

Mendham Township Public Schools

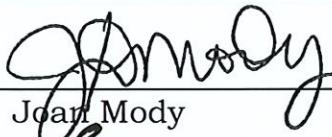


MIDDLE SCHOOL SOCIAL STUDIES Curriculum

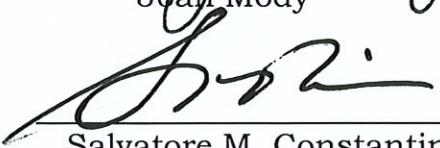
Board of Education Adoption Date:

May 24, 2022

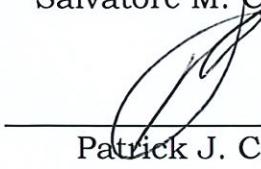
Board of Education President:


Joan Mody

Superintendent of Schools:


Salvatore M. Constantino

Principal:


Patrick J. Ciccone



2022 Social Studies

Curriculum

Dr. Patrick Ciccone

Mr. Fernando Rivera

Mr. Michael Ferenc

Mr. Perry Hooker

Ms. Meghan Ryan

(NJ 2020 Standards)

Every Student Every Day

Mendham Township Middle School



Social Studies 'Month by Month' Pacing Map

Grade Level: Fifth

Month	Topics Covered (years or content covered, PBT, tests)	Special Activities / Books / Other
September	<ul style="list-style-type: none"> - Geography: 7 continents and 5 oceans, 50 states - Content: Tools of geography, longitude/latitude, five themes of geography, different types/parts of maps - Formal Benchmark Writing #1: What is the most important quality for a leader to have in the face of tragedy? - PBT: 9/11 	<ul style="list-style-type: none"> - 9/11 WNRW topic - Oceans and continents quiz - Writing expectations
October	<ul style="list-style-type: none"> - Content: Regions of the United States: natural resources, physical features, climate, people - Formal Benchmark Writing #2: Why is it important to preserve national parks? - Rewrite Benchmark #1: National parks essay - PBT: Flint, Michigan – Should citizens begin paying for their water or should the government continue to pay for a portion of their water bill? 	<ul style="list-style-type: none"> -Unit 1 vocab quiz -50 states test -Violence Awareness WNRW topic: Taking Down the Green-Eyed Monster (October 18) -Virtual Reality Lesson: Growing Hypothesis (National Parks)
November	<ul style="list-style-type: none"> - Content: Regions of the United States: natural resources, physical features, climate, people, etc. - Canada: physical features, climate, provinces and territories - PBT: Teens run for governor in Kansas, Gitanjali Rao invents clean water tool. What is the common message both teenagers are trying to show the world? 	<ul style="list-style-type: none"> - 50 States Project - Geography Olympics - USA Scavenger Hunt - Capitals and states test - Canada Quiz
December	<ul style="list-style-type: none"> - Formal Benchmark Writing #3: Pearl Harbor - Content: Canada: provinces and territories - PBT: Canadian oil sands – do the positive effects outweigh the negative effects or do the negative effects outweigh the positive effects? 	<ul style="list-style-type: none"> - VR lesson: religious structures around the world
January	<ul style="list-style-type: none"> - Formal Benchmark Writing #4 - PBT: Possible negative and positive effects of fighting with nonviolence (MLK and Gandhi) 	<ul style="list-style-type: none"> -Europe Quiz -TTT American Dream -School Geography Bee

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	<ul style="list-style-type: none"> - Rewrite Benchmark #2: PBT - Content: Immigration during the time period of the American Dream (where did immigrants come from, why did they come, what was life like when they got here, etc.) 	<ul style="list-style-type: none"> -Heritage Project -MLK WNRW topic
February	<ul style="list-style-type: none"> - Formal Benchmark Writing #5 (TTT American Dream) - Content: Immigration during the time period of the American Dream (where did immigrants come from, why did they come, what was life like when they got here, etc.) *No PBT – ELA Cowrite #1 	<ul style="list-style-type: none"> -Asia geography quiz -Heritage Day -American Dream vocab test
March	<ul style="list-style-type: none"> - Content: Mexico: climate, physical features, land resources, general information about country - Formal Benchmark Writing #6: America vs. Mexico - PBT: Inspiring Mexican women and what people can continue to do to break the stereotypes women face 	<ul style="list-style-type: none"> -VR lesson: Mexico City -VR lesson: Mayan and Aztec pyramids in Mexico
April	<ul style="list-style-type: none"> - Formal Benchmark Writing #7: Deforestation - ELA Cowrite #2: American Dream TTT - Content: South American physical features 	<ul style="list-style-type: none"> -Mexico unit quiz -Central America geography quiz -South America geography quiz
May	<ul style="list-style-type: none"> - Formal Benchmark Writing #8: Amazon Rainforest TTT: How can humans help save the rainforest? - PBT: Does the rest of the world have a responsibility to stop deforestation in the Amazon Rainforest? What does the world need to do to stop deforestation? 	<ul style="list-style-type: none"> -Memorial Day WNRW topic -VR lesson: Deforestation
June	<ul style="list-style-type: none"> -Amazon Rainforest TTT: How can humans help save the rainforest? 	<ul style="list-style-type: none"> -Amazon Rainforest vocab test -Amazon Rainforest TTT -Amazon Rainforest group animal project -Geography team competition

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MTMS Social Studies Grade 5 Curriculum

Mendham Township School District

Social Studies Curriculum

Grade 5

Grade 5 Unit 1: Tools of Geography	
Stage 1-Desired Results	Essential Questions
<p>Key Ideas</p> <p>Geographers use directions to help locate points on Earth's surface.</p> <ul style="list-style-type: none">• Geographers have drawn imaginary lines around Earth, dividing it into parts to help pinpoint locations.• The theme of location is used to describe where a place is found, while the other themes describe features of a place.• Globes, photographs, computer images, and maps are all ways to show and view Earth's surface.• Each way of showing Earth's surface has advantages and disadvantages.• Maps have parts that help read them.• Though different maps show different things about a place, the same tools can be used to understand them.• Maps can show many different kinds of information.• Political, physical, and special-purpose maps are the main types of maps.	<ul style="list-style-type: none">• What tools do geographers use to study the world?• How can the tools of geography help people understand the Earth and its patterns?• Why are there so many different types of maps, globes, and other forms of geography tools, and what are their advantages and disadvantages?• How can the location of places on the Earth be described?

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Knowledge Students will identify ...	Skills Students will be able to...	Companion Standards Performance Tasks: Other Evidence:
<ul style="list-style-type: none"> • ways geographers use latitude and longitude to study Earth. • the basic questions geographers seek to answer in their study of Earth. • ways geographers use location, place, region, movement, and human-environment interaction to study and understand Earth. • ways geographers show and view Earth's surface. • different parts of a map. • how to use standard map features to read a map. • different kinds of maps. • kinds of information each map shows. 	<ul style="list-style-type: none"> ● explain the kind of information that different types of maps show. ● use maps to obtain information, make comparisons, develop generalizations, make inferences, and draw conclusions. ● demonstrate basic map skills: <ul style="list-style-type: none"> a) using lines of longitude and latitude b) using map legends/keys c) determining and comparing relative size d) determining directions ● analyze text and respond. ● compare and contrast strengths and weaknesses of different map projections. ● use technology for research. ● identify the basic questions geographers seek to answer in their study of Earth. ● describe ways geographers use latitude and longitude to study Earth. 	<p>NJSLS Social Studies Standards</p> <p>6.1.5.GeoSV.1 6.1.5.GeoHE.1 6.1.5.GeoSV.2 6.1.5.GeoHE.2 6.1.5.GeoSV.3 6.1.5.GeoHE.3 6.1.5.GeoSV.4 6.1.5.GeoSV.5</p> <p>Active Citizenship</p> <p>Mandates- none</p> <p>LA Reading Informational Text Standards 3, 4, 5, 7, 9 Writing Standards 1, 2, 4, 6, 8, 9</p> <p>Career Readiness, Life Literacies, and Key Skills</p>

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<ul style="list-style-type: none">● End of Unit Test	<ul style="list-style-type: none">● Formal assessments: lesson quizzes, and writing prompts● Wednesday Night Reading and Writing responses● Performance Based Tasks● Quick-Writes
Learning Activities	<ul style="list-style-type: none">● Act out the process of locating points on a latitude and longitude grid.● Create maps with basic map parts.● Identify the differences between physical, political, and special-purpose maps.● Evaluate mapping tools● Engage in quick-writes to develop writing fluency, build the habit of reflection into a learning experience, and informally assess student thinking.
Differentiation	<ul style="list-style-type: none">● The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.● Assign, assess and modify if necessary to address needs of at risk learners.
Subject Integration	<ul style="list-style-type: none">● Language Arts (analyzing non-fiction text and responding with self-to-text connections)● Science (interpretation of data presented on maps, diagrams, graphs, tables, and charts)
Resources	<ul style="list-style-type: none">● Textbooks: <i>my World Geography: Western Hemisphere</i> (Pearson 2011)● Daily Geography Practice● Maps● Google Earth

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Grade 5 Unit 2: United States and Canada	
Stage 1-Desired Results	Essential Questions
<p>Key Ideas</p> <ul style="list-style-type: none"> The United States is a large country with a variety of physical features. Natural resources have played a large role in the economic growth of the United States. The physical features of the United States affect where people have settled, although today, many Americans have moved from the country to the city. There are several landform regions in Canada which affect where people live. Canada has impressive reserves of timber, minerals, and fresh water, and many of its industries are based on these resources. In economic development that has paralleled the United States, most of the Canadian population now lives in cities. 	<p>Essential Questions</p> <ul style="list-style-type: none"> How have the physical features of the United States affected where people have settled? How is the United States able to produce agricultural products that are sold throughout the world? What part have natural resources played in the growth of the United States economy? How have people tried to minimize their impact on the environment? How have Canada's geography and climate affected where people live? How has Canada's economic development been similar to that of the United States? Why is cooperation between the United States and Canada regarding environmental issues critical?

