Pacing Guide For Social Studies Curriculum

Grade 7

Topic	**Marking Period**	**Number of Days**
Expanding Exchanges and Encounters (500 CE- 1450 CE)	1-4	178
Civics, Government, and Human Rights: Civic and Political Institutions	1-2 3-4	10 ● Integrated into appropriate lessons
Civics, Government and Human Rights: Participation and Deliberation	1-2 3-4	10 ● Integrated into appropriate lessons
Civics, Government, and Human Rights: Democratic Principles	1-4	● Integrated into appropriate lessons
Civics, Government, and Human Rights: Processes, Rules and Law	1-4	● Integrated into appropriate lessons
Civics, Government, and Human Rights: Human and Civil Rights	1-4	● Integrated into appropriate lessons
Economics, Innovation and Technology: Economic Ways of Thinking	1-2 3-4	10 ● Integrated into appropriate lessons ● MAC

Grade: 7

Standard: 6.2.8	**Content Topic:** Era 4: Expanding Exchanges and Encounters (500CE-1450 CE)

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
7	6.2.8.CivicsPI.4.a	Political and civil institutions impact all aspects of people's lives	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 1/3- The Roman Catholic Church in Medieval Europe Interactive Notebook Newsela 1/6- The Byzantine Empire Interactive Notebook Newsela Edpuzzle 2/7- The Origins and Spread of Islam Interactive Notebook Newsela Edpuzzle 2/8 - Learning About World Religions: Islam Interactive Notebook Newsela ReadWorks: Edpuzzle 4/18 - China's Contacts with the Outside World Interactive Notebook Newsela
7	6.2.8.CivicsDP.4.a	The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments	Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 1/2 - The Development of Feudalism in Western Europe Interactive Notebook Newsela

			development of habeas corpus, and an independent judiciary	Google Earth - Medieval Europe https://earth.google.com/web/@53.28008017,-3.82648054,14.44624565a,676.6039108d,35y,220.93119965h,0t,0r/data=CjASLhIgZWU5NThjMWNiNDMwMTFlNzk4MTM1ZmYzYTA0NDEwZDgiCmdjc19saXN0XzA 1/4- Life in Medieval Towns Interactive Notebook Newsela Google Earth - Medieval Europe https://earth.google.com/web/@53.28008017,-3.82648054,14.44624565a,676.6039108d,35y,220.93119965h,0t,0r/data=CjASLhIgZWU5NThjMWNiNDMwMTFlNzk4MTM1ZmYzYTA0NDEwZDgiCmdjc19saXN0XzA 1/ 5 - The Decline of Feudalism Interactive Notebook Newsela Edpuzzle
7	6.2.8.GeoHE.4.a	Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 1/1 - The Legacy of the Roman Empire Interactive Notebook Newsela Edpuzzle 1/2 - The Development of Feudalism in Western Europe Interactive Notebook Newsela Google Earth - Medieval Europe https://earth.google.com/web/@53.28008017,-3.82648054,14.44624565a,676.6039108d,35y,220.93119965h,0t,0r/data=CjASLhIgZWU5NThjMWNiNDMwMTFlNzk4MTM1ZmYzYTA0NDEwZDgiCmdjc19saXN0XzA 1/6- The Byzantine Empire Interactive Notebook Newsela Edpuzzle 2/10 - From the Crusades to New Muslim Empires Interactive Notebook Newsela 3/11 - Early Societies in West

				Africa Interactive Notebook Newsela 3/12 - Ghana:A West African Trading Empire Interactive Notebook Newsela Edpuzzle 3/13 - The Influence of Islam on West Africa Interactive Notebook Newsela Edpuzzle 3/14 - The Cultural Legacy of West Africa Edpuzzle Interactive Notebook Newsela 4/15 - The Political Development of Imperial China Interactive Notebook Newsela 4/16 - China Develops a New Economy Interactive Notebook Newsela 4/17 - Chinese Discoveries and Inventions Interactive Notebook Newsela 4/18 - China's Contacts with the Outside World Interactive Notebook Newsela 6/22 - The Maya Interactive Notebook Newsela Google Earth - Maya Ruins with Alfred Maudslay https://earth.google.com/web/@15.060674,-96.60468,-8744a,19566095d,35y,0h,0t,0r/data=CjASLhIgZGE0NjZiN2RlMTJlMTFlOGJmMTIxNWJiNDVkZTkwZTEiCnZveV9zcGxhc2g 6/23 - The Aztecs Interactive Notebook Newsela 6/24 - Daily Life in Tenochtitlán Interactive Notebook Newsela 6/26 - Achievements of the Maya, Aztecs, and Incas Interactive Notebook Newsela

