's important to understand diverse peoples, ideas, and cultures. Use critical thinking skills to interpret events and identify point of view	6.2.8.B.4.e 6.2.8.B.4.h 6.2.8.B.4.a 6.2.8.C.4.b 6.2.8.D.4.j	<ul style="list-style-type: none"> <li>• <b>Achievements Of The Incas, Mayas, and Aztecs*</b> (<i>History Alive Teachers Manual: Lesson 27</i>)</li> </ul>
Analyze social, political, and cultural change and evaluate the impact on Mayan society. Explain why it's important to understand diverse peoples, ideas, and cultures. Use critical thinking skills to interpret events and identify point of view	6.2.8.B.4.e 6.2.8.B.4.h 6.2.8.B.4.a 6.2.8.C.4.b	<ul style="list-style-type: none"> <li>• <b>Civilizations Of The Americas Timeline Challenge 6</b> (<i>History Alive Teachers Manual: pg 630</i>)</li> </ul>

**Benchmark Assessment (Performance Task):** Unit Test



# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: Early Latin American Civilizations (Modified)

Students enrolled in LLD Social Studies in 7<sup>th</sup> or 8<sup>th</sup> grade will receive a modified program of study. The table below reflects the modified unit. Students enrolled in LLD Social Studies will be working from the same essential questions, understandings, objectives, and standards as the mainstream course of study. Some activities, assessments and materials have been modified to best meet the instructional needs of the students.

7 <sup>th</sup> Grade Modified Social Studies Curriculum: Early Latin American Civilizations		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems	6.2.8.B.4.a	<ul style="list-style-type: none"> <li>• <b>Map Skills</b> (<i>Beginning Map Skills; Maps, Charts, Graphs, &amp; Diagrams</i>)</li> </ul>
Translate maps into appropriate spatial graphics to display geographical information	6.2.8.B.4.a	<ul style="list-style-type: none"> <li>• <b>Map Skills Activities</b> (<i>Beginning Map Skills; Maps, Charts, Graphs, &amp; Diagrams</i>)</li> </ul>
Analyze social, political, and cultural change and evaluate the impact on Mayan society. Explain why it's important to understand diverse peoples, ideas, and cultures. Use critical thinking skills to interpret events and identify point of view	6.2.8.B.4.e 6.2.8.B.4.h 6.2.8.B.4.a 6.2.8.C.4.b	<ul style="list-style-type: none"> <li>• <b>Population Graph Activity</b> (<i>World History Shorts</i>)</li> <li>• <b>Mexico's Great Empire</b> (<i>World History Shorts</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Modified Social Studies Curriculum: Early Latin American Civilizations		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Compare the social and political elements of Aztec societies including daily life and economy	6.2.8.B.4.h 6.2.8.B.4.a 6.2.8.C.4.b	<ul style="list-style-type: none"> <li>• <b>Mexico's Great Empire</b> (<i>World History Shorts</i>)</li> </ul>
Compare the social and political elements of Aztec societies including the major aspects of daily life, government, and social organization	6.2.8.B.4.h 6.2.8.B.4.a 6.2.8.C.4.b	<ul style="list-style-type: none"> <li>• <b>Aztec Sun God Activity</b> (<i>World History Shorts</i>)</li> <li>• <b>Mexico's Great Empire</b> (<i>World History Shorts</i>)</li> </ul>
Compare the social and political elements of Inca societies including the major aspects of government, daily life, economy, and social organization	6.2.8.B.4.h 6.2.8.B.4.a 6.2.8.C.4.b	
Analyze social, political, and cultural change and evaluate the impact on Aztec, Inca, and Mayan societies. Explain why it's important to understand diverse peoples, ideas, and cultures. Use critical thinking skills to interpret events and identify point of view	6.2.8.B.4.e 6.2.8.B.4.h 6.2.8.B.4.a 6.2.8.C.4.b 6.2.8.D.4.j	<ul style="list-style-type: none"> <li>• <b>Mexico's Great Empire</b> (<i>World History Shorts</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Modified Social Studies Curriculum: Early Latin American Civilizations		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Analyze social, political, and cultural change and evaluate the impact on Mayan society. Explain why it's important to understand diverse peoples, ideas, and cultures. Use critical thinking skills to interpret events and identify point of view	6.2.8.B.4.e 6.2.8.B.4.h 6.2.8.B.4.a 6.2.8.C.4.b	

**Benchmark Assessment (Performance Task):** Unit Quiz

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 7<sup>th</sup> Grade

#### Unit Topic: The Renaissance and Age of Global Encounters

##### Overarching Essential Question(s):

- Is the concept of “new” in the eye of the beholder?
- What happens when cultures collide?

##### Topical Essential Question(s):

- How did the changing needs of Europeans contribute to the decline of feudalism and rise of nationalism?
- How did 1492 characterize radical change in European culture?
- How did the decline of feudalism facilitate innovation in Europe?
- How did trade with the East lead to European exploration and conquest?
- What motivated Europeans to explore and conquer?
- What resulted from the conquests of the Americas?

##### Understandings (Big Ideas):

- The geographic location of Italian city-states led to Italy being the center of the Renaissance
- The spirit of the Renaissance led to innovations and changes in science and technology, the arts, religion, economics, and government.

7 <sup>th</sup> Grade Social Studies Curriculum: The Renaissance and Age of Global Encounters		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems. Translate maps into appropriate spatial graphics to display geographical information	6.2.8.B.4.a	<ul style="list-style-type: none"><li>• <b>Renaissance and Reformation Geography Challenge</b> (History Alive Teachers Manual: Geography Challenge 7)</li></ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Social Studies Curriculum: The Renaissance and Age of Global Encounters		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe significant contributions of prominent Renaissance figures to European society including achievements in the arts, literature, and science	6.2.8.D.4.j	<ul style="list-style-type: none"> <li>• <b>The Renaissance Begins*</b> (History Alive Teachers Manual: lesson 28)</li> <li>• <b>Florence: The Cradle of the Renaissance*</b> (History Alive Teachers Manual: lesson 29)</li> <li>• <b>Leading Figures of the Renaissance*</b> (History Alive Teachers Manual: lesson 30)</li> </ul>
Discuss the factors that contributed to oceanic travel and exploration in the 15 <sup>th</sup> and 16 <sup>th</sup> centuries including technological innovations in ship building, navigation, naval warfare, navigational inventions: such as the compass, and the impact of wind currents on the major trade routes	6.2.8.C.4.b	<ul style="list-style-type: none"> <li>• <b>Age of Exploration*</b> (History Alive Teachers Manual: lesson 33)</li> </ul>

**Benchmark Assessment (Performance Task):** Trading Cards

Students select prominent Renaissance figures that have made achievements in the arts, literature and science in order to create “trading cards”. The Renaissance trading cards include a picture of the individual and a poem and/or description of the major contributions s/he made throughout the Renaissance.

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

#### Unit Topic: The Renaissance and Age of Global Encounters (Modified)

Students enrolled in LLD Social Studies in 7<sup>th</sup> or 8<sup>th</sup> grade will receive a modified program of study. The table below reflects the modified unit. Students enrolled in LLD Social Studies will be working from the same essential questions, understandings, objectives, and standards as the mainstream course of study. Some activities, assessments and materials have been modified to best meet the instructional needs of the students.

7 <sup>th</sup> Grade Modified Social Studies Curriculum: The Renaissance and Age of Global Encounters		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems. Translate maps into appropriate spatial graphics to display geographical information	6.2.8.B.4.a	<ul style="list-style-type: none"> <li>• <b>Outline Maps of the World</b> (<i>On the Mark Press</i>)</li> </ul>
Describe significant contributions of prominent Renaissance figures to European society including achievements in the arts, literature, and science	6.2.8.D.4.j	<ul style="list-style-type: none"> <li>• <b>Michelangelo Sistine Chapel Activity</b> (<i>World History Shorts</i>)</li> <li>• <b>The Renaissance</b> (<i>World History Shorts</i>)</li> <li>• <b>Video: “A History of the Renaissance”</b> (<i>Schlessinger Media</i>)</li> <li>• <b>Video: “Everyday Life in the Renaissance”</b> (<i>Schlessinger Media</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

7 <sup>th</sup> Grade Modified Social Studies Curriculum: The Renaissance and Age of Global Encounters		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Discuss the factors that contributed to oceanic travel and exploration in the 15 <sup>th</sup> and 16 <sup>th</sup> centuries including technological innovations in ship building, navigation, naval warfare, navigational inventions: such as the compass, and the impact of wind currents on the major trade routes	6.2.8.C.4.b	<ul style="list-style-type: none"> <li>• <b>European Expeditions to America Map Activity</b> (<i>World History Shorts</i>)</li> <li>• <b>The Race for Riches</b></li> </ul>

**Benchmark Assessment (Performance Task):** Trading Cards

Students select prominent Renaissance figures that have made achievements in the arts, literature and science in order to create “trading cards”. The Renaissance trading cards include a picture of the individual and a description of the major contributions s/he made throughout the Renaissance.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Year at a Glance

*(The pacing chart takes into account the number of times per week classes meet and the duration of each class period. Length and frequency of social studies lessons vary in each building and by grade.)*

#### *8<sup>th</sup> Grade Social Studies*

The following is an example of appropriate pacing for the eighth grade social studies units.

##### Trimester #1

- Era 1: American Beginnings, Settlement and Colonization (1600-1763)
- Era 2: American Revolution (1763-1787)

##### Trimester #2

- Era 3: New Nation (1787-1800)
- Era 4: U.S. Growth and Migration (1800-1860)

##### Trimester #3

- Holocaust/Genocide
- Era 4: U.S. Growth and Migration (1800-1860)
- Era 5: Civil War and Reconstruction (1848-1877)



# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 8<sup>th</sup> Grade

#### Unit Topic: Era 1: American Beginnings, Settlement and Colonization (1600-1763)

##### Overarching Essential Question(s):

- Can different cultures blend and appreciate each other?
- Why did various groups of people who ended up in the Americas leave home?
- How does where you live affect how you live and your perspective?