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<ul style="list-style-type: none"> • the importance of natural resources to U.S. economic growth. • the effect of immigration on the United States. • resources and geography have an important effect on settlement. • characteristics of Canada's six major landform regions. • types of Canadian industries that are based on natural resources. 	<ul style="list-style-type: none"> • describe the effects of natural resources and climate on population distribution. • identify and locate major physical features on an outline map of Canada. • explain the effect natural resources have on Canada's economy.
NJSLS Social Studies Standards 6.1.5GeoPP.1 6.1.5GeoPP.2 6.1.5GeoPP.3 6.1.5GeoPP.4 6.1.5GeoPP.5 6.1.5GeoPP.6	Companion Standards <u>LA</u> Reading Informational Text Standards 3, 4, 5, 7, 9 Writing Standards 1,2,4,6,7,8,9,10 Listening Speaking Standards 4,6 Career Readiness, Life Literacies, and Key Skills 9.4.5.TL.5
Mandates-Amistad Commission <ul style="list-style-type: none"> • The Americas were populated long before the arrival of European colonists in the 1490s. Students often believe the history of the Americas began with the European presences. This misconception will be addressed in this unit. 	Performance Tasks: <ul style="list-style-type: none"> • Label the four major regions and major cities on an outline map of United States. • Label the six major regions on an outline map of Canada.

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<ul style="list-style-type: none">● Use the <i>Activity Support: Regional Survey</i> as a guide for taking notes on each of Canada's six major geographic regions.	<p>Learning Activities</p> <ul style="list-style-type: none">● Take a digital trip of the United States and Canada.● Students will take notes on a region and turnkey the information.● Predict major differences in the climate and landforms of the U.S. and Canada.● Engage in quick-writes to develop writing fluency, build the habit of reflection into a learning experience, and informally assess student thinking.	<p>Differentiation</p> <ul style="list-style-type: none">● The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.● Assign, assess and modify if necessary to address needs of at risk learners.	<p>Subject Integration</p> <ul style="list-style-type: none">● Language Arts (analyzing non-fiction text and responding with self-to-text connections)	<p>Resources</p> <ul style="list-style-type: none">● Textbooks: <i>my World Geography; Western Hemisphere</i> (Pearson 2011)● Daily Geography Practice● My World Geography Activity Cards● successnetplus.com● Maps● Globes
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Grade 5 Unit 3: Mexico, Central America, South America and Caribbean	
Stage 1-Desired Results	Essential Questions
Key Ideas <ul style="list-style-type: none"> There are several landform regions in Mexico. Mexico's climate varies from arid to semiarid in most areas, which limits agriculture. Petroleum, hydroelectric power, and mining are important parts of the Mexican economy. Central America and the Caribbean are often hit by natural disasters. Tropical climates make agriculture and tourism vital to the region's economies. Plantation farming and large numbers of tourists can have negative effects on the region's environments. 	Essential Questions <ul style="list-style-type: none"> How much does geography shape a country? Why does northern Mexico have relatively few people? How do environmental challenges in northern and southern Mexico differ? Why has much of Mexico's population growth occurred in and around Mexico City? Is it better to be independent or interdependent? How do tourists and tourism affect Central America, South America, and the Caribbean? How might the frequency of natural disasters affect a country's ability to be independent? What makes Panama an ideal place for building a canal?
Knowledge Students will know... <ul style="list-style-type: none"> Mexico's several landform regions. the effects of climate on agriculture in various regions. Mexico's most important resource is petroleum. Mexico produces more silver than any other nation in the world. 	Skills Students will be able to... <ul style="list-style-type: none"> identify and locate major physical features on a map of Mexico. explain how Mexico's large size and different elevations cause it to have many different climate areas. identify Mexico's natural resources, including its most important natural resource, and where they are found. describe the effects of human activity on the environment. identify and locate major physical and political features of Central America, South America and the Caribbean on a map of the region.

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<ul style="list-style-type: none"> • Mexico's ecosystems host unique animal and plant life. • air pollution is a serious problem in Mexico City. • because of overgrazing cattle and irrigation issues, some of Mexico's fragile land is becoming desert. • another environmental issue is deforestation. • economic importance and environmental hazards of tourism and agriculture. • earthquakes, volcanic eruptions, and hurricanes frequently strike Central America and the Caribbean due to warm wet climate and this region's position on Earth. • creation of the Panama Canal increased trade worldwide. 	<ul style="list-style-type: none"> • describe how the people of Central America, South America, and the Caribbean live off the land. • describe the positive and negative effects of tourists and tourism. • explain how the frequency of natural disasters can affect a country's ability to be independent. • explain why the Panama Canal was constructed. 	<p>NJSLS Social Studies Standards</p> <p>6.2.8.B.4.h</p> <p>Companion Standards</p> <p>LA Reading Informational Text Standards 3, 4, 5, 7, 9 Writing Standards 1,2,4,6,7,8,9,10 Listening Speaking Standards 4,6</p> <p>Career Readiness, Life Literacies, and Key Skills</p> <p>9.4.5.TL.3</p> <p>Mandates- Amistad Commission</p> <ul style="list-style-type: none"> • The Americas were populated long before the arrival of European colonists in the 1490s. Students often believe the history of the Americas began with the European presences. This misconception will be addressed in this unit.
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Performance Tasks:	Other Evidence: <ul style="list-style-type: none">• Create symbols for Mexico's physical features and place them accurately on a map.• Use Activity Support: <i>Mexico Goes Global</i> to play the part of a business tycoon who runs a global conglomerate and identify the location of natural resources and explore their industrial potential.• Label the seven Central American countries on a map.• Create symbols for five of the Caribbean's countries found on the four largest islands and several of this region's physical features and place them accurately on a map.• Use Activity Support: <i>Venturing in Nicaragua</i> to demonstrate how geographic factors create socioeconomic challenges, different political and economic systems have varying effects on national stability and quality of life, and the benefits and drawbacks of international involvement for small nations.
Learning Activities	<ul style="list-style-type: none">• Take a digital trip of Mexico and the countries of Central America and the Caribbean.• Read Enrichment: <i>A Slowly Sinking City</i> to learn about subsidence and its impact on Mexico City.

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<ul style="list-style-type: none">● Examine maps in order to identify three locations with resources that have potential for industrial development in Mexico.● Engage in quick-writes to develop writing fluency, build the habit of reflection into a learning experience, and informally assess student thinking.		
Differentiation <ul style="list-style-type: none">● The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.● Assign, assess and modify if necessary to address needs of at risk learners.		
Subject Integration <ul style="list-style-type: none">● Language Arts (analyzing non-fiction text and responding with self-to-text connections)●		
Resources <ul style="list-style-type: none">● Textbooks: <i>my World Geography; Western Hemisphere</i> (Pearson 2011)● Daily Geography Practice● My World Geography Activity Cards● Maps● Globes		

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Grade 5 Unit 4: Government	
Stage 1-Desired Results	Essential Questions
<p>Key Ideas:</p> <ul style="list-style-type: none"> • In a representative democracy, individuals elect representatives to act on behalf of the people. • Through participation in the decision-making process, people can initiate change. • Individuals have the right to be safe and not to be bullied or discriminated against. • It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. • Certain dispositions help individuals contribute to the health of American democracy. • Participation requires learning about public issues and determining how and when to take action to address them. • Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. 	<ul style="list-style-type: none"> • What is the role of citizens in a representative democracy? • How is effective conflict resolution possible? • What are the benefits of rules, laws, and policies? • How do the three branches of government balance power amongst themselves? • How can individuals initiate change through petitions and the voting process? • What are the different processes for establishing rule and law?
<p>Knowledge</p> <p>Students will identify...</p> <ul style="list-style-type: none"> • the different roles individuals play in a functioning representative democracy. • how the nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress. • democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to 	<p>Skills</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Compare and contrast the powers and responsibilities of the different levels of national government. • Identify the different roles individuals play in a functioning representative democracy. • Explain the different processes for establishing rules and laws.