7	6.2.8.GeoHP.4.a	The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 3/11 - Early Societies in West Africa Interactive Notebook Newsela 3/12 - Ghana:A West African Trading Empire Interactive Notebook Newsela Edpuzzle 3/13 - The Influence of Islam on West Africa Interactive Notebook Newsela Edpuzzle 3/14 - The Cultural Legacy of West Africa Interactive Notebook Newsela Edpuzzle
7	6.2.8.GeoHP.4.b	The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 3/11 - Early Societies in West Africa Interactive Notebook Newsela 3/12 - Ghana:A West African Trading Empire Interactive Notebook Newsela Edpuzzle 3/13 - The Influence of Islam on West Africa Interactive Notebook Newsela Edpuzzle 3/14 - The Cultural Legacy of West Africa Interactive Notebook Newsela Edpuzzle 4/18 - China's Contacts with the Outside World Interactive Notebook Newsela

7	6.2.GeoHP.4.c	The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 1/2 - The Development of Feudalism in Western Europe Interactive Notebook Newsela Google Earth - Medieval Europe https://earth.google.com/web/@53.28008017,-3.82648054,14.44624565a,676.6039108d,35y,220.93119965h,0t,0r/data=CjASLhIgZWU5NThjMWNiNDMwMTFlNzk4MTM1ZmYzYTA0NDEwZDgiCmdjc19saXN0XzA 1/3- The Roman Catholic Church in Medieval Europe Interactive Notebook Newsela Edpuzzle 1/4- Life in Medieval Towns Interactive Notebook Newsela Google Earth - Medieval Europe https://earth.google.com/web/@53.28008017,-3.82648054,14.44624565a,676.6039108d,35y,220.93119965h,0t,0r/data=CjASLhIgZWU5NThjMWNiNDMwMTFlNzk4MTM1ZmYzYTA0NDEwZDgiCmdjc19saXN0XzA 2/7- The Origins and Spread of Islam Interactive Notebook Newsela Edpuzzle 2/8 - Learning About World Religions: Islam Interactive Notebook Newsela ReadWorks: Edpuzzle 2/ 9- Muslim Innovations and Adaptations Interactive Notebook Newsela 2/10 - From the Crusades to New Muslim Empires Interactive Notebook Newsela 3/13 - The Influence of Islam on West Africa Interactive Notebook Newsela

				Edpuzzle
7	6.2.8.GeoHE.4.b	The physical and human characteristics of places and regions are connected to human identities and cultures	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 1/1 - The Legacy of the Roman Empire Interactive Notebook Newsela Edpuzzle 1/2 - The Development of Feudalism in Western Europe Interactive Notebook Newsela Google Earth - Medieval Europe https://earth.google.com/web/@53.28008017,-3.82648054,14.44624565a,676.6039108d,35y,220.93119965h,0t,0r/data=CjASLhIgZWU5NThjMWNiNDMwMTFlNzk4MTM1ZmYzYTA0NDEwZDgiCmdjc19saXN0XzA 1/6- The Byzantine Empire Interactive Notebook Newsela Edpuzzle 2/10 - From the Crusades to New Muslim Empires Interactive Notebook Newsela 3/11 - Early Societies in West Africa Interactive Notebook Newsela 3/12 - Ghana:A West African Trading Empire Interactive Notebook Newsela Edpuzzle 3/13 - The Influence of Islam on West Africa Interactive Notebook Newsela Edpuzzle 3/14 - The Cultural Legacy of West Africa EInteractive Notebook Newsela Edpuzzle 4/15 - The Political Development of Imperial China Interactive Notebook Newsela 4/16 - China Develops a New Economy Interactive Notebook