##### Topical Essential Question(s):

- What events led to cultural interaction, and what were the consequences of those interactions?
- How did causes of immigration affect attitudes and behaviors in different colonial regions and colonies?
- What role did geography play on the growth and development of the colonies?

##### Understandings (Big Ideas):

- Ideas and societies change as they come in contact with the ideas and achievements of other societies.
- Dissatisfaction with government, religious freedom, and social conditions prompt immigration.
- Lifestyle and perspective are greatly impacted by one's location and personal experience.

8 <sup>th</sup> Grade Social Studies Curriculum: Era 1: American Beginnings, Settlement and Colonization		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.	6.1.8.A.1.a 6.1.8.B.1.a 6.1.8.B.1.b 6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.D.1.a 6.1.8.D.1.b 6.1.8.D.1.c	<ul style="list-style-type: none"> <li>• <b>Power Point on Geography</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Stations on Geographic Adaptation</b>, (<i>Text, History Alive 1.12</i>)</li> <li>• <b>Primary Source Jigsaw*</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Who Discovered America Jigsaw</b> (<i>Teacher Created Resource</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Social Studies Curriculum: Era 1: American Beginnings, Settlement and Colonization		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Analyze the political, social, and cultural characteristics of the English colonies.	6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.C.1.b 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c	<ul style="list-style-type: none"> <li>• <b>Colonies Project</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Colonies Power Point</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Colonial Economy Game*</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Benjamin Franklin Activity</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Colonial Life Activity</b> (<i>Teacher Created Resource</i>)</li> </ul>
Describe the political, religious, social, and economic institutions that emerged in Colonial America.	6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b	<ul style="list-style-type: none"> <li>• <b>Comparing Colonies Discussion</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Benjamin Franklin Activity</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Colonial Life Activity</b> (<i>Teacher Created Resource</i>)</li> </ul>
Explain the causes and differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.	6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.1.b 6.1.8.C.2.b 6.1.8.C.2.c 6.1.8.D.2.a 6.1.8.D.2.b	<ul style="list-style-type: none"> <li>• <b>Colonize the Room Activity</b> (<i>History Alive 2.2, Teacher Created Resource</i>)</li> <li>• <b>Geography and Economics Activity*</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Colonies Project</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Disease Primary Sources</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Community History Project</b> (<i>Teacher Created Resource</i>)</li> </ul>
Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.	6.1.8.A.1.a 6.1.8.B.1.a 6.1.8.D.1.a 6.1.8.D.1.b	<ul style="list-style-type: none"> <li>• <b>Nacirema Reading and Discussion</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Primary Source Jigsaw</b> (<i>Teacher Created Resource</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Social Studies Curriculum: Era 1: American Beginnings, Settlement and Colonization		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Identify factors that account for the establishment of African slavery in the Americas.	6.1.8.D.1.b 6.1.8.D.1.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c 6.1.8.D.2.a 6.1.8.D.2.b	<ul style="list-style-type: none"> <li>• <b>Trans-Atlantic Slave Trade Activity</b> (<i>History Alive 2.3</i>)</li> <li>• <b>Plantation Life Activity</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Traces of the Trade DVD</b> (<i>DVD</i>)</li> <li>• <b>PBS Race the Power of an Illusion Website and Video</b> (<i>DVD</i>)</li> </ul>

**Benchmark Assessment (Performance Task):** Students will attempt to “sell” a colony based on its foundations, goals, economics, and regional attributes. They will evaluate the benefits associated with different regions and economic goals.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: Era 1: American Beginnings, Settlement and Colonization (1600-1763) (Modified)

Students enrolled in LLD Social Studies in 7<sup>th</sup> or 8<sup>th</sup> grade will receive a modified program of study. The table below reflects the modified unit. Students enrolled in LLD Social Studies will be working from the same essential questions, understandings, objectives, and standards as the mainstream course of study. Some activities, assessments and materials have been modified to best meet the instructional needs of the students.

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Era 1: American Beginnings, Settlement and Colonization		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade.	6.1.8.A.1.a 6.1.8.B.1.a 6.1.8.B.1.b 6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.D.1.a 6.1.8.D.1.b 6.1.8.D.1.c	<ul style="list-style-type: none"> <li>• <b>Timeline Activity</b></li> <li>• <b>Ch. 2 <i>Exploration 1400-1607</i> (AGS)</b></li> <li>• <b>Label Map of Routes - US History Maps (Mark Twain Media)</b></li> </ul>
Analyze the political, social, and cultural characteristics of the English colonies.	6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.C.1.b 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c	<ul style="list-style-type: none"> <li>• <b>Ch. 3 <i>English Colonies are Created</i> (AGS)</b></li> <li>• <b>Colonial Days Activities (Jossey Bass)</b></li> </ul>
Describe the political, religious, social, and economic institutions that emerged in Colonial America.	6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b	<ul style="list-style-type: none"> <li>• <b>Ch. 3 <i>English Colonies are Created</i> (AGS)</b></li> <li>• <b>Internet Scavenger Hunt</b></li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Era 1: American Beginnings, Settlement and Colonization		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>Colonial Days Activity</b> (<i>David C. King</i>)</li> </ul>
Explain the causes and differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.	6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.1.b 6.1.8.C.2.b 6.1.8.C.2.c 6.1.8.D.2.a 6.1.8.D.2.b	<ul style="list-style-type: none"> <li>• <b>New Spain, New France, New Netherlands Activities – US History Maps</b> (<i>Mark Twain Media</i>)</li> </ul>
Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.	6.1.8.A.1.a 6.1.8.B.1.a 6.1.8.D.1.a 6.1.8.D.1.b	
Identify factors that account for the establishment of African slavery in the Americas.	6.1.8.D.1.b 6.1.8.D.1.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c 6.1.8.D.2.a 6.1.8.D.2.b	<ul style="list-style-type: none"> <li>• <b>Traces of the Trade DVD</b> (<i>DVD</i>)</li> <li>• <b>Colonial Trade Activity</b> (<i>AGS</i>)</li> </ul>

**Benchmark Assessment (Performance Task):** Students will create a poster persuading settlers to move to a selected colony.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 8<sup>th</sup> Grade

#### Unit Topic: Era 2: American Revolution (1763-1787)

##### Overarching Essential Question(s):

- What defines freedom?
- Why do people desire autonomy?

##### Topical Essential Question(s):

- What were the underlying themes leading to the colonists' desire for autonomy?
- What strategies did the colonists employ to demonstrate their desire to separate from Britain?
- What were the costs and benefits of declaring independence?

##### Understandings (Big Ideas):

- The revolution occurred as a result of government policies and desire for independence.
- America begins to develop and define its identity and ideology.

8 <sup>th</sup> Grade Social Studies Curriculum: Era 2: American Revolution (1763-1787)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe Native American resistance to colonization, including the French and Indian War.	6.1.8.3.B.a 6.1.8.3.D.a	<ul style="list-style-type: none"><li>• <b>Trouble on the Frontier</b> (<i>Handout, textbook pgs. 126-130</i>)</li><li>• <b>Taxation Letter</b> (<i>History Alive and Teacher Handout</i>)</li><li>• <b>Effects on England Notes</b> (<i>History Alive overheads, Teacher Handout</i>)</li></ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Social Studies Curriculum: Era 2: American Revolution (1763-1787)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.	6.1.8.3.B.a 6.1.8.3.C.a 6.1.8.3.D.a 6.1.8.D.3.f	<ul style="list-style-type: none"> <li>• <b>Colonial Unrest Matrix</b> (<i>History Alive lesson, placards and rating meter</i>)</li> <li>• <b>Taxation Letter, Increase in Tension*</b> (<i>History Alive and Teacher Handout</i>)</li> <li>• <b>Debating Independence*</b> (<i>History Alive information for role playing discussion, Teacher Handout</i>)</li> <li>• <b>Current Events: Taxation*</b> (<i>Teacher Handout</i>)</li> <li>• <b>Political Cartoon – Stamp Act*</b> (<i>Teacher Handout</i>)</li> <li>• <b>Treaty of Paris Reading*</b> (<i>Teacher Handout</i>)</li> </ul>
Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congress, drafting the Declaration of Independence, the publication of “Common Sense,” and major battles of the Revolutionary War.	6.1.8.A.3.a 6.1.8.B.3.a 6.1.8.C.3.a 6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.3.d	<ul style="list-style-type: none"> <li>• <b>Declaration of Independence Card Sort*</b>(<i>History Alive, Teacher Handout</i>)</li> <li>• <b>Comparative Declarations*</b> (<i>Declaration of Independence, Declaration of Sentiments, Slave petition, David Walker’s Appeal</i>)</li> <li>• <b>The Crossing</b> (<i>Video, Teacher Handout</i>)</li> </ul>
Explain the American Revolution, including major battles, including New Jersey’s role in the revolution.	6.1.8.B.3.a 6.1.8.B.3.c 6.1.8.B.3.d 6.1.8.D.3.a 6.1.8.D.3.c	<ul style="list-style-type: none"> <li>• <b>American Revolution Power Point</b> (<i>Power Point and Guided Notes</i>)</li> <li>• <b>New Jersey Battles Slides</b> (<i>Teacher Resource</i>)</li> <li>• <b>Battle Simulations</b> (<i>Teacher Created Handout, PowerPoint, Textbook Visual</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Social Studies Curriculum: Era 2: American Revolution (1763-1787)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>Current Events: Major Battle and Turning Point*</b> (<i>Teacher Created Handout, PowerPoint, Textbook Visual</i>)</li> </ul>
Use critical thinking skills to interpret events, recognize bias, point of view, and context.	6.1.8.A.3.a 6.1.8.B.3.c 6.1.8.D.3.b	<ul style="list-style-type: none"> <li>• <b>American Revolution Guided Notes</b> (<i>American Revolution Guided Notes and teacher handout</i>)</li> <li>• <b>Comparative Declarations*</b> (<i>Declaration of Independence, Declaration of Sentiments, Slave petition, David Walker's Appeal</i>)</li> <li>• <b>Debating Independence</b> (<i>History Alive information for role playing discussion, Teacher Handout</i>)</li> <li>• <b>Writing Prep: Thesis*</b> (<i>Teacher handout</i>)</li> <li>• <b>Writing Prep: Turning Point*</b> (<i>Teacher Handout, Perspectives on Independence</i>)</li> <li>• <b>Journal Entry on Valley Forge</b> (<i>Primary Source</i>)</li> </ul>
Interpret events, including continuity and change, the role of chance, oversight and error, and changing interpretations by historians.	6.1.8.B.3.a 6.1.8.B.3.c 6.1.8.C.3 6.1.8.D.3	<ul style="list-style-type: none"> <li>• <b>American History Guided Notes</b> (<i>American Revolution Guided Notes</i>)</li> <li>• <b>Writing Prep: Turning Point*</b> (<i>Teacher Handout, Perspectives on Independence</i>)</li> <li>• <b>Writing Prep: Thesis*</b> (<i>Teacher handout</i>)</li> </ul>



## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

**Benchmark Assessment (Performance Task):** Revolution Thesis Outline – Students will select from two theses about whether declaring independence was the correct choice. Students will defend their answer using evidence from class in a detailed outline format.