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<ul style="list-style-type: none"> both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings. A major role of citizens in a representative democracy is to make responsible decisions about who should govern. 	<ul style="list-style-type: none"> Explain how the government uses a variety of tools to pay for the goods and services that it provides to individuals and communities. <ul style="list-style-type: none"> Identify how groups can effectively resolve conflict with evidence and diverse perspectives. Explain how rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good. 	<p>NJSLS Social Studies Standards</p> <table border="0"> <tr> <td>6.1.5CivicsPI.1</td><td>6.1.5CivicsPI.7</td></tr> <tr> <td>6.1.5CivicsPI.2</td><td>6.1.5CivicsPI.8</td></tr> <tr> <td>6.1.5CivicsPI.3</td><td>6.1.5CivicsPI.9</td></tr> <tr> <td>6.1.5CivicsPI.4</td><td>6.1.5CivicsPD.1</td></tr> <tr> <td>6.1.5CivicsPI.5</td><td>6.1.5CivicsPD.2</td></tr> <tr> <td>6.1.5CivicsPI.6</td><td>6.1.5CivicsPD.3</td></tr> <tr> <td>6.1.5CivicsPD.4</td><td>6.1.5CivicsDP.1</td></tr> <tr> <td>6.1.5CivicsDP.2</td><td>6.1.5CivicsDP.3</td></tr> <tr> <td>6.1.5CivicsPR.1</td><td>6.1.5CivicsPR.3</td></tr> <tr> <td>6.1.5CivicsHR.1</td><td>6.1.5CivicsHR.2</td></tr> <tr> <td>6.1.5CivicsHR.3</td><td>6.1.5CivicsHR.4</td></tr> <tr> <td>6.1.5HistoryCC.1</td><td>6.1.5HistoryCC.2</td></tr> <tr> <td>6.1.5HistoryCC.5</td><td>6.1.5HistoryCC.10</td></tr> <tr> <td>6.1.5HistoryCC.12</td><td>6.1.5HistoryCC.13</td></tr> <tr> <td>6.1.5HistoryCC.15</td><td>Amistad Law</td></tr> </table> <p>Mandates- none</p> <p>Performance Tasks:</p> <ul style="list-style-type: none"> End of Unit Test 	6.1.5CivicsPI.1	6.1.5CivicsPI.7	6.1.5CivicsPI.2	6.1.5CivicsPI.8	6.1.5CivicsPI.3	6.1.5CivicsPI.9	6.1.5CivicsPI.4	6.1.5CivicsPD.1	6.1.5CivicsPI.5	6.1.5CivicsPD.2	6.1.5CivicsPI.6	6.1.5CivicsPD.3	6.1.5CivicsPD.4	6.1.5CivicsDP.1	6.1.5CivicsDP.2	6.1.5CivicsDP.3	6.1.5CivicsPR.1	6.1.5CivicsPR.3	6.1.5CivicsHR.1	6.1.5CivicsHR.2	6.1.5CivicsHR.3	6.1.5CivicsHR.4	6.1.5HistoryCC.1	6.1.5HistoryCC.2	6.1.5HistoryCC.5	6.1.5HistoryCC.10	6.1.5HistoryCC.12	6.1.5HistoryCC.13	6.1.5HistoryCC.15	Amistad Law
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		<p>Other Evidence:</p> <ul style="list-style-type: none"> End of Unit Test 																														

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<ul style="list-style-type: none">• Play the role of a federalist or anti-federalist and attempt to create a government and laws for the classroom.• Use Kids Discover to show how the voting process has changed since early America and when certain groups of people received voting rights.• Play the role of a U.S. citizen to understand the electoral college and how the voting process works in America.	<ul style="list-style-type: none">• Formal assessments: lesson quizzes, and writing prompts• Wednesday Night Reading and Writing responses• Performance Based Tasks• Quick-Writes
<h3>Learning Activities</h3> <ul style="list-style-type: none">• Engage in quick-writes to develop writing fluency, build the habit of reflection into a learning experience, and informally assess student thinking.• Act out the voting process with classmates.• Complete an interactive online activity to understand the history of voting rights in the United States.• Watch a Bill of Rights documentary and complete scenario questions to analyze which right protects American citizens.• Participate in a simulation that allows students to see how difficult it was for early America to create a brand new government and new set of laws for everyone to follow.	
<h3>Differentiation</h3> <ul style="list-style-type: none">• The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.• Assign, assess and modify if necessary to address needs of at risk learners. <h3>Subject Integration</h3> <ul style="list-style-type: none">• Language Arts (analyzing non-fiction text and responding with self-to-text connections)• Science (interpretation of data presented on maps, diagrams, graphs, tables, and charts)	
<h3>Resources</h3> <ul style="list-style-type: none">• Textbooks: <i>my World Geography; Western Hemisphere</i> (Pearson 2011)• virtualfieldtrips.org• kidsdiscover.com	

MTMS Social Studies Grade 5 Curriculum

Grade 5 Unit 5: Immigration	
Stage 1-Desired Results	Essential Questions
<p>Key Ideas:</p> <ul style="list-style-type: none"> • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. • Individuals have the right to be safe and not to be bullied or discriminated against • Regions form and change as a result of unique physical conditions, economies, and cultures. • The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition. • Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. • Cultural and environmental characteristics change over time. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How have the interactions of people and events throughout history shaped the world we experience today? • How do the experiences people have when they migrate to new places differ? • Why might events be viewed differently based on one's perspective? • How is an individual's perspective impacted by their background and experiences? • How does understanding the past help to make sense of the present?
<p>Knowledge</p> <p>Students will identify...</p> <ul style="list-style-type: none"> • that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. • patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution. 	<p>Skills</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • explain how environmental and cultural characteristics influence where and how people live. • recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today.

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<ul style="list-style-type: none"> humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. in an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues. historical records are shaped by the society that the creator lived in. 	<ul style="list-style-type: none"> analyze perspectives by understanding how historical contexts shape people's perspectives. Respect and understand the views of others to help one learn about various perspectives, thoughts, and cultures. Locate a variety of primary and secondary sources to help understand the past. develop an understanding of our own and others' perspectives to build an understanding about the complexity of each person and the diversity in the world. 	<p>NJSLS Social Studies Standards</p> <p>6.1.5CivicsPR.2 6.1.5EconET.1 6.1.5HistoryUP.1 6.1.5HistoryUP.6 6.1.5HistoryUP.7 6.1.5HistorySE.1</p> <p>Companion Standards</p> <p>LA Reading Informational Text Standards 3, 4, 5, 7, 9 Writing Standards 1,2,4,6,7,8,9,10 Listening Speaking Standards 4,6</p> <p>Career Readiness, Life Literacies, and Key Skills</p> <p>9.4.5.CL.1-2 9.4.5.GCA.1</p> <p>Mandates- none</p> <p>Performance Tasks:</p> <ul style="list-style-type: none"> American Dream TTT Debate with classmates about whether the American Dream was a myth or reality for immigrants during this time period. Interview a family member(s) about family culture and background. <p>Other Evidence:</p> <ul style="list-style-type: none"> Formal assessments: lesson quizzes, and writing prompts Wednesday Night Reading and Writing responses Performance Based Tasks Quick-Writes
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<ul style="list-style-type: none">• Prepare a presentation unique to family heritage and share it with classmates on Heritage Day.	<p>Learning Activities</p> <ul style="list-style-type: none">• Engage in quick-writes to develop writing fluency, build the habit of reflection into a learning experience, and informally assess student thinking.• Debate about the topic of immigration and whether the American Dream was a myth or reality for immigrants.• Take a virtual field trip to Ellis Island and the Statue of Liberty.• Take a virtual field trip to tenements in New York City to visualize what living standards were for immigrants.• Participate in Heritage Day where every student shares a presentation about their unique family heritage and learns about the cultures of their classmates.• Take a survey similar to the one taken by immigrants passing through Ellis Island in an attempt to replicate the experience.• Examine maps of Europe and Asia to understand where the majority of immigrants traveled from during this time period.	<p>Differentiation</p> <ul style="list-style-type: none">• The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.• Assign, assess and modify if necessary to address needs of at risk learners.	<p>Subject Integration</p> <ul style="list-style-type: none">• Language Arts (analyzing non-fiction text and responding with self-to-text connections)• Science (interpretation of data presented on maps, diagrams, graphs, tables, and charts)	<p>Resources</p> <ul style="list-style-type: none">• Textbooks: <i>my World Geography: Western Hemisphere</i> (Pearson 2011)• Maps• Globes• virtualfieldtrips.org
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MTMS Social Studies Grade 5 Curriculum



The following section of the Mendham Township Middle School Curriculum for grade 5 contains:

1. New Jersey Core Curriculum Content Standards section 6.3 - Active Citizenship in the 21st Century;
2. NJSLSC – ELA Companion Standards reading & Writing in History/Social Studies 6–8
3. Grade 5 TRT Units
4. Cultural Inclusion and Diversity Panel
5. Map Fluency
6. Interdisciplinary Connections

Along with the course content documents above, the following documents drive the ‘no less than two’ Task, Text, Talk (TRT) Units (Schmoker’s *Focus*, 2011) implemented each year, which are detailed below the core documents. Readings to support the two TRT units are listed within this document; however, it is highly likely that the teacher will change/add and or supplement readings throughout the unit. Each TRT will culminate in at least a five-paragraph essay, two of which are rewritten utilizing the school's reverse outline (RO) format. Unit length 4-6 weeks.

1. New Jersey Student Learning Standards section 6.3 - Active Citizenship in the 21st Century

PE #	Description	Attained through Unit:
6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and/or community members.	American Dream TTT
6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.	Amazon Rainforest TTT American Dream TTT
6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.	Amazon Rainforest TTT American Dream TTT
6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.	Amazon Rainforest TTT
6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.	Amazon Rainforest TTT
6.3.5.EconET.1	Investigate an economic issue that impacts children and propose a solution.	Amazon Rainforest TTT

2. New Jersey Student Learning Standards for English Language Arts Companion Standards

**History, Social Studies, Science and Technical Subjects
Grades 6–8**

Anchor Standards for Reading

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 6-8

Progress Indicators Reading History

Reading History and Social Studies

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

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

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 6–8

Progress Indicators for Writing History, Science and Technical Subjects

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

WHST.6–8.1. Write arguments focused on *discipline-specific content*.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

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- D. Establish and maintain a formal/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3

(See note; not applicable as a separate requirement)

Production and Distribution of Writing

- WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

- WHST.6-8.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- WHST.6-8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

- WHST.6-8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

- WHST.6-8.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) reach the same results.