				Newsela 4/17 - Chinese Discoveries and Inventions Newsela - Top Inventions of the Middle Ages 4/18 - China's Contacts with the Outside World Interactive Notebook Newsela 6/22- The Maya Interactive Notebook Newsela Google Earth - Maya Ruins with Alfred Maudslay https://earth.google.com/web/@15.060674,-96.60468,-8744a,19566095d,35y,0h,0t,0r/data=CjASLhIgZGE0NjZiN2RlMTJlMTFlOGJmMTIxNWJiNDVkZTkwZTEiCnZveV9zcGxhc2g 6/23- The Aztecs Interactive Notebook Newsela 6/24- Daily Life in Tenochtitlán Interactive Notebook Newsela 6/26- Achievements of the Maya,Aztecs, and Incas Interactive Notebook Newsela
7	6.2.8.GeoHE.4.c	The physical and human characteristics of places and regions are connected to human identities and cultures	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 1/4- Life in Medieval Towns Interactive Notebook Newsela Google Earth - Medieval Europe https://earth.google.com/web/@53.28008017,-3.82648054,14.44624565a,676.6039108d,35y,220.93119965h,0t,0r/data=CjASLhIgZWU5NThjMWNiNDMwMTFlNzk4MTM1ZmYzYTA0NDEwZDgiCmdjc19saXN0XzA 2/8 - Learning About World Religions: Islam Interactive Notebook Newsela Readworks Edpuzzle 2/ 9- Muslim Innovations and Adaptations Interactive Notebook Newsela

				3/11 - Early Societies in West Africa Interactive Notebook Newsela 3/12 - Ghana:A West African Trading Empire Interactive Notebook Newsela Edpuzzle 3/13 - The Influence of Islam on West Africa Interactive Notebook Newsela Edpuzzle 4/18 - China's Contacts with the Outside World Interactive Notebook Newsela 6/22 - The Maya Interactive Notebook Newsela Google Earth - Maya Ruins with Alfred Maudslay https://earth.google.com/web/@15.060674,-96.60468,-8744a,19566095d,35y,0h,0t,0r/data=CjASLhIgZGE0NjZiN2RlMTJlMTFlOGJmMTIxNWJiNDVkZTkwZTEiCnZveV9zcGxhc2g 6/23 - The Aztecs Interactive Notebook Newsela 6/25 - The Incas Interactive Notebook Newsela
7	6.2.8.GeoGI.4.a	The environmental characteristics of places and production of goods influences the spatial patterns of world trade	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 3/11 - Early Societies in West Africa Interactive Notebook Newsela 3/12 - Ghana:A West African Trading Empire Interactive Notebook Newsela Edpuzzle 3/13 - The Influence of Islam on West Africa Interactive Notebook Newsela Edpuzzle

				3/14 - The Cultural Legacy of West Africa Interactive Notebook Newsela Edpuzzle
7	6.2.8.GeoSV.4.a	Economic interdependence is impacted by increased specialization and trade	Analyze the immediate and long term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 2/10 - From the Crusades to New Muslim Empires Interactive Notebook Newsela 4/15 - The Political Development of Imperial China Interactive Notebook Newsela 4/18 - China's Contacts with the Outside World Interactive Notebook Newsela
7	6.2.8.EconNE.4.a	The production and consumption of goods and services influence economic growth, well-being and quality of life	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 1/2 - The Development of Feudalism in Western Europe Interactive Notebook Newsela Google Earth - Medieval Europe https://earth.google.com/web/@53.28008017,-3.82648054,14.44624565a,676.6039108d,35y,220.93119965h,0t,0r/data=CjASLhIgZWU5NThjMWNiNDMwMTFlNzk4MTM1ZmYzYTA0NDEwZDgiCmdjc19saXN0XzA 1/4- Life in Medieval Towns Interactive Notebook Newsela Google Earth - Medieval Europe https://earth.google.com/web/@53.28008017,-3.82648054,14.44624565a,676.6039108d,35y,220.93119965h,0t,0r/data=CjASLhIgZWU5NThjMWNiNDMwMTFlNzk4MTM1ZmYzYTA0NDEwZDgiCmdjc19saXN0XzA 1/5 - The Decline of Feudalism Interactive Notebook Newsela