The Revolutionary Thesis Outline requires students to analyze the events that frustrated colonists and angered the British throughout the 18th century leading up to the Declaration of Independence. Students then must synthesize the information covered throughout the unit and decide whether the colonists benefitted or suffered from declaring independence. Once a decision is made, students must choose specific events, or recognize the support Britain gave the colonists and how losing that support will influence the colonists, to prove their point. This benchmark assessment also allows students to improve their writing skills and recognize the value of outlining. It introduces thesis statements and other key components of the writing process. Students can then construct an essay from this outline.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: Era 2: American Revolution (1763-1787) (Modified)

Students enrolled in LLD Social Studies in 7<sup>th</sup> or 8<sup>th</sup> grade will receive a modified program of study. The table below reflects the modified unit. Students enrolled in LLD Social Studies will be working from the same essential questions, understandings, objectives, and standards as the mainstream course of study. Some activities, assessments and materials have been modified to best meet the instructional needs of the students.

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Era 2: American Revolution (1763-1787)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe Native American resistance to colonization, including the French and Indian War.	6.1.8.3.B.a 6.1.8.3.D.a	<ul style="list-style-type: none"> <li>• <b>Ch. 4 A Struggle for Power</b> (AGS)</li> <li>• <b>US History Maps</b> (MT Media)</li> <li>• <b>French and Indian War Activity</b> (AGS)</li> </ul>
Discuss the background and major issues of the American Revolution, including the political and economic causes and consequences of the revolution.	6.1.8.3.B.a 6.1.8.3.C.a 6.1.8.3.D.a 6.1.8.D.3.f	<ul style="list-style-type: none"> <li>• <b>The Road to Revolution</b> (Milliken Publishing Co.)</li> <li>• <b>Ch. 5 A New Nation Begins to Grow</b> (AGS)</li> <li>• <b>“Tea Party” Play</b></li> <li>• <b>Internet Scavenger Hunt</b></li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Era 2: American Revolution (1763-1787)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congress, drafting the Declaration of Independence, the publication of “Common Sense,” and major battles of the Revolutionary War.	6.1.8.A.3.a 6.1.8.B.3.a 6.1.8.C.3.a 6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.3.d	<ul style="list-style-type: none"> <li>• <b>Ch. 6 <i>The American Revolution</i> (AGS)</b></li> <li>• <b>The Road to the Revolution (Milliken Publishing Co.)</b></li> <li>• <b>Declaration of Independence – Translation Activity</b></li> <li>• <b>Write a Declaration of Independence</b></li> </ul>
Explain the American Revolution, including major battles, including New Jersey’s role in the revolution.	6.1.8.B.3.a 6.1.8.B.3.c 6.1.8.B.3.d 6.1.8.D.3.a 6.1.8.D.3.c	<ul style="list-style-type: none"> <li>• <b>Ch. 6 <i>The American Revolution</i> (AGS)</b></li> <li>• <b>US History Maps – Label Major Battle Sites</b></li> </ul>
Use critical thinking skills to interpret events, recognize bias, point of view, and context.	6.1.8.A.3.a 6.1.8.B.3.c 6.1.8.D.3.b	<ul style="list-style-type: none"> <li>• <b>Ch. 6 <i>The American Revolution</i> (AGS)</b></li> <li>• <b>Leaders of the War (AGS)</b></li> <li>• <b>Debating Independence (History Alive information for role playing discussion, Teacher Handout)</b></li> <li>• <b>Stream Video – Valley Forge</b></li> <li>• <b>Journal Entry on Valley Forge</b></li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Era 2: American Revolution (1763-1787)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Interpret events, including continuity and change, the role of chance, oversight and error, and changing interpretations by historians.	6.1.8.B.3.a 6.1.8.B.3.c 6.1.8.C.3 6.1.8.D.3	

**Benchmark Assessment (Performance Task):** Unit Test and Revolutionary War Journal Completion

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 8<sup>th</sup> Grade

#### Unit Topic: Era 3: New Nation (1787-1800)

##### Overarching Essential Question(s):

- What challenges arise when creating and establishing government?
- How do governments balance the common good and individual rights?

##### Topical Essential Question(s):

- How and why does the Constitution organize the separation of power and checks and balances between the three branches of government?
- What are the underlying American values contained in the Constitution?

##### Understandings (Big Ideas):

- In order to be successful, the United States government needed to evolve over time.
- All forms of government, and ideologies dealing with governance, possess certain strengths and weaknesses.

8 <sup>th</sup> Grade Social Studies Curriculum: Era 3: New Nation (1787-1800)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Discuss, compare and contrast the historical, political and philosophical origins of the United States Constitution and its implementation in the 1790s.	6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.g 6.1.8.D.3.b 6.3.8.A.1 6.3.8.D.1 6.1.8.A.3	<ul style="list-style-type: none"> <li>• <b>Classical Republicanism and Classical Liberalism Activity</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Roman Republic and Athenian Democracy Lecture and Discussion</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Iroquois Constitution Assignment</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Origins of Constitution Lecture</b> (<i>Teacher Notes</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Social Studies Curriculum: Era 3: New Nation (1787-1800)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>Adams and Massachusetts Constitution</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Student produced power points on early forms of government*</b> (<i>Teacher Created Directions</i>)</li> <li>• <b>History Alive Articles of Confederation</b> (<i>History Alive Unit 3 Activity 1.3</i>)</li> <li>• <b>Articles of Confederation Mock Government</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>The REAL Articles of Confederation Activity and Discussion</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Mock Constitutional Convention*</b> (<i>Teacher Created Assignment</i>)</li> <li>• <b>History Alive Constitutional Convention</b> (<i>History Alive Unit 3 Lesson 2.1</i>)</li> </ul>
Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism. Compare and contrast the purposes, organization, functions, and interactions of the legislative, executive, and judicial branches.	6.1.8.D.3.b 6.3.8.A.1 6.3.8.A.2 6.3.8.D.1	<ul style="list-style-type: none"> <li>• <b>Rome and Greece Lecture and Discussion</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Preamble Activity</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Branches of Government Activity</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Constitutional Slips Activity</b> (<i>History Alive Unit 3 Lesson 2.3</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Social Studies Curriculum: Era 3: New Nation (1787-1800)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>Checks and Balances Handout</b> (<i>History Alive Unit 3 Lesson 2.4</i>)</li> <li>• <b>Be a Supreme Court Justice Activity</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Constitution Online Activities</b> (<i>Teacher Created Resource</i>)</li> </ul>
Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.	6.1.8.A.3.b 6.1.8.C.3.a 6.3.8.A.3	<ul style="list-style-type: none"> <li>• <b>Comparative Government Assignment</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Strengths and Weaknesses of Different Forms of Government and Beliefs</b> (<i>Teacher Created Resource</i>)</li> </ul>
Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force while discussing factors that lead to a breakdown of order among nation-states and describe the consequences of the breakdown of order.	6.1.8.A.3.b 6.1.8.A.3.d 6.1.8.C.3.a 6.3.8.A.2 6.3.8.B.1	<ul style="list-style-type: none"> <li>• <b>Greece and Rome Activity</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Mock Articles of Confederation Activity</b> (<i>Teacher Created Resource – REPEAT</i>)</li> <li>• <b>REAL Articles of Confederation Activity</b> (<i>Teacher Created Resource – REPEAT</i>)</li> <li>• <b>History Alive Articles of Confederation</b> (<i>History Alive Unit 3 Lesson 1.3 – REPEAT</i>)</li> <li>• <b>Government and Economics*</b> (<i>Teacher Created Resource</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Social Studies Curriculum: Era 3: New Nation (1787-1800)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
<p>Discuss how the rights of American citizens may be in conflict with each other (e.g., right to privacy vs. free press, national security, civil liberties) and contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).</p> <p>Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.</p> <p>Analyze how certain values including individual rights, the common good, self government, justice, equality and free inquiry are fundamental to American public life.</p> <p>Describe representative government and explain how it works to protect the majority and the minority.</p>	<p>6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.B.3.b 6.1.8.D.3.b 6.1.8.D.3.g 6.3.8.A.1 6.3.8.A.2 6.3.8.D.1</p>	<ul style="list-style-type: none"> <li>• <b>Translating the Bill of Rights</b> (<i>Teacher Created Resource</i>)</li>   <li>• <b>Be a Supreme Court Justice Activity and Discussion</b> (<i>Teacher Created Resource – REPEAT</i>)</li>   <li>• <b>National Security and Civil Liberties United Streaming and Discussion</b> (United Streaming and Teacher Created Resource)</li>   <li>• <b>Alien and Sedition Acts Activity</b> (<i>Teacher Created Resource</i>)</li>   <li>• <b>Presidential Powers</b> (<i>Teacher Created Resource</i>)</li>   <li>• <b>Checks and Balances Activity</b> (<i>History Alive Unit 3 Lesson 2.4</i>)</li>   <li>• <b>First Amendment Essay and Discussion</b> (Teacher Created Resource)</li>   <li>• <b>First Amendment Cases</b> (Teacher Created Resource)</li>   <li>• <b>Presidential Powers</b> (<i>Teacher Created Resource</i>)</li>   <li>• <b>First Amendment Essay and Discussion</b> (Teacher Created Resource)</li> </ul>



# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Social Studies Curriculum: Era 3: New Nation (1787-1800)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicator(s)	Learning Experiences (Interim Assessments) & Resources
Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.	6.3.8.A.1 6.3.8.A.3 6.3.8.D.1	<ul style="list-style-type: none"> <li>• <b>Executive Power, National Security</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Junior Scholastic Assignments</b> (<i>Junior Scholastic Magazine as relevant</i>)</li> </ul>
Describe the early evolution of the system of government and political parties in the United States (e.g., presidential elections of 1792, 1796, 1800). Describe the origin and development of the political parties, the Federalists, and the Democratic Republicans (1793-1801).	6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.C.3.b 6.1.8.D.3.g	<ul style="list-style-type: none"> <li>• <b>History Alive Hamiltonian and Jeffersonian Quotations assignment</b> (<i>History Alive Unit 3 Lesson 4.2</i>)</li> <li>• <b>Hamilton/Jefferson chart Activity</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Notes on Election of 1796/1800</b> (<i>Teacher Created Notes</i>)</li> <li>• <b>Meet Thomas Jefferson video and notes</b> (<i>United Streaming: "The Real Thomas Jefferson and Teacher Created Resource</i>)</li> <li>• <b>Hamiltonian and Jeffersonian Project</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>Financial Revolution Activity*</b> (<i>Teacher Created Resource</i>)</li> </ul>
Discuss the implementation of the federal government under the United States Constitution during the presidency of the first presidents.	6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.C.3.b 6.1.8.D.3.c 6.1.8.D.3.g 6.1.8.A.4.a 6.3.8.A.2	<ul style="list-style-type: none"> <li>• <b>"What Would George Washington Do" Assignment</b> (<i>Teacher Created Resource</i>)</li> <li>• <b>President of Precedents</b> (<i>Textbook pages AND Teacher Created Resource</i>)</li> <li>• <b>John Adams Power Point and Skit</b> (<i>Teacher Created Resource</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Social Studies Curriculum: Era 3: New Nation (1787-1800)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.	6.3.8.A.1 6.3.8.A.2 6.3.8.B.1 6.3.8.D.1	<ul style="list-style-type: none"> <li>• <b>Reformers</b> (<i>Teacher Created Resource</i>)</li>   <li>• <b>Textbook Activity and Discussion</b></li> </ul>

**Benchmark Assessment (Performance Task):** Students will create children’s book that requires them to explain the origins of the US Constitution, the reasons for the separation of powers, early problems in the fledgling republic, and its shortcomings, and how the United States government is structured to prevent the abuse of power

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: Era 3: New Nation (1787-1800) (Modified)

Students enrolled in LLD Social Studies in 7<sup>th</sup> or 8<sup>th</sup> grade will receive a modified program of study. The table below reflects the modified unit. Students enrolled in LLD Social Studies will be working from the same essential questions, understandings, objectives, and standards as the mainstream course of study. Some activities, assessments and materials have been modified to best meet the instructional needs of the students.

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Era 3: New Nation (1787-1800)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Discuss, compare and contrast the historical, political and philosophical origins of the United States Constitution and its implementation in the 1790s.	6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.g 6.1.8.D.3.b 6.3.8.A.1 6.3.8.D.1 6.1.8.A.3	<ul style="list-style-type: none"> <li>• <b>Ch 7 <i>A Government is Formed</i> (AGS)</b></li> <li>• <b>A New Nation – Internet Scavenger Hunt</b></li> </ul>
Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism. Compare and contrast the purposes, organization, functions, and interactions of the legislative, executive, and judicial branches.	6.1.8.D.3.b 6.3.8.A.1 6.3.8.A.2 6.3.8.D.1	<ul style="list-style-type: none"> <li>• <b>Ch 8 <i>Political Parties Develop</i> (AGS)</b></li> <li>• <b>School House Rock Video</b></li> <li>• <b>Preamble Activity (Teacher Created Resource)</b></li> <li>• <b>Branches of Government Activity (AGS)</b></li> <li>• <b>Constitution Activities (US History Shorts)</b></li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Era 3: New Nation (1787-1800)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.	6.1.8.A.3.b 6.1.8.C.3.a 6.3.8.A.3	
Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force while discussing factors that lead to a breakdown of order among nation-states and describe the consequences of the breakdown of order.	6.1.8.A.3.b 6.1.8.A.3.d 6.1.8.C.3.a 6.3.8.A.2 6.3.8.B.1	
<p>Discuss how the rights of American citizens may be in conflict with each other (e.g., right to privacy vs. free press, national security, civil liberties) and contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).</p> <p>Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.</p> <p>Analyze how certain values including individual rights, the common good, self government, justice, equality and free inquiry are fundamental to American public life.</p> <p>Describe representative government and explain how it works to protect the majority and the minority.</p>	6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.B.3.b 6.1.8.D.3.b 6.1.8.D.3.g 6.3.8.A.1 6.3.8.A.2 6.3.8.D.1	<ul style="list-style-type: none"> <li>• <b>Translating the Bill of Rights</b> (<i>Teacher Created Resource</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Era 3: New Nation (1787-1800)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.	6.3.8.A.1 6.3.8.A.3 6.3.8.D.1	
Describe the early evolution of the system of government and political parties in the United States (e.g., presidential elections of 1792, 1796, 1800). Describe the origin and development of the political parties, the Federalists, and the Democratic Republicans (1793-1801).	6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.C.3.b 6.1.8.D.3.g	<ul style="list-style-type: none"> <li>• <b>Ch 8 <i>Political Parties Develop</i></b> (AGS)</li> </ul>
Discuss the implementation of the federal government under the United States Constitution during the presidency of the first presidents.	6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.C.3.b 6.1.8.D.3.c 6.1.8.D.3.g 6.1.8.A.4.a 6.3.8.A.2	<ul style="list-style-type: none"> <li>• <b>The Government's Progress</b> (AGS)</li> <li>• <b>What Would George Washington Do</b> (<i>Teacher Created Resource</i>)</li> </ul>
Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.	6.3.8.A.1 6.3.8.A.2 6.3.8.B.1 6.3.8.D.1	

**Benchmark Assessment (Performance Task):** Unit Test

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 8<sup>th</sup> Grade

#### Unit Topic: Era 4: U.S. Growth and Migration (1800-1860)

##### Overarching Essential Question(s):

- Did the actions of the US government follow the ideas set forth in the Revolution and Constitution?

##### Topical Essential Question(s):

- How did political, economic and social change affect the growth of the US?
- How did individuals and innovations contribute to the development of industry in the US?

##### Understandings (Big Ideas):

- A nation's growth involves political, economic and social change.
- Conflict often accompanies change.
- Perspectives of leaders and individuals affect their actions.

Unit Topic: Era 4: US Growth and Migration (1800-1860)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe and map American territorial expansions and the settlement of the frontier during the first half of the 19 <sup>th</sup> century.	6.1.8.A.4b 6.1.8.B.4a 6.1.8.B.4b 6.1.8.C.4a	<ul style="list-style-type: none"> <li>• <b>Manifest Destiny Overheads</b> (<i>History Alive Book 4</i>)</li> <li>• <b>Research Paper Preview</b> (<i>Teacher Created Handout, Textbook</i>)</li> <li>• <b>Research Paper</b> (<i>Teacher Created Handouts, Library Resources</i>)</li> <li>• <b>End of Research Celebration</b> (<i>Teacher Created Handout</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

Unit Topic: Era 4: US Growth and Migration (1800-1860)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>Westward Expansion Map</b> (<i>Teacher Created Handouts</i>)</li> <li>• <b>Thomas Jefferson Stations</b> (<i>Teacher Created Handouts</i>)</li> </ul>
Discuss the background, major issues and political positions of the War of 1812 (e.g., sectional issues, role of Native Americans).	6.1.8.A.4a	<ul style="list-style-type: none"> <li>• <b>War of 1812 Organizer</b> (<i>Teacher Created Handouts</i>)</li> <li>• <b>War of 1812 Songs</b></li> <li>• <b>War of 1812 Map</b> (<i>Teacher Created Handouts</i>)</li> <li>• <b>War of 1812 Power Point</b> (<i>Teacher Created Power Point</i>)</li> </ul>
Describe the political, economic, and social changes in American society preceding the Civil War, including the early stages of industrialization, and the growth of cities, and the political, legal, and social controversies surrounding the expansion of slavery.	6.1.8.C.4b 6.1.8.C.4c 6.1.8.D.4a	<ul style="list-style-type: none"> <li>• <b>Political Developments in an Expanding Nation</b> (<i>History Alive Book 4</i>)</li> <li>• <b>Market Revolution Discussion*</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Industrial Revolution Notes*</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Industrial Revolution Placards*</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Inventions Discussion*</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Market the Invention Project*</b> (<i>Teacher Created Handout</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