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3. TTT Units

Fifth Grade TTT Unit 1 WHST.6-8.1 - WHST.6-8.10	
Topic of Study: Immigration	Task: Write a five-paragraph essay making arguments for whether or not the American dream was a myth or reality for the 23 million immigrants who arrived in the United States of America between 1880-1920 seeking it, being sure to share your thoughts and opinions freely, and make connections and comparisons using what you have learned.
Essential Question43	
Was the American dream a myth or reality?	
Resources	<p>1. “What <i>pushed</i> immigrants from their homelands and <i>pulled</i> them to the United States?” Holocaust Law</p> <p>2. “Immigrant Experiences in America During the Gilded Age”</p> <p>3. <i>Shutting Out the Sky</i>. Deborah Thompson</p> <p>4. <i>We Were There, Too! Young People in U.S. History</i>. Phillip Hoose.</p> <p>5. “Relive a Boy’s Journey”</p> <p>6. “Chinese Immigration” PBS API Law</p>
Content Statements (By Grade 8 & 12 statements)	<p>The <i>American dream</i> is defined by Merriam-Webster as, “an American social ideal that stresses egalitarianism and especially material prosperity”. When 23 million immigrants arrived in the United States of America between 1880-1920, most came seeking the American dream. However, was the American dream a myth or reality? Students will explore immigrants’ experiences through rich literature and discussion. Students will ultimately draft a five paragraph</p>

MTMS Social Studies Grade 5 Curriculum

<ul style="list-style-type: none">● Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 12● Analyze sources of prejudice and discrimination and propose solutions to eliminate them. 12● Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. 12● Critically analyze information, make ethical judgments, and responsibly address controversial issues. 12● Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues. 12● Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions. 12● Take actions that result in a more just and equitable society. 12	<p>essay making arguments for whether or not they believe the American dream was a myth or reality for the 23 million immigrants who arrived in the United States of America between 1880-1920 seeking it, being sure to share their thoughts and opinions freely, and make connections and comparisons using what they have learned.</p>
<ul style="list-style-type: none">● AAPI Law● Holocaust Law● 9.4.5.JML.1 Evaluate digital sources● 9.4.5.JML.6 Diverse sources	

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<p>Fifth Grade TTT Unit 2 WHST.6-8.1 - WHST.6-8.10</p>	<p>Topic of Study: Amazon Rainforest</p>	<p>Task: Write a five-paragraph essay making arguments for whether humans around the world have a responsibility to save the Amazon Rainforest, being sure to share your thoughts and opinions freely, and make connections and comparisons using what you have learned.</p>
<p>Essential Question</p>	<p>Do humans around the world have a responsibility to save the Amazon Rainforest?</p>	<p>Resources</p>
<p>1. “Amazon Rainforest Facts”</p> <p>2. “Importance of the Amazon Rainforest”</p> <p>3. “Why We Can’t Afford to Lose the Rainforest” National Geographic</p> <p>4. “Medicinal Secrets of the Amazon Rainforest”</p> <p>5. “The Role of Individual Responsibility in the Transition of Environmental Sustainability”</p> <p>6. “Human Impacts on the Environment” National Geographic</p>	<p>Content Statements (By Grade 8 & 12 statements)</p> <ul style="list-style-type: none"> ● Recognize the causes and effects of prejudice on individuals, groups, and society. 8 ● Recognize the value of cultural diversity, as well as the potential for misunderstanding. 8 ● Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. 8 ● Listen open-mindedly to views contrary to their own. 8 ● Demonstrate understanding of democratic values and processes. 8 	<p>Unit Overview</p> <p>The Amazon Rainforest, located in South America, is the largest tropical rainforest in the world. It is home to abundant diverse animal and plant species. Visitors are offered a once in a lifetime experience, or are they? These unique organisms and their environment also pose potential dangers to visitors. Students will</p>

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<ul style="list-style-type: none">• Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. 8• Make informed and reasoned decisions. 8• Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 12• Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. 12• Critically analyze information, make ethical judgments, and responsibly address controversial issues. 12• Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues. 12• Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions. 12• Take actions that result in a more just and equitable society. 12 <p>9.4.5.CL.3 Brainstorming sessions</p> <ul style="list-style-type: none">• 9.4.5.CT.1 Using data to problem solve• 9.4.5.ILM.2 Visual representations <p>9.1.5.CR.1 Give back</p> <ul style="list-style-type: none">• 9.1.5.FP.3 Spending choices• 9.1.5.PB.2 Consumer choices	<p>consider whether or not they would like to visit the Amazon Rainforest. The pros and cons of visiting such an interesting ecosystem will be explored through rich literature and discussion. The students will ultimately draft a five-paragraph essay making arguments for whether or not they would like to visit the Amazon Rainforest, being sure to share their thoughts and opinions freely, and make connections and comparisons using what they have learned.</p>
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MTMS Social Studies Grade 5 Curriculum

4. Cultural Inclusion and Diversity Panel

Topic	American Dream
Panel Overview	Community volunteers and other panelists will come together to discuss and answer student questions on the extent of the American dream. The panel provides for a diverse view of people who have come to the United States seeking opportunities and others who have grown up in the country.
Curriculum Integration	Students study the American Dream in their TTT unit in 5th grade while also studying the founding principles of the American Republic in 6th grade. This
Learning & Panel Objectives	<ul style="list-style-type: none">• Students will gain a deeper understanding of the American Dream and the varying range of experiences for different people.• Students will gain a deeper understanding of the founding principles of the United States by studying and discussing the Declaration of Independence and the Constitution.• Students will discuss and better understand how equality encompasses all individuals in the
Standards	<ul style="list-style-type: none">• 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.• 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).• 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty,

- equality).
- **6.2.8.CivicsDP.3.b:** Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution.
 - **6.2.8.CivicsDP.4.a:** Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

5. Map Fluency

All students will be able to identify the following locations on a world map. Quarterly benchmarks will be administered to ensure mastery throughout middle school.

All 50 United States

Mexico, Canada, Cuba, Puerto Rico, Hispaniola (Haiti/Dom. Rep.), Guatemala, Belize, Honduras, El Salvador, Costa Rica, Panama, Nicaragua, Venezuela, Ecuador, Peru, Chile, Argentina, Paraguay, Uruguay, Bolivia, Brazil, French Guiana, Suriname, Guyana, Russia, China, Japan, India, Korea(s), Israel, Greece, Turkey, Syria, Iran, Iraq, Saudi Arabia, Afghanistan, Pakistan, Egypt, N. Ireland, Great Britain, France, Spain, Portugal, Italy, Netherlands, Belgium, Germany, Poland.

7 continents

Atlantic Ocean, Pacific, Indian, Arctic, Mediterranean Sea

Rivers:

Ganges, Nile, Amazon, Indus, Tigris, Euphrates, Mississippi, Danube, Rhone, Yangtze, Yellow

6. Interdisciplinary Connections

Cooperative rewriting of 2 PBTs with #LA *NJSLSA.W1-3*.

Cooperative editing of WNWR and other Research papers with LA #*NJSLSA.W5*

Cooperative editing of Lab Reports with LA & Sci
SS readings with comprehension questions completed in LA
Heritage Day

7. Materials

Grade Level	Title	Primary / Supplemental
Fifth	National Geographic Kids Kids Discover Ducksters Lizard Point Newsela Encyclopedia Britannica Virtual Field Trips	Online Materials

Mendham Township Middle School



Social Studies 'Month by Month' Pacing Map

Grade Level: Sixth

Month	Topics Covered (years or content covered, PBT, tests)	Special Activities / Books / Other
September	<ul style="list-style-type: none"> - Content: Human Migration, Characteristics of a Civilizations, Ancient Sumer - Skill: Identifying sources, Introductions, Reading essential questions. - PBT: 9/11 - Formal Writing Assessment #1: What is a Civilization? 	<ul style="list-style-type: none"> - Fictional story investigation. - Writing Expectations. - 9/11 WNRW
October	<ul style="list-style-type: none"> - Content: Characteristics of a Civilizations, Ancient Sumer, Religion, Ancient Egypt - Skill: Body Paragraphs - PBT: Religion PBT - Formal Writing Assessment #2: How does geography influence civilization? 	<ul style="list-style-type: none"> - Rewrite Benchmark #1: Civilization Essay - Book of the Dead - Virtual Reality
November	<ul style="list-style-type: none"> - Content: Religion, Ancient Egypt, Greece. Communication between Civilizations, Ancient Greece, Rome, China. - Skill: Body Paragraphs (Claim, Explain, Evidence) - PBT: Communication PBT - Formal Writing Assessment #3: How did Religion influence ancient civilizations? - Geography Assessment #1 	<ul style="list-style-type: none"> - Geography Test - ELA Cowrite #1
December	<ul style="list-style-type: none"> - Content: Contact TTT. Trade, Contact between Civilizations, Ancient Greece, Rome, and China. - Skill: Conclusions - PBT: Golden Age PBT - Formal Writing Assessment #4- TTT Essay 	<ul style="list-style-type: none"> - Contact TTT: Why do civilizations have contact with other civilizations? - Trading Game - Virtual Reality

Every Student Every Day!