				Edpuzzle 5/19- The Influence of Neighboring Cultures on Japan Interactive Notebook Newsela 5/20- Heian-kyo: The Heart of Japan's Golden Age Interactive Notebook Newsela 5/21- The Rise of the Warrior Class in Japan Interactive Notebook Newsela
7	6.2.8.HistoryCC.4.a	Historical events may have single, multiple, direct and indirect causes and effects	Determine which events led to the rise and eventual decline of European feudalism	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 1/2 - The Development of Feudalism in Western Europe Interactive Notebook Newsela Google Earth - Medieval Europe https://earth.google.com/web/@53.28008017,-3.82648054,14.44624565a,676.6039108d,35y,220.93119965h,0t,0r/data=CjASLhIgZWU5NThjMWNiNDMwMTFlNzk4MTM1ZmYzYTA0NDEwZDgiCmdjc19saXN0XzA 1/4- Life in Medieval Towns Interactive Notebook Newsela Google Earth - Medieval Europe https://earth.google.com/web/@53.28008017,-3.82648054,14.44624565a,676.6039108d,35y,220.93119965h,0t,0r/data=CjASLhIgZWU5NThjMWNiNDMwMTFlNzk4MTM1ZmYzYTA0NDEwZDgiCmdjc19saXN0XzA 1/ 5 - The Decline of Feudalism Interactive Notebook Newsela Edpuzzle 5/21- The Rise of the Warrior Class in Japan Interactive Notebook Newsela
7	6.2.8.HistoryCC.4.b	Historical events may have single, multiple, direct and indirect causes and effects	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 1/4- Life in Medieval Towns Interactive Notebook Newsela

			and kingdoms (i.e., Europe, Asia, Americas)	Google Earth - Medieval Europe https://earth.google.com/web/@53.28008017,-3.82648054,14.44624565a,676.6039108d,35y,220.93119965h,0t,0r/data=CjASLhIgZWU5NThjMWNiNDMwMTFlNzk4MTM1ZmYzYTA0NDEwZDgiCmdjc19saXN0XzA 4/16 - China Develops a New Economy Interactive Notebook Newsela 4/18 - China's Contacts with the Outside World Interactive Notebook Newsela
7	6.2.8.History.CC.4.c	Historical events and developments are shaped by social, political, cultural, technological and economic factors	Assess the demographic, economic, and religious impact of the plague on Europe	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 1/4- Life in Medieval Towns Interactive Notebook Newsela Google Earth - Medieval Europe https://earth.google.com/web/@53.28008017,-3.82648054,14.44624565a,676.6039108d,35y,220.93119965h,0t,0r/data=CjASLhIgZWU5NThjMWNiNDMwMTFlNzk4MTM1ZmYzYTA0NDEwZDgiCmdjc19saXN0XzA 1/ 5 - The Decline of Feudalism Interactive Notebook Newsela Edpuzzle
7	6.2.8.HistoryCC.4.d	Historical events and developments are shaped by social, political, cultural, technological and economic factors	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims and traders	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 1/3- The Roman Catholic Church in Medieval Europe Interactive Notebook Newsela 2/10 - From the Crusades to New Muslim Empires Interactive Notebook Newsela
7	6.2.8.HistoryCC.4.e	Historical events and developments are shaped by social, political, cultural, technological and economic factors	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 1/1 - The Legacy of the Roman

				Empire Interactive Notebook Newsela Edpuzzle 1/6- The Byzantine Empire Interactive Notebook Newsela 2/10 - From the Crusades to New Muslim Empires Interactive Notebook Newsela
7	6.2.8.HistoryCC.4f	Historical events and developments are shaped by social, political, cultural, technological and economic factors	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 1/2 - The Development of Feudalism in Western Europe Interactive Notebook Newsela Google Earth - Medieval Europe https://earth.google.com/web/@53.28008017,-3.82648054,14.44624565a,676.6039108d,35y,220.93119965h,0t,0r/data=CjASLhIgZWU5NThjMWNiNDMwMTFlNzk4MTM1ZmYzYTA0NDEwZDgiCmdjc19saXN0XzA 1/3- The Roman Catholic Church in Medieval Europe Interactive Notebook Newsela Edpuzzle 1/6- The Byzantine Empire Interactive Notebook Newsela Edpuzzle 2/10 - From the Crusades to New Muslim Empires Interactive Notebook Newsela
7	6.2.8.HistoryCC.4g	Historical events and developments are shaped by social, political, cultural, technological and economic factors	Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa (Islam), Europe and the Americas over time	Quizlet IXL https://www.ducksters.com/ https://www.ushistory.org/civ/index.asp 1/1 - The Legacy of the Roman Empire https://www.ushistory.org/civ/index.asp Interactive Notebook Newsela Edpuzzle 1/6- The Byzantine Empire Interactive Notebook Newsela