Unit Topic: Era 4: US Growth and Migration (1800-1860)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>Assembly Line Simulation*</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Growth of Cities Stations*</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Slavery DVD</b></li> <li>• <b>Missouri Compromise Simulation*</b> (<i>Teacher Resource Book</i>)</li> <li>• <b>Age of Jackson</b> (<i>History Alive Book 4</i>)</li> </ul>
Discuss American cultural, religious, and social reform movements in the antebellum period (e.g., abolitionists, the Second Great Awakening, the origins of the labor and women's movements).	6.1.8.A.4c 6.1.8.D.4c	<ul style="list-style-type: none"> <li>• <b>Reformer Bingo</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Reformer Quiz-Quiz Trade</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Meeting Women Who Spoke Out</b> (<i>History Alive Book 4</i>)</li> <li>• <b>How Far Have We Come Since Seneca Falls</b> (<i>History Alive Book 4</i>)</li> <li>• <b>Comparative Declarations Activity*</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Role of Women in US Society</b> (<i>Teacher Created Handout</i>)</li> </ul>



# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

Unit Topic: Era 4: US Growth and Migration (1800-1860)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Explain the concept and causes of Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition resulting from the Mexican War (1846-1848).	6.1.8.A.4b 6.1.8.D.4a	<ul style="list-style-type: none"> <li>• <b>Westward Expansion Power Point</b> (<i>Teacher Created Power Point</i>)</li> <li>• <b>Westward Expansion Online Activity</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Overcoming Geographic Challenges Along the Oregon Trail</b> (<i>History Alive Book 4</i>)</li> <li>• <b>“Do’s and Don’ts” for Pioneers</b></li> <li>• <b>Mini-Dramas from Life in the West</b> (<i>History Alive Book 4</i>)</li> <li>• <b>Government Motivations in the West*</b> (<i>ABC-CLIO Book on West</i>)</li> <li>• <b>Alamo Bingo</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Imperialism v. Expansionism Notes</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Oregon Trail Computer Game</b></li> <li>• <b>Oregon Trail DVD</b></li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

Unit Topic: Era 4: US Growth and Migration (1800-1860)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Discuss sectional compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820) and the continued resistance to slavery by African Americans (e.g., Amistad Revolt).	6.1.8.B.4a 6.1.8.B.4b 6.1.8.D.4b 6.1.8.D.4c 6.3.8.D.1	<ul style="list-style-type: none"> <li>• <b>Missouri Compromise Activity*</b> (<i>Teacher Resource Book</i>)</li> <li>• <b>Plantation Life Activity*</b> (<i>History Alive</i>)</li> <li>• <b>Amistad Video Clips</b></li> <li>• <b>Slavery DVD</b></li> <li>• <b>United Streaming on Causes of the Civil War</b></li> </ul>
Describe and map the continuing territorial expansion and settlement of the frontier, including the acquisition of new territories and conflicts with Native Americans, the Louisiana Purchase, the Lewis and Clark expedition, and the California gold rush.	6.1.8.B.4a 6.1.8.B.4b 6.3.8.D.1	<ul style="list-style-type: none"> <li>• <b>US States Games</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>US States Quiz</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Lewis and Clark Board Games</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Lewis and Clark Online Activities</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Westward Expansion Online Activity</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Manifest Destiny Scrapbook</b> (<i>History Alive Book 4</i>)</li> <li>• <b>Government Motivations in the West*</b> (<i>ABC-CLIO West Book</i>)</li> <li>• <b>Decision-Making on the Louisiana Purchase</b> (<i>History Alive</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

Unit Topic: Era 4: US Growth and Migration (1800-1860)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<p><i>Book 4)</i></p> <ul style="list-style-type: none"> <li>• <b>West PBS Video</b></li> <li>• <b>Lewis and Clark United Streaming Clips</b></li> <li>• <b>Research Paper</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Final Summary Project</b> (<i>Teacher Created Handout</i>)</li> </ul>
Explain how state and federal policies influenced various Native American tribes (e.g., homeland vs. resettlement, Black Hawk War, Trail of Tears).	6.1.8.A.4a 6.1.8.B.4a 6.1.8.B.4b 6.1.8.C.4a 6.3.8.D.1	<ul style="list-style-type: none"> <li>• <b>Jackson Overheads</b> (<i>History Alive Book 4, Teacher Created Handout, Teacher Created PPT</i>)</li> <li>• <b>Westward Expansion Online Activity</b> (<i>Teacher Created Handout</i>)</li> <li>• <b>Native American Research Activity</b> (<i>History Alive Book 4</i>)</li> <li>• <b>Manifest Destiny from a Native American Perspective</b> (<i>History Alive Book 4</i>)</li> <li>• <b>Cultures in Conflict</b></li> <li>• <b>Formulating and Changing Government Policy*</b> (<i>ABC-CLIO West Book</i>)</li> <li>• <b>The West of Opportunity*</b> (<i>ABC-CLIO West Book</i>)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

Unit Topic: Era 4: US Growth and Migration (1800-1860)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"><li>• <b>Imperialism v. Expansionism Notes</b> (<i>Teacher Created Handout</i>)</li><li>• <b>Age of Jackson</b> (<i>History Alive Book 4</i>)</li></ul>

**Benchmark Assessment (Performance Task):** Engaging in a simulated democratic process is the foundation for the Socratic seminar that will be the benchmark assessment for this unit. Students will assume roles of people from different parts of the country with conflicting goals for future laws, and discuss their perspectives. The assessment will require use of historical facts and the ability to participate civilly in a discussion.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: Era 4: U.S. Growth and Migration (1800-1860) (Modified)

Students enrolled in LLD Social Studies in 7<sup>th</sup> or 8<sup>th</sup> grade will receive a modified program of study. The table below reflects the modified unit. Students enrolled in LLD Social Studies will be working from the same essential questions, understandings, objectives, and standards as the mainstream course of study. Some activities, assessments and materials have been modified to best meet the instructional needs of the students.

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Era 4: US Growth and Migration (1800-1860)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe and map American territorial expansions and the settlement of the frontier during the first half of the 19 <sup>th</sup> century.	6.1.8.A.4b 6.1.8.B.4a 6.1.8.B.4b 6.1.8.C.4a	<ul style="list-style-type: none"> <li>• <b>Ch 10 A New Spirit of Expansion</b> (AGS)</li> <li>• <b>Label Map to Show Expansion Activity</b> (US History Maps – Mark Twain Media)</li> <li>• <b>Westward Expansion Map</b> (Teacher Created Handouts)</li> <li>• <b>More Changes Under Jefferson</b> (AGS)</li> </ul>
Discuss the background, major issues and political positions of the War of 1812 (e.g., sectional issues, role of Native Americans).	6.1.8.A.4a	<ul style="list-style-type: none"> <li>• <b>Ch 9 The Young Nation Goes to War</b> (AGS)</li> <li>• <b>“The War of 1812” Reading and Quiz</b> (US History Maps – Mark Twain Media)</li> <li>• <b>War of 1812 Songs</b></li> <li>• <b>War of 1812 Map</b> (Teacher Created Handouts)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Era 4: US Growth and Migration (1800-1860)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe the political, economic, and social changes in American society preceding the Civil War, including the early stages of industrialization, and the growth of cities, and the political, legal, and social controversies surrounding the expansion of slavery.	6.1.8.C.4b 6.1.8.C.4c 6.1.8.D.4a	<ul style="list-style-type: none"> <li>• <b>Ch 14 <i>The Slavery Problem Grows</i></b> (AGS)</li> <li>• <b>Civil War Internet Scavenger Hunt</b></li> <li>• <b>Debating Slavery</b> (AGS)</li> <li>• <b>Slavery in America –Map Analysis</b> (<i>US History Maps – Mark Twain Media</i>)</li> <li>• <b>Slavery Crossword</b> (AGS)</li> </ul>
Discuss American cultural, religious, and social reform movements in the antebellum period (e.g., abolitionists, the Second Great Awakening, the origins of the labor and women's movements).	6.1.8.A.4c 6.1.8.D.4c	<ul style="list-style-type: none"> <li>• <b>Role of Women in US Society</b> (<i>Teacher Created Handout</i>)</li> </ul>
Explain the concept and causes of Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition resulting from the Mexican War (1846-1848).	6.1.8.A.4b 6.1.8.D.4a	<ul style="list-style-type: none"> <li>• <b>Trail Activity</b> (<i>US History Maps – Mark Twain Media</i>)</li> <li>• <b>Oregon Trail Computer Game</b></li> <li>• <b>Oregon Trail DVD</b></li> </ul>
Discuss sectional compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820) and the continued resistance to slavery by African Americans (e.g., Amistad Revolt).	6.1.8.B.4a 6.1.8.B.4b 6.1.8.D.4b 6.1.8.D.4c 6.3.8.D.1	<ul style="list-style-type: none"> <li>• <b>The Issue of Slavery</b> (AGS)</li> <li>• <b>Amistad Video Clips</b></li> <li>• <b>United Streaming on Causes of the Civil War</b></li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Era 4: US Growth and Migration (1800-1860)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Describe and map the continuing territorial expansion and settlement of the frontier, including the acquisition of new territories and conflicts with Native Americans, the Louisiana Purchase, the Lewis and Clark expedition, and the California gold rush.	6.1.8.B.4a 6.1.8.B.4b 6.3.8.D.1	<ul style="list-style-type: none"> <li>• <b>Louisiana Purchase Map Activity</b> (<i>US History Maps – Mark Twain Media</i>)</li> <li>• <b>West PBS Video</b></li> <li>• <b>Lewis and Clark United Streaming Clips</b></li> <li>• <b>Lewis and Clark Activity</b> (<i>US History Maps – Mark Twain Media</i>)</li> </ul>
Explain how state and federal policies influenced various Native American tribes (e.g., homeland vs. resettlement, Black Hawk War, Trail of Tears).	6.1.8.A.4a 6.1.8.B.4a 6.1.8.B.4b 6.1.8.C.4a 6.3.8.D.1	

**Benchmark Assessment (Performance Task):** Unit Test

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 8<sup>th</sup> Grade

#### Unit Topic: Era 5: Civil War and Reconstruction (1848-1877)

##### Overarching Essential Question(s):

- How far will people go to protect their beliefs?
- Is Compromise the best solution to solving conflict?
- How do one's own personal characteristics affect the impact of their leadership?