January (civics)	<ul style="list-style-type: none"> - Content: Governments TTT. The governments of United States, Rome, Greece, and Sparta. - Skill: Reading essential questions. - PBT: Governments - Formal Writing Assessment #5- TTT Essay - Geography Assessment #2 - Amistad Law 	<ul style="list-style-type: none"> - Government TTT: How did the ancient governments of Rome, Greece, and Sparta influence the United States government? - MLK WNRW - Debate (Best Government) - Geography Bee - Geography Test
February (civics)	<ul style="list-style-type: none"> - Content: Governments. The governments of United States, Rome, Greece, and Sparta. - Content: Begin Legal TTT - PBT: Leadership PBT - Black History Lesson - Amistad Law 	<ul style="list-style-type: none"> - Create a Government Project - Rewrite Benchmark #2: Government TTT - Legal TTT
March (civics)	<ul style="list-style-type: none"> - Content: Legal TTT. Legal Systems of Mesopotamia, Greece, United States, and Rome. - PBT: Legal Systems PBT - Formal Writing Assessment #6-TTT Essay - Geography Assessment #3 - AAPI Law 	<ul style="list-style-type: none"> - Legal TTT: What is the most effective way to ensure a safe, just, and lasting society? - Create a Legal System - Geography Test - Debate (Best Legal Systems)
April (civics)	<ul style="list-style-type: none"> - Content: The New World. Colonization. Spain, Aztecs, Incas. - PBT: First Encounter PBT - Formal Writing Assessment #7-TTT Essay - Holocaust Law 	<ul style="list-style-type: none"> - ELA Cowrite #2 - Debate (Cortes a hero?) - Contact TTT
May (civics)	<ul style="list-style-type: none"> - Content: Greek Culture, First Colonies of North America. English Colonization. - Skill: Summarizing - PBT: TBD - Formal Writing Assessment #8- Summary Invasion of the US. 	<ul style="list-style-type: none"> - Greek Festival - Write a secondary source for historical investigation (Invasion of Earth) - Memorial Day WNRW - PARCC - Virtual Reality
June (civics)	<p>June will be saved as an overflow month.</p> <ul style="list-style-type: none"> - Geography Assessment #4 	<ul style="list-style-type: none"> - Geography Test - End of Year Project (Ancient Civilization Class Website)

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MTMS Social Studies Grade 6 Curriculum

Mendham Township School District
Social Studies Curriculum

Grade 6

Grade 6 Unit 1: The Beginnings of Human Society
Length of Unit: 4 Weeks

Understandings	Essential Questions	Skills
<ul style="list-style-type: none">• Early humans found ways to meet their basic survival needs.• Migratory patterns of early humans impacted the development of societies.• A civilization is a multi-faceted organization which developed because of its relationship with the environment.• The advent of the agricultural revolution allowed humans to transform from nomadic society to sedentary agricultural societies.	<ul style="list-style-type: none">• Why do people and scientists study the past?• What do we know about early humans?• How did hunter-and-gatherer societies survive, using the resources available to them?• Where did early people settle, and how did their environment affect them?• How did the migratory patterns of the early humans impact their lives and their societies?• How did the change from food gatherers to food producers affect early people?• How did technology transform the lives of hunter-gatherer and agrarian societies?	<p>Students will be able to...</p> <ul style="list-style-type: none">• Use physical, political, and historical maps.• Demonstrate basic map skills in terms of latitude and longitude, legend, scale, compass directions, elevations, and contour.• Apply content knowledge to a representation of a mini civilization.• Interpret a timeline correctly.• Organize historical events into sequential lists or time lines.
<p>Knowledge</p> <p>Students will be able to...</p> <ul style="list-style-type: none">• Importance of studying the past• Early ancestors: homo habilis, homo erectus, homo sapiens• Effect of geography, climate, and natural factors on human life• Migration of early humans• Importance and effect of agriculture to early humans• Importance of archeological sites to understand life prior to written records.		

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<ul style="list-style-type: none"> ● Use a graphic organizer ● Read passages and identify the main idea and supporting statements and/or facts. ● Close reading: Highlighting, annotating, outlining. ● Analyze, evaluate, and think critically. ● Communicate analysis, evaluation, and individual perspective via succinct, accurate, and high quality writing. ● Use persuasive writing. ● Extrapolate information and draw conclusions from graphs, charts and tables. 	<p>Social Studies Standards</p> <p>NJSLS</p> <p>6.2.8.GeoPP.1.a, 6.2.8.GeoPP.1.b, 6.2.8.HistoryCC.1.a, 6.2.8.HistoryCC.1.b, 6.2.8.HistoryCC.1.c, 6.2.8.HistoryCC.1.d, 6.2.8.HistorySE.1.a,</p> <p>Active Citizenship</p> <p>None</p>	<p>Companion Standards</p> <p>LA</p> <p>Reading Informational Text Standards 3, 4, 5, 7, 9 Writing Standards 1,2,4,6,7,8,9,10 Listening Speaking Standards 4,6 Career Readiness, Life Literacies and Key Skills 9.2.8.CAP.12</p>	<p>Stage 2-Assessment Evidence</p> <p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Wednesday Night Reading and Writing Responses and Discussion ● Mini-Civilizations <p>Other Evidence:</p> <ul style="list-style-type: none"> ● Formal assessment: map quiz, quizzes, test ● Essay – Writing Prompt ● Wednesday night reading and Responses
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Stage 3- Learning Plan	
Learning Activities	<ul style="list-style-type: none">● Video: Geography: Five Themes for Planet Earth by National Geographic Society● Geography exploration examining the climates most suitable to early humans.● Timeline of Humans● Job of an Archeologist
Differentiation	<ul style="list-style-type: none">● The unit includes presentation of material through multiple modalities, such as visual, auditory, and kinesthetic to address the unique learning styles of all students.● The unit includes choice in presentation methods for the students.● Assignments and assessments are modified, if necessary, to address the needs of at risk learners.
Interdisciplinary Integration	
Language Arts:	<ul style="list-style-type: none">● Wednesday Night Reading Responses● Writing Prompt<ul style="list-style-type: none">- Reading comprehension- Finding supportive evidence- Comparing and contrasting evidence- Analyze, evaluate, and think critically- Communicate analysis, evaluation, and individual perspective via succinct, accurate, and high quality writing- Making a persuasive argument
Science:	<ul style="list-style-type: none">● Interpretation of data presented on maps, charts, diagrams, graphs, and tables
Resources	<ul style="list-style-type: none">● Savvas MyWorld Textbook● Maps● World History Timeline● Cave paintings● National Geographic Reading Expeditions: <i>Prehistory – 3000B.C. -Early Humans</i>

MTMS Social Studies Grade 6 Curriculum

Grade 6 Unit 2: Ancient River Valley Civilizations Length of Unit: 8 Weeks

Stage 1-Desired Results	
Understandings <ul style="list-style-type: none"> A civilization is a multi-faceted organization, which developed because of its relationship with the environment. Egyptians used resources such as the Nile River to build great kingdoms based on farming and trade. Early cultures often borrowed ideas from other cultures through trade and invasions, but also developed ideas of their own. Each group of people must exhibit the seven characteristics of a civilization to be considered a civilization. 	Essential Questions <ul style="list-style-type: none"> How did the location and the natural resources of a place influence its history and culture? How did the Nile River affect everyday life of the ancient Egyptians and Nubians? How did Egyptian kings use their political and religious authority to create a strong government? Why did some civilizations last a long time while others did not? How did written language transform life for people in Early River Civilizations?
Knowledge Students will know...	Skills <ul style="list-style-type: none"> Students will be able to <ul style="list-style-type: none"> Read passages and identify the main idea and supporting statements and/or facts. Apply content knowledge to a representation of a mini civilization. Distinguish between fact and fiction. Compare and contrast. Identify cause and effect. Read a parallel timeline. Close reading: Highlighting, annotating, outlining. Distinguish fact from fiction. Analyze, evaluate, and think critically. Communicate analysis, evaluation, and individual perspective via succinct, accurate, and high quality writing. Prepare a precise narrative.

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<ul style="list-style-type: none"> • The legal system of Mesopotamia under Hammurabi's Code. • The seven characteristics of a civilization. 	<ul style="list-style-type: none"> • Gather information from primary as well as secondary sources. • Develop an outline based on written material. • Write a report from an outline. • Present an oral report. • Extrapolate information and draw conclusions from graphs, charts and tables. 	<p>2020 Social Studies Standards</p> <p>NJSLS</p> <p>6.2.8.CivicsPI.2.a, 6.2.8.CivicsHR.2.a, 6.2.8.GeoSV.2.a, 6.2.8.GeoHE.2.a, 6.2.8.EconGE.2.a, 6.2.8.HistoryCC.2.a, 6.2.8.HistoryCC.2.b, 6.2.8.HistoryCC.2.c, 6.2.8.HistoryCA.2.a, 6.2.8.CivicsDP.3.a</p> <p>Active Citizenship</p> <p>6.3.8.CivicsPI.2</p>	<p>LA</p> <p>Reading Informational Text Standards 3, 4, 5, 7, 9 Writing Standards 1,2,4,6,7,8,9,10 Listening Speaking Standards 4,6</p> <p>Career Readiness, Life Literacies and Key Skills</p> <p>9.2.8.CAP.12 9.4.8.CI.3, 9.4.8.CI.4</p>	<p>Mandates</p> <ul style="list-style-type: none"> • None 	<p>Stage 2 Assessment Evidence</p>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Characteristics of a Civilization artifact analysis • Oral presentation • Mini-Civilizations <p>Other Evidence:</p> <ul style="list-style-type: none"> • Formal assessments: map quizzes, pretest, lesson quizzes, tests • Essay – Writing Prompt • Wednesday night reading and responses
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Stage 3- Learning Plan

Learning Activities

- Location of Middle East countries on a map
- Analyze artifacts of Ancient Sumer to decipher the characteristics of a civilization
- Video: Ancient Civilizations for Children: Ancient Mesopotamia
- Cuneiform writing
- Discussion and analysis of The Code of Hammurabi and its application to today's legal system
- Location of African countries on a map
- Video: Ancient Civilizations for Children: Ancient Egypt
- Construction of an Egyptian pyramid
- Compare and contrast Old Kingdom, Middle Kingdom, and New Kingdom
- TTT on the influence of ancient legal systems upon today's legal system.
- Debates on the influence of ancient legal systems and governments on the United States.