				Edpuzzle 2/10 - From the Crusades to New Muslim Empires Interactive Notebook Newsela 3/11 - Early Societies in West Africa Interactive Notebook Newsela 3/12 - Ghana:A West African Trading Empire Interactive Notebook Newsela Edpuzzle 3/13 - The Influence of Islam on West Africa Interactive Notebook Newsela Edpuzzle 3/14 - The Cultural Legacy of West Africa Interactive Notebook Newsela Edpuzzle 4/15 - The Political Development of Imperial China Interactive Notebook Newsela 4/18 - China's Contacts with the Outside World Interactive Notebook Newsela 6/22- The Maya Interactive Notebook Newsela Google Earth - Maya Ruins with Alfred Maudslay https://earth.google.com/web/@15.060674,-96.60468,-8744a,19566095d,35y,0h,0t,0r/data=CjASLhIgZGE0NjZiN2RlMTJlMTFlOGJmMTIxNWJiNDVkZTkwZTEiCnZveV9zcGxhc2g 6/23- The Aztecs Interactive Notebook Newsela 6/24- Daily Life in Tenochtitlán Interactive Notebook Newsela 6/25- The Incas Interactive Notebook Newsela 6/26- Achievements of the Maya,Aztecs, and Incas Interactive Notebook Newsela

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Interactive Notebook Workbooks/worksheets Class discussion Notebook checks Lesson Quizzes	Unit tests	TCI text (unit/lesson) Newsela articles Primary Sources iCivics lessons and games Quizlet IXL edpuzzle https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
IXL Quizlet on-line text resources Newsela edpuzzle Ducksters US History.org	DBQ/constructed response questions: ELA -RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught

Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Standard: 6.3.8.CivicsPI.1	**Content Topic:** Civics, Government and Human Rights: Civic and Political Institutions

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6-8	6.3.8.CivicsPI.1	Political and civil institutions impact all aspects of people's lives	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve	Mock Election iCivics
6-8	6.3.8.CivicsPI.2	Governments have different structures which impact development (expansion) and civic participation	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship)	Mock Election iCivics
6-8	6.3.8.CivicsPI.3	Governments have different structures which impact development (expansion) and civic participation	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to	Mock Election iCivics

			gain support for addressing the issue	
6-8	6.3.8.CivicsPI.4	Governments have different structures which impact development (expansion) and civic participation	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Mock Election	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	ELA - RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/

-Visual aids -Manipulatives -Graphic organizers		grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Standard: 6.3.8	**Content Topic:** Civics, Government, and Human Rights: Participation and Deliberation

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6-8	6.3.8.CivicsPD.1	Civic participation and deliberation are the responsibility of every member of society	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion	Mock Election iCivics
6-8	6.3.8.CivicsPD.2	Civic participation and deliberation are the responsibility of every member of society	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level	Mock Election iCivics
6-8	6.3.8.CivicsPD.3	Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take actions on public issues	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Mock Election	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)

iCivics	ELA - RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

August 2026

Standard: 6.3.8	**Content Topic:** Civics, Government, and Human Rights: Democratic Principles

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6-8	6.3.8.CivicsDP.1	The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Mock Election	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	ELA - RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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Standard: 6.3.8	**Content Topic:** Civics, Government, and Human Rights: Processes, Rules and Law

Grade	Strand	Disciplinary Core	Performance	Practices / Skills &

		Ideas / Essential Statement / Objective	Expectation	Lesson
6-8	6.3.8.CivicsPRL.1	In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies work, which requires an understanding of political systems and defining and addressing public	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Mock Election	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	ELA - RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

	ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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Standard: 6.3.8	**Content Topic:** Civics, Government, and Human Rights: Human and Civil Rights

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.8.CivicsHR.1	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social and economic, and cultural rights	Construct an argument as to the source of human rights and how they are best protected	Mock Election iCivics

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DBQ/constructed response questions Workbooks/worksheets Class discussion	Mock Election	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	ELA - RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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-Manipulatives -Graphic organizers		It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Standard: 6.3.8	**Content Topic:** Economics, Innovation and Technology, Economic Ways of Thinking

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.8.EconET.1	Economic decisions involves setting goals, weighting costs and benefits, and identifying the resources available to achieve those goals	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation)	Mock Election iCivics
6.3.8.EconET.2	Economic decisions involves setting goals, weighting costs and benefits, and identifying the resources available to achieve those goals	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes)	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Moc	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
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Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Content Topic: Amistad