##### Topical Essential Question(s):

- What were the specific points of contention between North and South that led to secession?
- To what extent did attempts at using the democratic process (especially compromise) influence regional conflicts?
- Which military events and personalities affected the outcome of the Civil War?

##### Understandings (Big Ideas):

- People react to events based on their perspective.
- People follow the leadership of others for a variety of reasons.

8 <sup>th</sup> Grade Social Studies Curriculum: Era 5: Civil War and Reconstruction (1848-1877)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Explain the major events, issues, and personalities which led to the American Civil War	6.1.8.A.5.a 6.1.8.B.5.a 6.1.8.D.5.a 6.1.8.D.5.b	<ul style="list-style-type: none"> <li>• <b>Missouri Compromise Simulation</b> (<i>History Alive: Book 5</i>)</li> <li>• <b>URR Activities*</b> (<i>Teacher-Created Activity</i>)</li> <li>• <b>Causes of Civil War</b> (<i>Teacher-Created PowerPoint</i>)</li> <li>• <b>Activity on Lincoln</b> (<i>Teacher-Created Activity</i>)</li> </ul>



# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Social Studies Curriculum: Era 5: Civil War and Reconstruction (1848-1877)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>Mapping exercise on the Election of 1860</b> (<i>Teacher-Created Assignment</i>)</li> <li>• <b>United Streaming on Causes of the Civil War</b> (<i>Website</i>)</li> <li>• <b>Slavery DVD</b> (<i>DVD</i>)</li> <li>• <b>Spoke Diagram</b> (<i>Teacher-Created Resource</i>)</li> <li>• <b>Market Revolution*</b> (<i>Teacher-Created Activity</i>)</li> <li>• <b>Geography/Economic/Social differences exercise</b> (<i>Teacher-Created Assignment</i>)</li> <li>• <b>Civil War Flow Charts</b> (<i>Teacher-Created Resource</i>)</li> </ul>
Explain the major events, issues, and personalities of the American Civil War	6.1.8.B.5.a 6.1.8.D.5.b 6.1.8.D.5.c	<ul style="list-style-type: none"> <li>• <b>Movie: <u>Glory</u></b> (<i>Video Resource</i>)</li> <li>• <b>Group Activity on items Civil War soldiers carried</b> (<i>Teacher-Created Activity</i>)</li> <li>• <b>Civil War timeline</b> (<i>Teacher Notes</i>)</li> <li>• <b>Civil War slideshow</b> (<i>Teacher- Created Activity</i>)</li> <li>• <b>Prison Systems during the Civil War</b> (<i>Teacher-Created Activity</i>)</li> <li>• <b>Civil War in 4 Minutes</b> (<i>Website</i>)</li> <li>• <b>Civil War Group Posters</b> (<i>Teacher-Created Activity</i>)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Social Studies Curriculum: Era 5: Civil War and Reconstruction (1848-1877)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>Review of Lincoln’s presidency</b> (<i>Teacher Notes</i>)</li> <li>• <b>Graphing Civil War Data</b> (<i>Teacher-Created Activity</i>)</li> </ul>
Identify and explain the lasting impact the Civil War and Reconstruction had on the development of the United States	6.1.8.A.5.b 6.1.8.C.5.a 6.1.8.C.5.b 6.1.8.D.5.d	

**Benchmark Assessment (Performance Task):** Students are to complete a Civil War Newspaper based on either a Union or Confederate perspective. Each newspaper should include a biographical sketch of at least 2 Generals from that particular side, a recap of a Civil War battle of note, a visual of either the Southern or Northern economy, strategies of both the Union and Confederacy, and at least one article of interest about a Civil War happening.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: Era 5: Civil War and Reconstruction (1848-1877) (Modified)

Students enrolled in LLD Social Studies in 7<sup>th</sup> or 8<sup>th</sup> grade will receive a modified program of study. The table below reflects the modified unit. Students enrolled in LLD Social Studies will be working from the same essential questions, understandings, objectives, and standards as the mainstream course of study. Some activities, assessments and materials have been modified to best meet the instructional needs of the students.

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Era 5: Civil War and Reconstruction (1848-1877)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Explain the major events, issues, and personalities which led to the American Civil War	6.1.8.A.5.a 6.1.8.B.5.a 6.1.8.D.5.a 6.1.8.D.5.b	<ul style="list-style-type: none"> <li>• <b>Ch 15 <i>The Country Separates</i></b> (AGS)</li> <li>• <b>Civil War Scavenger Hunt</b></li> <li>• <b>Causes of Civil War</b> (Teacher-Created PowerPoint)</li> <li>• <b>Activity on Lincoln</b> (Teacher-Created Activity)</li> <li>• <b>United Streaming on Causes of the Civil War</b> (Website)</li> <li>• <b>Civil War Flow Charts</b> (Teacher-Created Resource)</li> </ul>
Explain the major events, issues, and personalities of the American Civil War	6.1.8.B.5.a 6.1.8.D.5.b 6.1.8.D.5.c	<ul style="list-style-type: none"> <li>• <b>Ch 16 <i>The Civil War</i></b> (AGS)</li> <li>• <b>Civil War Internet Scavenger Hunt</b></li> <li>• <b>Civil War timeline</b> (Teacher Notes)</li> <li>• <b>Civil War slideshow</b> (Teacher-Created Activity)</li> <li>• <b>Civil War Group Posters</b> (Teacher-Created Activity)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Era 5: Civil War and Reconstruction (1848-1877)		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
		<ul style="list-style-type: none"> <li>• <b>Graphing Civil War Data</b> (<i>Teacher-Created Activity</i>)</li> </ul>
Identify and explain the lasting impact the Civil War and Reconstruction had on the development of the United States	6.1.8.A.5.b 6.1.8.C.5.a 6.1.8.C.5.b 6.1.8.D.5.d	<ul style="list-style-type: none"> <li>• <b>Ch 17 Reconstruction</b> (<i>AGS</i>)</li> </ul>

**Benchmark Assessment (Performance Task):** Unit Test and Students are to complete a **Civil War Newspaper** based on either a Union or Confederate perspective. Each newspaper should include a biographical sketch of one General from that particular side, a recap of a Civil War battle of note, a visual of either the Southern or Northern economy, strategies of both the Union and Confederacy, and at least one article of interest about a Civil War happening.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 8<sup>th</sup> Grade

#### Unit Topic: Holocaust/Genocide

##### Overarching Essential Question(s):

- How and why do governments take away people's human rights?

##### Topical Essential Question(s):

- What are causes and events of the Holocaust and other genocides?
- How does propaganda relate to the Holocaust, other genocides and society today?

##### Understandings (Big Ideas):

- Politics, economics, social forces and propaganda combine to lead to genocide.

8 <sup>th</sup> Grade Social Studies Curriculum: Holocaust/Genocide		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.	6.1.12.A.11 6.1.12.D.11 6.3.8.A.1 6.3.8.A.2	<ul style="list-style-type: none"><li>• <b>Comparative Genocide Activity</b> (<i>Teacher Created Materials</i>)</li><li>• <b>Butterfly Activity*</b> (<i>Teacher Created Materials</i>)</li><li>• <b>Current Connection Darfur*</b> (<i>Teacher Created Materials, <a href="http://www.GenocideWatch.org">www.GenocideWatch.org</a>, <a href="http://www.SaveDarfur.org">www.SaveDarfur.org</a>, <a href="http://www.darfurisdying.org">www.darfurisdying.org</a></i>)</li></ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Social Studies Curriculum: Holocaust/Genocide		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Analyze the causes and effects of the fall of the democratic Weimar Republic and the rise of Nazism and European anti-Semitism, resulting in the Holocaust.	6.1.12.A.11 6.1.12.D.11	<ul style="list-style-type: none"> <li>• <b>Race and Genocide*</b> <i>(Teacher Created Materials)</i></li> <li>• <b>“Hitler’s Rise to Power” Power Point*</b> <i>(Teacher Created Materials)</i></li> <li>• <b>Hitler’s Rise to Power Primary Sources*</b> <i>(Teacher Created Materials)</i></li> <li>• <b>German Propaganda*</b> <i>(Teacher Created Materials)</i></li> <li>• <b>Propaganda Video Clips*</b> <i>(Teacher Created Materials)</i></li> <li>• <b>Holocaust Summary Highlighting</b> <i>(Teacher Created Materials)</i></li> <li>• <b>Triumph of the Will and Hitler’s Speech*</b> <i>(Teacher Created Materials)</i></li> </ul>
Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.	6.1.12.A.11 6.1.12.D.11	<ul style="list-style-type: none"> <li>• <b>Race and Genocide*</b> <i>(Teacher Created Materials)</i></li> <li>• <b>“Hitler’s Rise to Power” Power Point*</b> <i>(Teacher Created Power Point)</i></li> <li>• <b>Hitler’s Rise to Power Primary Sources*</b> <i>(Teacher Created Materials)</i></li> </ul>

**Benchmark Assessment (Performance Task):** The benchmark assessment for this unit will be a quiz on the Holocaust and propaganda. It will cover why the Holocaust started, what events led up to the concentration camps and what happened during it. Students will also demonstrate an understanding of strategies used in effective propaganda and identify those strategies in pieces of propaganda.

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### Unit Topic: Holocaust/Genocide (Modified)

Students enrolled in LLD Social Studies in 7<sup>th</sup> or 8<sup>th</sup> grade will receive a modified program of study. The table below reflects the modified unit. Students enrolled in LLD Social Studies will be working from the same essential questions, understandings, objectives, and standards as the mainstream course of study. Some activities, assessments and materials have been modified to best meet the instructional needs of the students.