Differentiation

- The unit includes presentation of material through multiple modalities, such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The unit includes choice in presentation methods for students.
- The unit includes enrichment choices for students with advanced interests and abilities.
- Assignments and assessments are modified, if necessary, to address the needs of at risk learners.

Interdisciplinary Integration

Language Arts:

- Wednesday Night Reading Responses
- The Epic of Gilgamesh
- Writing Prompt
 - Reading comprehension
 - Finding supportive evidence
 - Comparing and contrasting evidence
 - Analyze, evaluate, and think critically
 - Communicate analysis, evaluation, and individual perspective via succinct, accurate, and high quality writing
 - Making a persuasive argument

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Science:	- Interpretation of data presented on maps, charts, diagrams, graphs, and tables
Math:	- Mud Bricks
Resources	<ul style="list-style-type: none">● Savvas MyWorld Textbook● Maps● World History Timeline● National Geographic Ancient Civilizations Geo Kit: Egypt and the Fertile Crescent● Ancient Sumerian artifacts created by Teach T.C.I● Cuneiform writing● Hieroglyphic writing● Drawings and pictures of pyramids● PBS Virtual Tour of Great Pyramid of Giza● <i>Hammurabi Code: Was it Just?</i> By The DBQ Project● Standard of Ur

Grade 6 Unit 3: Ancient River Civilizations: India and China

Length of Unit: 4 Weeks

Stage 1-Desired Results	
Understandings	Essential Questions
<ul style="list-style-type: none"> ● A civilization is a multi-faceted organization which developed because of its relationship with the environment. ● Ancient India and ancient China made significant contributions to the advancement of science, religion, math, literature, arts, and medicine. ● China's geography produced a unique civilization due to its rich resources and vast boundaries. ● The Silk Road led to an exchange of goods and ideas between Africa and Eurasia. 	<ul style="list-style-type: none"> ● Why did some civilizations last a long time while others did not? ● How did the movement of people into an area affect those already living there? ● How did the physical settings of the Indus Valley civilization and the Chinese civilization affect their development and survival? ● How did the accomplishments of the Indian society affect their religion, science, math, literature, and medicine? ● How do rulers use religion and philosophies to expand and unify their empires? ● What are the effects of cultural exchange?

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Knowledge Students will know...	Skills Students will be able to <ul style="list-style-type: none"> ● Analyze artifacts. ● Close reading: Highlighting, annotating, outlining. ● Apply content knowledge to a representation of a mini civilization. ● Read passages and identify the main idea and supporting statements and/or facts. ● Analyze, evaluate, and think critically. ● Communicate analysis, evaluation, and individual perspective via succinct, accurate, and high quality writing. ● Use a variety of information retrieval systems including primary and secondary sources, and electronic sources. ● Demonstrate responsibility whether working independently or in a group. ● Demonstrate respect for the ethnic and cultural heritage of other groups, countries, and people. ● Extrapolate information and draw conclusions from graphs, charts and tables. 	Companion Standards
	2020 Social Studies Standards <ul style="list-style-type: none"> NJSLS 6.2.8.CivicsHR.2.a, 6.2.8.GeoSV.2.a, 6.2.8.GeoHE.2.a, 6.2.8.EconGE.2.a, 6.2.8.HistoryCC.2.a, 6.2.8.HistoryCC.2.b, 6.2.8.HistoryCA.2.a, 6.2.8.CivicsPL3.a, 6.2.8.CivicsDP.3.a, 6.2.8.GeoPP.3.a, 6.2.8.GeoPP.3.b Active Citizenship 6.3.8.CivicsPI.2	LA Reading Informational Text Standards 3, 4, 5, 7, 9 Writing Standards 1,2,4,6,7,8,9,10 Listening Speaking Standards 4,6 Career Readiness, Life Literacies and Key Skills 9.4.8.CI.3, 9.4.8.CI.4

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Mandates <ul style="list-style-type: none"> ● none 	Stage 2-Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> ● Group research poster and oral presentation ● Mini-Civilizations 	Other Evidence: <ul style="list-style-type: none"> ● Formal assessments: Pretest, map quizzes, lesson quizzes, tests ● Essay – Writing Prompt ● Wednesday night Reading and Journal Responses 	
Stage 3- Learning Plan		
Learning Activities	<ul style="list-style-type: none"> ● Location of the Indian subcontinent and surrounding countries on a map ● Location of physical features of India on a map ● Analysis and discussion of the caste system ● Location of China and surrounding countries on a map ● Location of physical features of China on a map ● Video: National Geographic: Ancient China ● Video: National Geographic: Ancient China ● Compare and contrast Shang, Zhou, Qin, and Han dynasties ● Debates on the influence of ancient legal systems and governments on the United States. ● Debates on the different ruling styles of Confucius and Han Fei-Tzu 	

MTMS Social Studies Grade 6 Curriculum

<p>Differentiation</p> <ul style="list-style-type: none">The unit includes presentation of material through multiple modalities, such as visual, auditory, and kinesthetic to address the unique learning styles of all students.The unit includes choice in presentation methods for students.The unit includes enrichment choices for students with advanced interests and abilities.Assignments and assessments are modified, if necessary, to address the needs of at risk learners.	<p>Interdisciplinary Integration</p> <p>Language Arts:</p> <ul style="list-style-type: none">Wednesday Night Reading ResponsesWriting Prompt<ul style="list-style-type: none">- Reading comprehension- Finding supportive evidence- Comparing and contrasting evidence- Analyze, evaluate, and think critically- Communicate analysis, evaluation, and individual perspective via succinct, accurate, and high quality writing- Making a persuasive argument <p>Science:</p> <ul style="list-style-type: none">Interpretation of data presented on maps, charts, diagrams, graphs, and tables	<p>Resources</p> <ul style="list-style-type: none">Savvas MyWorld Textbook<ul style="list-style-type: none">• Various articles from internetMaps<ul style="list-style-type: none">• Google Earth• National Geographic Ancient Civilizations Geo Kit: India and ChinaThe Edicts of Asoka by The DBQ Project<ul style="list-style-type: none">• Han Fei-tzu (d. 233 BCE): <i>Legalist Views on Good Government</i> by Han Fei-Tzu, translated by Lydia Gerber• National Geographic Theme Sets: <i>China</i> by Greg Banks• National Geographic Reading Expeditions: <i>Chinese Civilization</i>
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MTMS Social Studies Grade 6 Curriculum

Grade 6 Unit 4: Civilizations of the Mediterranean World: Greece and Rome

Length of Unit: 12 Weeks

Stage 1-Desired Results	
Understandings <ul style="list-style-type: none"> A civilization is a multi-faceted organization which developed because of its relationship with the environment. Ancient Greek and Roman civilizations are the root of today's governmental structures. Democratic societies must balance the rights and responsibilities of individuals with the common good. Rome was strongly influenced by the ambitions and actions of individuals. 	Essential Questions <ul style="list-style-type: none"> How did geography and natural resources of the Mediterranean civilizations influence the development of their political, economic and cultural systems? What were the major contributions of the ancient Greeks? How did the principles of Athenian democracy and the Roman Republic influence US democracy? What were the effects of Christianity on ancient civilizations as well as modern civilization?
Knowledge <p>Students will know...</p> <ul style="list-style-type: none"> Geography of ancient Greece City States: Athens and Sparta Greek culture Golden Age of Greece The influence of Greek Democracy and Roman Republic on the United States Government. Alexander the Great and his effect on the Mediterranean region Accomplishments and contributions of the ancient Greek civilization Geography of ancient Rome Roman Republic & Empire 	Skills <p>Students will be able to...</p> <ul style="list-style-type: none"> Apply content knowledge to a representation of a mini civilization. Read passages and identify the main idea and supporting statements and/or facts. Close reading: Highlighting, annotating, outlining. Analyze, evaluate, and think critically. Communicate analysis, evaluation, and individual perspective via succinct, accurate, and high quality writing. Gather information from primary sources as well as secondary sources. Differentiate between primary and secondary sources Compare and contrast. Make inferences and draw conclusions.