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
The history of the African slave trade, slavery in America, the	Ancient River Valley Civilizations

depth of their impact in our society, and the triumphs of African-Americans and their significant contributions to the development of this country is the proper concern of all people	Black Kingdoms of the Nile (Kingdom of Kush) Egyptian Pharaohs African Kingdoms Mansa Musa and the Mali Empire African Kingdoms & the Wonders of the Ancient World Renaissance and Reformation Religion in Ethiopia and Subsaharan Africa Spread of Muslim Empires in North Africa/Europe

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Comprehension Graphic Organizer Readworks Assessment	Pre and post test	https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en https://njsbf.org/school-based-programs/violence-preventionanti-bias-trainings/breaking-bias-lessons-from-the-amistad/ http://www.njamistadcurriculum.net/history/unit/social-studies-skills/lesson_plan/4211/289 http://www.njamistadcurriculum.net/history/unit/social-studies-skills/content/3465/7077 http://www.njamistadcurriculum.net/history/unit/social-studies-skills/content/3468/7072 https://americanindian.si.edu/static/exhibitions/infinityofnations/introduction.html

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
http://www.twpunionschools.org/documents/Curricula/K-12%20Amistad%20Curriculum%20Resources.pdf	ELA Art

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Content Topic: Holocaust

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
People are different, and those differences make us special Students should be able to:	https://www.nj.gov/education/holocaust/curriculumn/materials/docs/caring_makes_a_difference

1. Demonstrate an understanding of the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc. 2. Demonstrate an understanding that each one of us is unique and special. 3. Compare and contrast self to others. 4. Demonstrate that s/he recognizes and can list differences in people. 5. Explain how each difference in people potentially enriches all people. 6. Demonstrate that s/he recognizes the things all of us share in common. 7. Demonstrate an understanding of the concepts of respect, trust, and caring. 8. Apply concepts of respect, trust, and caring to self and others. 9. Demonstrate an understanding of how words can hurts us or can make us feel good. 10. Demonstrate an understanding that your words and your behavior affect you and others. 11. Demonstrate an understanding of why we have rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhood. 12. Demonstrate an understanding that sometimes a rule is not a good rule and that there are ways that we can work together to change it. 13. Explain what a bully is and how a bully acts. 14. Explain what a friend is and how a friend acts.	_K-4_%20curriculum_guide.pdf

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Comprehension Questions	Prior Knowledge Assessment Post Test	The Sugihara Story Holocaust Hero:A Tree for Sugihara. Story of the heroism and courage of Chiune Sugihara, Japanese diplomat who saved thousands of Jews. 30 Min. 6th grade and up • The Other Side of Faith. Important issues are discussed. For example, is it right to disobey an unjust law? What does a war hero look like? 27 min. 6th grade and up. Both videos available from Social Studies School Service • • The Visas That Saved Life. Tells the story of the heroism that Chiune Sugihara displayed while saving Jews from death. 115 min. color. http://www.jewishstore.com/cgi-bin/videosearch.exe? ISBN=156082144

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
www.eduplace.com	ELA

EdPuzzle Learn 360 Youtube Educational Videos TedEd	

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Content Topic: Diversity and Inclusion / LGBTQ

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.	Newsela Articles: ● World Leaders: Hatshepsut ● The Egyptian Roots of Feminism ● The History of the Caste System THE HOLOCAUST AND GENOCIDE: New Jersey Commission on Holocaust Education TCI Text Newsela Articles ● How 700 years of Muslim rule in Spain came to an end ● The Crusades: Consequences and effects ● The Crusades: War in the Holy Land ● How racism was first officially started in 15th-century Spain

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Reading Comprehension Graphic Organizer	Discussion on Differences What did you learn post quiz	Newsela Articles: ● World Leaders: Hatshepsut ● The Egyptian Roots of Feminism ● The History of the Caste System TCI Text Newsela Articles ● How 700 years of Muslim rule in Spain came to an end ● The Crusades: Consequences and effects ● The Crusades: War in the Holy Land ● How racism was first officially started in

		15th-century Spain

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Newsela Articles: ● World Leaders: Hatshepsut ● The Egyptian Roots of Feminism ● The History of the Caste System TCI Text Newsela Articles ● How 700 years of Muslim rule in Spain came to an end ● The Crusades: Consequences and effects ● The Crusades: War in the Holy Land ● How racism was first officially started in 15th-century Spain	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.