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Holocaust/Genocide		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events	6.1.12.A.11 6.1.12.D.11 6.3.8.A.1 6.3.8.A.2	<ul style="list-style-type: none"> <li>• <b>Paper Clips – Video</b></li> <li>• <b>Butterfly Activity*</b> (<i>Teacher Created Materials</i>)</li> <li>• <b>Holocaust Symposium</b></li> </ul>
Analyze the causes and effects of the fall of the democratic Weimar Republic and the rise of Nazism and European anti-Semitism, resulting in the Holocaust	6.1.12.A.11 6.1.12.D.11	

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

8 <sup>th</sup> Grade Modified Social Studies Curriculum: Holocaust/Genocide		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation	6.1.12.A.11 6.1.12.D.11	

**Benchmark Assessment (Performance Task):** The benchmark assessment for this unit will be a quiz on the Holocaust. Students will write a journal entry from the perspective of someone living in a concentration camp during the Holocaust.



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## 5-8 Social Studies Curriculum

### Current Events

Current Events are contemporary issues and/or happenings. Current Events are infused throughout the curriculum units in grades 5-8 and are used as a vehicle in order to help students become informed citizens and critical thinkers. Consistent analysis and exposure to current events enables students to become aware of issues that affect them and their world.

#### Essential Question(s):

- How can understanding local and international events help someone become a better citizen?
- How can civic discussion improve citizenship in a democratic republic?
- What methods do people/historians use to interpret and communicate current and historical events?
- How do different political, cultural, or economic perspectives affect the view, interpretation, and communication of current and historical events?

Grades 5-8 Social Studies Curriculum: Current Events		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic	6.3.8.A.1	<ul style="list-style-type: none"> <li>• <b>News Magazines</b> (<i>Time for Kids, Jr. Scholastic, etc...</i>)</li> </ul>
Locate, access, analyze, organize and apply information about selected public issues	6.3.8.A.2	<ul style="list-style-type: none"> <li>• <b>Internet Resources</b></li> </ul>
	6.3.8.A.3	<ul style="list-style-type: none"> <li>• <b>Political Cartoons</b></li> </ul>
Recognize and explain multiple points of view	6.3.8.B.1	<ul style="list-style-type: none"> <li>• <b>Newspapers</b></li> </ul>
Use facts to support opinions during discussions	6.3.8.C.1	<ul style="list-style-type: none"> <li>• <b>Videos</b></li> </ul>
Relate personal views to social, cultural, and historical contexts	6.3.8.D.1	<ul style="list-style-type: none"> <li>• <b>Community resources people</b></li> </ul>
Recognize the causes and effects of prejudice on		

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

Grades 5-8 Social Studies Curriculum: Current Events		
Knowledge/Skills/Understanding (Objectives)	Standard(s) & Indicators(s)	Learning Experiences (Interim Assessments) & Resources
<p>individuals, groups, and society</p> <p>Recognize the value of cultural diversity, as well as the potential for misunderstanding</p> <p>Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes</p> <p>Listen open-mindedly to views contrary to your own</p> <p>Collaboratively develop and practice strategies for managing and resolving conflict</p> <p>Demonstrate understanding of democratic values and processes</p> <p>Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences</p>		<ul style="list-style-type: none"> <li>• <b>Television</b></li> <li>• <b>Radio</b></li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

### 21<sup>st</sup> Century Life and Career Skills

The 21<sup>st</sup> Century Life and Career Skills are infused throughout the curriculum units in Grades 5-8. The mission of the 21<sup>st</sup> Century Life and Career Skills is to “enable students to make informed life and career decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the global workplace” (NJDOE, 2009). The 21<sup>st</sup> Century Skills include critical thinking and problem solving, communication skills, creativity and innovation skills, collaboration skills, information and media skills, and contextual learning skills.

The chart notes the activities and structures in the curriculum units that support students’ facility with 21<sup>st</sup> Century Life and Career Skills. Only the 21<sup>st</sup> Century Life and Career Skills that pertain to Social Studies are included in the table. The remaining 21<sup>st</sup> Century Life and Career Skills and CPI’s are infused in other content-area curricula. The learning experiences are included in Grades 5-8 unless otherwise noted. All of the indicators must be met by the end of Grade 8.

The following chart contains the strands of the following Standard:

**9.1 ALL STUDENTS WILL DEMONSTRATE CREATIVE, CRITICAL THINKING, COLLABORATION AND PROBLEM SOLVING SKILLS TO FUNCTION SUCCESSFULLY AS GLOBAL CITIZENS AND WORKERS IN DIVERSE ETHNIC AND ORGANIZATIONAL CULTURES.**

21 <sup>st</sup> Century Content and CPI's	Learning Experiences
<b>Strand A: Critical Thinking and Problem Solving</b> <ul style="list-style-type: none"><li><b>The ability to recognize and apply critical thinking and problem solving skills to solve the problem is a lifelong skill that develops over time.</b></li></ul>	
9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving skills.	<ul style="list-style-type: none"><li>Cooperative learning structures</li><li>Brainstorming strategies</li><li>Using graphic organizers to organize material to solve a problem</li><li>Socratic Seminar</li><li>Missouri Compromise Simulation (Grade 8)</li><li>Colonial Unrest Matrix (Grade 8)</li></ul>

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### 5-8 Social Studies Curriculum

21 <sup>st</sup> Century Content and CPI's	Learning Experiences
	<ul style="list-style-type: none"> <li>● Comparative Declarations (Grade 8)</li> <li>● Writing Prep: Turning Point (Grade 8)</li> </ul>
9.1.8.A.2 Implement problem solving strategies to solve a problem in the school or community.	<ul style="list-style-type: none"> <li>● Service projects- Coat, drive, food pantry, etc.</li> </ul>
9.1.8.A.3 Summarize strategies used by various (non-profit, not for profit, for profit) organizations and agencies to solve problems that impact communities and compare them with strategies used by similar organizations in another state or country.	<ul style="list-style-type: none"> <li>● Students respond to essay questions that compare various types of societies to the one in <i>The Giver</i>. (Grade 8)</li> <li>● Current Connection Darfur Activity (Grade 8)</li> </ul>
9.1.8.A.4 Design and implement a management plan using problem solving strategies.	<ul style="list-style-type: none"> <li>● Cooperative learning structures- Role for each person in group</li> <li>● Do's and Don'ts for Pioneers (Grade 8)</li> </ul>
<b>Strand B: Creativity and Innovation</b> <ul style="list-style-type: none"> <li>● <b>Gathering and evaluating knowledge and information from a variety of sources that include multiple/global perspectives foster creative/innovative thinking.</b></li> </ul>	
9.1.8.B.1 Incorporate multiple points of view to create alternative solutions.	<ul style="list-style-type: none"> <li>● Participation in discussions and Socratic Seminars</li> <li>● Read primary sources and other texts that present a variety of points of view to solve a problem</li> <li>● Thomas Jefferson Stations (Grade 8)</li> <li>● Missouri Compromise Simulation (Grade 8)</li> <li>● Comparative Declarations Activity (Grade 8)</li> <li>● Westward Expansion Online Activity (Grade 8)</li> <li>● Government Motivations in the West (Grade 8)</li> <li>● Imperialism v. Expansionism Notes (Grade 8)</li> <li>● United Streaming on Causes of the Civil War (Grade 8)</li> <li>● Native American Research Activity (Grade 8)</li> <li>● Cultures in Conflict (Grade 8)</li> <li>● Formulating and Changing Government Policy (Grade 8)</li> <li>● Age of Jackson (Grade 8)</li> </ul>

# Flemington-Raritan Regional School District

## 5-8 Social Studies Curriculum

21 <sup>st</sup> Century Content and CPI's	Learning Experiences
	<ul style="list-style-type: none"> <li>• The West of Opportunity (Grade 8)</li> <li>• Colonial Unrest Matrix (Grade 8)</li> <li>• Debating Independence (Grade 8)</li> <li>• Comparative Declarations (Grade 8)</li> <li>• Writing Prep: Turning Point (Grade 8)</li> <li>• Current Events: Major Battle and Turning Point (Grade 8)</li> </ul>
9 .1.8.B.2 Assess data gathered to solve a problem that reflects varying perspectives (cross-cultural, gender specific, generational) and determine how the data can best be used to design solutions.	<ul style="list-style-type: none"> <li>• Evaluate websites</li> <li>• Evaluate primary and secondary sources for bias</li> <li>• Writing Prep: Thesis</li> <li>• Missouri Compromise Simulation (Grade 8)</li> <li>• Debating Independence (Grade 8)</li> <li>• Current Events: Major Battle and Turning Point (Grade 8)</li> </ul>
<b>Strand C: Collaboration, Teamwork, and Leadership</b> <ul style="list-style-type: none"> <li>• <b>Collaboration and teamwork enable an individual or group to achieve common goals with greater efficiency.</b></li> </ul>	
9.1.8.C.1 Demonstrate an individual's responsibility for personal actions and contributions to the group.	<ul style="list-style-type: none"> <li>• Individual accountability structures in cooperative learning activities</li> <li>• Individual role assignments in groups</li> <li>• Progress monitoring/reporting sheets in cooperative groups</li> <li>• Socratic Seminar reflections</li> <li>• Teambuilding activities</li> <li>• Missouri Compromise Simulation Reflection (Grade 8)</li> <li>• Hitler's Rise to Power Activities (Grade 8)</li> <li>• Comparative Declarations (Grade 8)</li> <li>• Debating Independence (Grade 8)</li> <li>• Current Events: Major Battle and Turning Point (Grade 8)</li> </ul>
9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks,	<ul style="list-style-type: none"> <li>• Cooperative problem-solving activities</li> <li>• Unity Day Activities (Grade 6)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