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<ul style="list-style-type: none"> • Beginnings of Christianity and its effect on Roman society • Accomplishments and contributions of the ancient Roman civilization • Dictatorship of Julius Caesar • Rome's Decline 	<ul style="list-style-type: none"> • Select appropriate reference materials. • Demonstrate responsibility whether working independently or in a group. • Extrapolate information and draw conclusions from graphs, charts and tables.
<p>2020 Social Studies Standards</p> <p>NJSLS</p> <p>6.2.8.CivicsDP.3.a, 6.2.8.CivicsPI.3.a, 6.2.8.CivicsDP.3.b, 6.2.8.CivicsHR.3.a, 6.2.8.GeoPP.3.a, 6.2.8.GeoPP.3.b, 6.2.8.EconEM.3.a, 6.2.8.EconGE.3.a, 6.2.8.HistoryCC.3.a, 6.2.8.HistoryUP.3.a, 6.2.8.HistoryUP.3.b, 6.2.8.HistoryUP.3.c, 6.2.8.HistoryCA.3.a, 6.2.8.HistoryCA.3.b</p>	<p>Companion Standards</p> <p>LA</p> <p>Reading Informational Text Standards 3, 4, 5, 7, 9 Writing Standards 1,2,4,6,7,8,9,10 Listening Speaking Standards 4,6</p> <p>Career Readiness, Life Literacies and Key Skills</p> <p>9.2.8.CAP.3 9.4.8.Cl.3, 9.4.8.Cl.4, 9.4.8.CT.3, 9.4.8.DC.1, 9.4.8.DC.3, 9.4.8.DC.4, 9.4.8.DC.5, 9.4.8.DC.6,9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.ILM.1, 9.4.8.ILM.2, 9.4.8.ILM.3, 9.4.8.ILM.6, 9.4.8.ILM.7, 9.4.8.ILM.8, 9.4.8.ILM.9, 9.4.8.ILM.10, 9.4.8.ILM.12, 9.4.8.ILM.13, 9.4.8.ILM.14, 9.4.8.ILM.15, 9.4.8.TL.3, 9.4.8.TL.5, 9.4.8.TL.6</p>
<p>Active Citizenship</p> <p>6.3.8.CivicsPI.1, 6.3.8.CivicsPI.2, 6.3.8.CivicsPD.3,6.3.8.CivicsDP.3, 6.3.8.CivicsPR.1, 6.3.8.CivicsPR.2 6.3.8.CivicsPR.3, 6.3.8.CivicsPR.5 6.3.8.CivicsPR.7, 6.3.8.CivicsHR.1</p>	<p>Mandates</p> <ul style="list-style-type: none"> • LGBTQ Topic - Legal TTT • Holocaust Law - Contact TTT • Amistad Law - Legal TTT

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Stage 2-Assessment Evidence	
Performance Tasks:	Other Evidence:
<ul style="list-style-type: none"> • Greek Festival • Mini-Civilizations • Alexander the Great DBQ • Government TTT • Contact TTT • Legal Systems TTT • Religions around the World 	<ul style="list-style-type: none"> ● Summative assessments: Pretest, map quizzes, lesson quizzes, Quiz ● Formative Assessments: Check-ins, Quick Writes ● Essay – Writing Prompt ● Wednesday night Reading and Response
Stage 3- Learning Plan	
<p>Learning Activities</p> <ul style="list-style-type: none"> ● Location of Greece and surrounding countries on a map ● Location of physical features of Greece on a map ● Video: Ancient Civilizations for Children: Ancient Greece ● Analysis and discussion of the achievements of the Minoans and the Mycenaeans ● Demonstrate understanding of Greek city states (polises) by creating Greek polises within the social studies classes ● Compare and contrast Athens and Sparta via Venn diagram ● Compare and contrast Greek democracy and United States democracy ● Location of Italy and surrounding countries on a map ● Location of physical features of Italy on a map ● Video: Ancient Civilizations for Children: Ancient Rome ● Analysis and discussion of the features of the Roman Republic (consuls, senate, assembly) ● Legal System TTT on the influence of Ancient governments on the United States government. ● Debates on the influence of ancient legal systems and governments on the United States. ● Studying of the fundamental tenets of various world religions and belief systems. 	

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Differentiation

- The unit includes presentation of material through multiple modalities, such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The unit includes choice in presentation methods for students.
- The unit includes enrichment choices for students with advanced interests and abilities.
- Assignments and assessments are modified, if necessary, to address the needs of at risk learners.

Subject Integration

Language Art:

- Wednesday Night Reading Responses
- Writing Prompt
 - Reading comprehension
 - Finding supportive evidence
 - Comparing and contrasting evidence
 - Analyze, evaluate, and think critically
 - Communicate analysis, evaluation, and individual perspective via succinct, accurate, and high quality writing
 - Making a persuasive argument
- Interpretation of data presented on maps, charts, diagrams, graphs, and tables

Science:

Resources

- Savvas MyWorld Textbook
- Maps
- National Geographic Ancient Civilizations Geo Kit: Greece and Rome
- Primary Sources: Ancient Greece by Teacher Created Materials
- *How Great was Alexander the Great?* By DBQ Project
- *Democracy: All Citizens Share Power* by Teach TCI
- *Pericles' Funeral Oration* by Thucydides (Excerpt, Primary Source)
- *Spartan Oligarchy* by Thomas R. Martin
- *Roman Government* by K.E. Carr
- *The Histories* by Polybius (Primary Source)
- *Solon: The Lawmaker of Athens* by Plutarch

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Grade 6 Unit 5: Expanding Exchanges and Encounters Length of Unit: 12 Weeks

Stage 1-Desired Results	
<p>Understandings</p> <ul style="list-style-type: none"> Trade routes from China to Europe connected all of the major civilizations of the world and brought about the exchange of goods and ideas, which led to culture diffusion. The role of religion in expanding territories and unifying diverse populations. Humans have adapted and modified their environments for thousands of years to better fit their needs. Geography of Europe, Asia, Africa, and the Americas and how it affects the development of civilizations The interrelationship among advanced agricultural techniques, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms The role that cultural diffusion had in shaping relationships between various cultures. The lasting achievements of various civilizations 	<p>Essential Questions</p> <ul style="list-style-type: none"> How was religion used to justify expanding lands and unifying diverse people? What were the causes and outcomes of the Crusades? How did various cultures interact with each other? Do the benefits of trade outweigh the consequences? How did geography and trade influence the development of cultural centers of each empire? How did the medieval world organize itself? How does geography affect the development of a civilization? How did advances in technology enable the formation of powerful states, kingdoms and empires?

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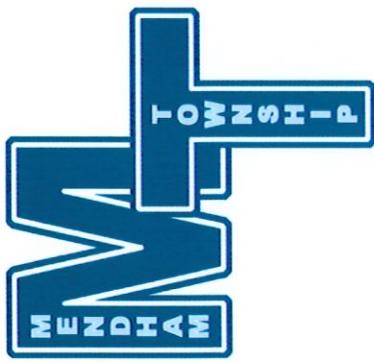
<ul style="list-style-type: none"> The major achievements of the people living in Asia, Africa, Europe, and the Americas. How religion and culture interacted among various civilizations and the outcomes of these interactions. The role of European feudalism. 	<ul style="list-style-type: none"> Gather information from primary sources as well as secondary sources. Differentiate between primary and secondary sources. Make inferences and draw conclusions. Extrapolate information and draw conclusions from graphs, charts and tables.
NJSLA <u>2020 Social Studies Standards</u>	Companion Standards <u>LA</u> Reading Informational Text Standards 3, 4, 5, 7, 9 Writing Standards 1,2,4,6,7,8,9,10 Listening Speaking Standards 4,6 Career Readiness, Life Literacies and Key Skills 9.2.8.CAP.3 Active Citizenship 6.3.8.CivicsPI.1, 6.3.8.CivicsPI.2, 6.3.8.CivicsPD.3 9.4.8.CI.3, 9.4.8.CI.4, 9.4.8.CT.3, 9.4.8.DC.1, 9.4.8.DC.3, 9.4.8.DC.4, 9.4.8.DC.5, 9.4.8.DC.6,9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.ILM.1, 9.4.8.ILM.2, 9.4.8.ILM.3, 9.4.8.ILM.6, 9.4.8.ILM.7, 9.4.8.ILM.8, 9.4.8.ILM.9, 9.4.8.ILM.10, 9.4.8.ILM.12, 9.4.8.ILM.13, 9.4.8.ILM.14, 9.4.8.ILM.15, 9.4.8.TL.3, 9.4.8.TL.5, 9.4.8.TL.6
Mandates <ul style="list-style-type: none"> Holocaust Law Amistad Law AAPI Law 	

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Stage 2-Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> ● Mini-Civilization group trades ● Contact TTT ● Government TTT 	Other Evidence: <ul style="list-style-type: none"> ● Summative assessments: lesson quizzes, tests ● Formative Assessments: Check-ins, Quick Writes ● Essay – Writing Prompt ● Wednesday night Reading and Response
Stage 3- Learning Plan	
Learning Activities <ul style="list-style-type: none"> ● Recreating the Silk Road ● People of the United States (AAPI Law) ● Geography of Eurasia and Africa ● Mini Civilization group ● Geography of the Americas ● Debates on whether the benefits of trade outweigh the consequences ● Analysis of artifacts from the Americas ● Contact TTT ● Discussions around purpose of government 	
Differentiation	
<ul style="list-style-type: none"> ● The unit includes presentation of material through multiple modalities, such as visual, auditory, and kinesthetic to address the unique learning styles of all students. ● The unit includes choice in presentation methods for students. ● The unit includes enrichment choices for students with advanced interests and abilities. ● Assignments and assessments are modified, if necessary, to address the needs of at risk learners. 	
Interdisciplinary Integration	
Language Arts:	

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<ul style="list-style-type: none">● Wednesday Night Reading Responses● Writing Prompt- Reading comprehension<ul style="list-style-type: none">- Finding supportive evidence- Comparing and contrasting evidence- Analyze, evaluate, and think critically- Communicate analysis, evaluation, and individual perspective via succinct, accurate, and high quality writing- Making a persuasive argument	<p>Science:</p> <ul style="list-style-type: none">- Interpretation of data presented on maps, charts, diagrams, graphs, and tables	<p>Technology Integration:</p> <ul style="list-style-type: none">● Utilization of Smart Board in daily lessons● Internet resources● Video resources	<p>Resources</p> <ul style="list-style-type: none">● Savvas MyWorld Textbook● Maps● <i>The Silk Road: Connecting the Ancient World through Trade</i> by Ted-Ed● <i>Silk Road: Spreading Ideas and Innovations</i> by John Major● <i>The African Caravan</i> by World History in Context● <i>Ancient Greek Colonization</i> by Colette Hemingway● <i>The Rise of Macedonia and the Conquests of Alexander the Great</i> by Collette Hemingway● <i>Black Death</i> by History.com Staff● <i>Engineering an Empire: The Maya</i> by the History Channel● Medieval Trade Routes
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The following section of the Mendham Township Middle School Curriculum for grade 6 contains:

1. New Jersey Student Learning Standards(NJSLS) section 6.3 - Active Citizenship in the 21st Century;
2. NJSLS – ELA Companion Standards reading & Writing in History/Social Studies 6–8; and
3. TTT units
4. Cultural Inclusion and Diversity Panel
5. Map Fluency
6. Document Analysis Strategies
7. Interdisciplinary Connections

Along with the course content documents above, the following documents drive the ‘no less than three’ Task, Text, Talk (TTT) Units (Schmoker’s Focus, 2011) implemented each year, which are detailed below the core documents. Readings to support the three TTT units are listed within this document; however, it is highly likely that the teacher will change/add and or supplement readings throughout the unit. Each TTT will culminate in at least a five-paragraph essay, two of which are rewritten utilizing the school's reverse outline (RO) format. Unit length 4-6 weeks.