21 <sup>st</sup> Century Content and CPI's	Learning Experiences
assignments and projects.	<ul style="list-style-type: none"> <li>• Missouri Compromise Simulation (Grade 8)</li> <li>• Lewis and Clark Board Games (Grade 8)</li> <li>• Mini-Dramas from Life in the West (Grade 8)</li> <li>• Colonial Unrest Matrix (Grade 8)</li> <li>• Comparative Declarations (Grade 8)</li> <li>• Writing Prep: Turning Point (Grade 8)</li> <li>• Current Events: Major Battle and Turning Point (Grade 8)</li> <li>• Debating Independence (Grade 8)</li> </ul>
<i>Leadership activities develop over time through participation in groups and/or teams engage in challenging or competitive tasks/activities.</i>	
9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.	<ul style="list-style-type: none"> <li>• Participation in clubs, student council, etc.</li> <li>• Group leader role in small groups</li> </ul>
<b>Strand D: Effective communication skills convey intended messages to others and assist in preventing misunderstandings.</b>	
9.1.8.D.1 Employ appropriate conflict resolution skills	<ul style="list-style-type: none"> <li>• Peer Leaders (Grades 7-8)</li> <li>• Character Education Lessons</li> <li>• Student Council</li> <li>• Peer Tutors and Guidance Lessons/Groups (Grade 6)</li> <li>• Missouri Compromise Simulation (Grade 8)</li> </ul>
<i>Communication with people from different cultural backgrounds is enhanced by understanding cultural perspectives.</i>	
9.1.8.D.3 Use effective communication skills face-to-face and online interactions with peers and adults from home and diverse cultures.	<ul style="list-style-type: none"> <li>• Participation in small groups, literature circles, etc.</li> <li>• Participation in class discussions</li> <li>• Appropriate use of e-mails and blogs to communicate</li> <li>• Computer class- introduction to appropriate communication (Grade 6)</li> <li>• Oral presentations</li> <li>• Parent presentations about culture (Grade 6)</li> <li>• Colonial Unrest Matrix (Grade 8)</li> <li>• Comparative Declarations (Grade 8)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

21 <sup>st</sup> Century Content and CPI's	Learning Experiences
	<ul style="list-style-type: none"> <li>• Current Events: Taxation (Grade 8)</li> <li>• Writing Prep: Turning Point (Grade 8)</li> <li>• Debating Independence (Grade 8)</li> <li>• Current Events: Major Battle and Turning Point (Grade 8)</li> </ul>
9.1.8.D.4 Compare and contrast nuances in verbal/nonverbal communication in different cultures that may result in misunderstanding.	<ul style="list-style-type: none"> <li>• Parent presentations about culture (Grade 6)</li> </ul>
9.1.8.D.5 Justify the need for greater cross-cultural understanding due to globalization.	<ul style="list-style-type: none"> <li>• Taxation Letter, Increase in Tension (Grade 8)</li> <li>• Trouble on the Frontier (Grade 8)</li> </ul>
<b>Strand E: Digital media is a 21<sup>st</sup> century tool used for local and global communication of ideas and events.</b>	
9.1.8.E.1 Explain how technology has strengthened the role of media in a global society.	<ul style="list-style-type: none"> <li>• Technology and synergistic (Grade 7-8)</li> <li>• Newspapers online (Grade 6)</li> </ul>
9.1.8.E.2 Analyze the role of media in sales and marketing and in delivering cultural, political, and other societal messages.	<ul style="list-style-type: none"> <li>• Propaganda Video Clips (Grade 8)</li> </ul>
9.1.8.E.3 Differentiate between explicit and implicit media messages and discuss the impact on individuals, groups, and society as a whole.	<ul style="list-style-type: none"> <li>• Evaluate print and media sources for bias and message</li> <li>• Analysis of political cartoons</li> <li>• Analysis of persuasive techniques: fact -v- opinion</li> <li>• Effects on England (Grade 8)</li> </ul>
<i>There are ethical and unethical uses of communication and media.</i>	
9.1.8.E.4 Determine the undesired outcomes/consequences of unethical uses of media.	<ul style="list-style-type: none"> <li>• Analysis of Nazi propaganda (Grade 8)</li> <li>• Computer class content (Grade 6)</li> <li>• Propaganda Video Clips (Grade 8)</li> <li>• German Propaganda (Grade 8)</li> <li>• Political Cartoon: Stamp Act (Grade 8)</li> </ul>
9.1.8.E.5 Compare and contrast ways government regulate media advertising to protect children and adults in the United States and in other countries.	<ul style="list-style-type: none"> <li>• Internet use agreement</li> <li>• Website permission</li> </ul>
<b>Strand F: Accountability, Productivity and Ethics</b>	
<b>The nature of the 21<sup>st</sup> century workplace has shifted, demanding greater individual accountability, productivity, and</b>	

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### 5-8 Social Studies Curriculum

21 <sup>st</sup> Century Content and CPI's	Learning Experiences
<b>collaboration.</b>	
9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within and outside the classroom.	<ul style="list-style-type: none"> <li>• Individual accountability roles in cooperative structures</li> <li>• Group roles in cooperative groups</li> <li>• Missouri Compromise Simulation (Grade 8)</li> <li>• Lewis and Clark Board Games (Grade 8)</li> <li>• Mini-Dramas from Life in the West (Grade 8)</li> </ul>
<i>Ethical behaviors support human rights and dignity in all aspects of life.</i>	
9.1.8.F.2 Explain the relationship between rules, laws and safety and the protection of individual rights in the global workforce.	<ul style="list-style-type: none"> <li>• Social Studies discussions</li> <li>• Constitution Day activities</li> <li>• Colonial Unrest Matrix (Grade 8)</li> <li>• Taxation Letter, Increase in Tension (Grade 8)</li> </ul>
9.1.8.F.3 Relate the use of new technologies at home, in the workplace, and other settings to incidences of ethical/unethical behavior.	<ul style="list-style-type: none"> <li>• Internet use agreement</li> <li>• Code of conduct</li> <li>• Assemblies pertaining to cyber-bullying, bullying, and tolerance</li> <li>• Guidance groups</li> <li>• Character education program</li> <li>• Online texts</li> </ul>

The following chart contains the strands of the following Standard:

**9.2 ALL STUDENTS WILL DEVELOP SKILLS AND STRATEGIES THAT PROMOTE PERSONAL AND FINANCIAL RESPONSIBILITY RELATED TO FINANCIAL PLANNING, SAVINGS, INVESTMENT, AND CHARITABLE GIVING IN THE GLOBAL ECONOMY.**

21 <sup>st</sup> Century Content and CPI's	Learning Experiences
<b>Strand A: Income and Careers</b>	
<ul style="list-style-type: none"> <li>• Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</li> <li>• Income often comes from different sources, including alternative sources.</li> </ul>	



## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

21 <sup>st</sup> Century Content and CPI's	Learning Experiences
<ul style="list-style-type: none"> <li>• <b>Income affects spending decisions and lifestyle.</b></li> <li>• <b>Taxes and the cost of employee benefits affect the amount of disposable income.</b></li> </ul>	
9.2.8.A.3 Relate earning power to quality of life across cultures.	<ul style="list-style-type: none"> <li>• Social Structures of the Ancient Civilizations (Grade 6)</li> <li>• Byzantine Trading Activity (Grade 7)</li> <li>• Silk Road Activity (Grade 7)</li> <li>• Colonize the Room Activity (Grade 8)</li> </ul>
9.2.8.A.8 Differentiate among the types of taxes and employee benefits.	<ul style="list-style-type: none"> <li>• Feudalism Activity (Grade 7)</li> <li>• Byzantine Trading Activity (Grade 7)</li> <li>• Current Events: Taxation (Grade 8)</li> </ul>
9.2.8.A.9 Differentiate between taxable and nontaxable income.	<ul style="list-style-type: none"> <li>• Current Events: Taxation (Grade 8)</li> </ul>
<b>Strand B: Money Management</b> <ul style="list-style-type: none"> <li>• <b>Money management involves setting financial goals.</b></li> <li>• <b>Money management is reliant on developing and maintaining personal budgets.</b></li> <li>• <b>Money management requires understanding of cash flow systems and business practices</b></li> </ul>	
9.2.8. B.5 Evaluate the relationship of cultural traditions and historical influences on financial practice.	<ul style="list-style-type: none"> <li>• Islamic Eight Pointed Star Activity (Grade 7)</li> <li>• Colonize the Room Activity (Grade 8)</li> <li>• Colonial Economy Game (Grade 8)</li> <li>• Hitler's Rise to Power Activities</li> </ul>
<b>Strand F: Civic Financial Responsibility</b> <ul style="list-style-type: none"> <li>• <b>The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</b></li> <li>• <b>Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</b></li> </ul>	
9.2.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.	<ul style="list-style-type: none"> <li>• Trade in the Ancient World: The Silk Road (Grade 6)</li> <li>• Colonize the Room Activity (Grade 8)</li> <li>• Colonial Economy Game (Grade 8)</li> <li>• Geography and Economics Activity (Grade 8)</li> <li>• Market Revolution Discussion (Grade 8)</li> </ul>

## Flemington-Raritan Regional School District

### 5-8 Social Studies Curriculum

21 <sup>st</sup> Century Content and CPI's	Learning Experiences
	<ul style="list-style-type: none"> <li>• Industrial Revolution Notes (Grade 8)</li> <li>• Industrial Revolution Placards (Grade 8)</li> <li>• Market the Invention Project (Grade 8)</li> <li>• Assembly Line Simulation (Grade 8)</li> <li>• Growth of Cities Stations (Grade 8)</li> <li>• Colonial Unrest Matrix (Grade 8)</li> <li>• Taxation Letter, Increase in Tension (Grade 8)</li> </ul>
9.2.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.	<ul style="list-style-type: none"> <li>• Colonial Economy Game (Grade 8)</li> <li>• Geography and Economics Activity (Grade 8)</li> <li>• Financial Revolution Activity (Grade 8)</li> <li>• Market Revolution Discussion (Grade 8)</li> <li>• Industrial Revolution Notes (Grade 8)</li> <li>• Industrial Revolution Placards (Grade 8)</li> <li>• Market the Invention Project (Grade 8)</li> <li>• Assembly Line Simulation (Grade 8)</li> <li>• Growth of Cities Stations (Grade 8)</li> </ul>