TTT units “include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). As well as standard 6.1.12.History SE.14.a: *Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.*

1. New Jersey Student Learning Standards section 6.3 - Active Citizenship in the 21st Century

PE #	Description	Attained through Unit:
6.3.8.CivicsPI.1:	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	Greece and Rome, Exchanges and Encounters
6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).	Greece and Rome, India and China, Exchanges and Encounters
6.3.8.CivicsPD.3	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 action on public issues.	Greece and Rome, Exchanges and Encounters
6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government	Greece and Rome
6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.	Greece and Rome
6.3.8.CivicsPR.2:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.	Greece and Rome
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).	Greece and Rome

MTMS Social Studies Grade 6 Curriculum

6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.	Greece and Rome
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.	Greece and Rome
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.	Greece and Rome

2. New Jersey Student Learning Standards for English Language Arts Companion Standards

History, Social Studies, Science and Technical Subjects
Grades 6–8

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 6–8

Progress Indicators Reading History

Reading History and Social Studies

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

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

RH.6–8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6–8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6–8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

RH.6–8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

MTMS Social Studies Grade 6 Curriculum

Anchor Standards for Writing

Text Types and Purposes

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

MTMS Social Studies Grade 6 Curriculum

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 6-8 Progress Indicators for Writing History, Science and Technical Subjects

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3

(See note; not applicable as a separate requirement)

Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

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

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) reach the same results.

3. Mendham Township Middle School Grade 6 TTTs

<p>Sixth Grade TTT Unit 1 WHST.6-8.1 - WHST.6-8.10</p> <p>Topic of Study: Government</p> <p>Task: In a 3 page essay, explain the extent that the ancient governments of classical civilization could have influenced the United States government.</p>	<p>Essential Questions</p> <ol style="list-style-type: none"> How could the ancient governments of Athens, Sparta, and Rome have influenced the United States government? What is the purpose of government? 	<p>Resources</p> <ol style="list-style-type: none"> Two Views of the Social Contract by Teach T.C.I Declaration of Independence by Thomas Jefferson Three Branches of Government by Harry Truman Library with excerpts from the Constitution. Democracy: All Citizens Share Power by Teach TCI Pericles' Funeral Oration by Thucydides (Excerpt, Primary Source) Spartan Oligarchy by Thomas R. Martin Roman Government by K.E. Carr The Histories by Polybius (Primary Source) Declaration of Independence Still Inspires Activists: By Hillel italie 	<p>Content Statements (By Grade 8 & 12 statements)</p> <ul style="list-style-type: none"> Recognize the value of cultural diversity, as well as the potential for misunderstanding. 8 Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. 8 Listen open-mindedly to views contrary to their own. 8 	<p>Unit Overview</p> <p>Students will study / debate / write about numerous artifacts related to...</p> <p>In this TTT students will learn about the first variations of our current democratic republic government. Students will have the opportunity to investigate and debate ancient governments and</p>
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MTMS Social Studies Grade 6 Curriculum

<ul style="list-style-type: none">● Collaboratively develop and practice strategies for managing and resolving conflict. 8● Demonstrate understanding of democratic values and processes. 8● Challenge unfair viewpoints and behaviors by taking action. 8● Make informed and reasoned decisions. 8● Accept decisions that are made for the common good. 8● Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 12● Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. 12● Critically analyze information, make ethical judgments, and responsibly address controversial issues. 12● Take actions that result in a more just and equitable society. 12 <p>● SOC.6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>● 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.</p>	come to their own conclusions as to which government could have influenced the United States' government the most. Students will also apply their learning by creating a podcast explaining the influences of past governments on the current United States government.
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Sixth Grade TTT Unit 2 WHST.6-8.1 - WHST.6-8.10	
Topic of Study: Legal Systems	Task: In a 3 page essay, explain which legal system best ensures a safe, just and lasting society?
Essential Questions	
<p>1. What is the best legal system that can ensure a just and safe society for people?</p> <p>2. Should personal freedoms be sacrificed for safety and security?</p> <p>3. How can civilizations create a fair and just society?</p> <p>4. How has civil disobedience and protests led to a more just and fair society for all people?</p>	Resources
<p>1. <u>Hammurabi Code: Was it Just?</u> By The DBQ Project</p> <p>2. <u>The Edicts of Asoka</u> by The DBQ Project</p> <p>3. <u>Solon: The Lawmaker of Athens</u> by Plutarch</p> <p>4. <u>Han Fei-tzu (d. 233 BCE): Legalist Views on Good Government</u> by Han Fei-Tzu, translated by Lydia Gerber</p> <p>5. <u>The old debate: punish prisoners, or rehabilitate them?</u> By Eleanor Muffit</p> <p>6. Letter from Birmingham Jail by Martin Luther King Jr.</p> <p>7. <u>1969 Stonewall Riots</u> by History.com</p>	Unit Overview
Content Statements (By Grade 8 & 12 statements)	
<ul style="list-style-type: none"> • Recognize the causes and effects of prejudice on individuals, groups, and society. 8 • Recognize the value of cultural diversity, as well as the potential for misunderstanding. 8 • Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. 8 • Listen open-mindedly to views contrary to their own. 8 • Collaboratively develop and practice strategies for managing and resolving conflict. 8 • Demonstrate understanding of democratic values and processes. 8 • Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. 8 • Challenge unfair viewpoints and behaviors by taking action. 8 	<p>Students will study / debate / write about numerous artifacts related to...</p> <p>In this TTT students will learn about different legal codes from ancient times. Students will engage with the questions of what is justice and how justice should be brought upon wrongdoers. The purpose of this lesson is to showcase to students that people have been wrestling with the issues of justice and security since ancient times. Many different approaches have been used to ensure a safe society. A sub-theme of this TRT is whether personal freedoms should be sacrificed in order to ensure security for society. This is an issue that is very relevant in today's society and was very important to the founding fathers of our country. Students will have the ability to apply their knowledge by creating legal codes for their mini civilizations.</p>

MTMS Social Studies Grade 6 Curriculum

<ul style="list-style-type: none">● Make informed and reasoned decisions. 8● Accept decisions that are made for the common good. 8● Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 12● Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. 12● Critically analyze information, make ethical judgments, and responsibly address controversial issues. 12● Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues. 12● Take actions that result in a more just and equitable society. 12● 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.<ul style="list-style-type: none">● AAPI Law
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Sixth Grade TTT Unit 3 WHST.6-8.1 - WHST.6-8.10	
Topic of Study: Contact	Unit Overview
<p>Task: For this TTT, students will write an essay explaining why civilizations come into contact with other civilizations and examine the benefits and consequences of these exchanges.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. Does a country benefit more from expanding its borders or isolating itself? 2. What are the benefits and costs of interacting with different cultures? 3. Is isolationism practical? 4. How does religion and culture spread via economic exchanges among various groups? <ol style="list-style-type: none"> a. Examine the benefits and downsides of such exchanges. 	<p>Students will study / debate / write about numerous artifacts related to... The world becoming ever more connected than it has been at any time in our history, it is essential to study how different cultures and civilizations interact with each other.</p>
<p>Resources</p> <ol style="list-style-type: none"> 1. The Silk Road by John Major 2. The African Caravan by World History in Context 3. Ancient Greek Colonization by Colette Hemingway 4. Alliances in the Peloponnesian War by Mark Cartwright 5. The Rise of Macedonia and the Conquests of Alexander the Great by Colette Hemingway 6. Punic Wars by History.com Staff 7. Black Death by History.com Staff 8. Syncretism by David Rheinstrom and Rosie Friedland 9. Medieval Trade Networks 	<p>Content Statements (By Grade 8 & 12 statements)</p> <ul style="list-style-type: none"> • Recognize the causes and effects of prejudice on individuals, groups, and society. • Recognize the value of cultural diversity, as well as the potential for misunderstanding.

MTMS Social Studies Grade 6 Curriculum

<ul style="list-style-type: none">● Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. 8● Listen open-mindedly to views contrary to their own. 8● Collaboratively develop and practice strategies for managing and resolving conflict. 8● Demonstrate understanding of democratic values and processes. 8● Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. 8● Challenge unfair viewpoints and behaviors by taking action. 8● Accept decisions that are made for the common good. 8● Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. 12● Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. 12● Critically analyze information, make ethical judgments, and responsibly address controversial issues. 12● Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues. 12● Take actions that result in a more just and equitable society. 12● 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.	<p>A country has a variety of choices when interacting with another country. They can either approach the situation from a philosophy of expansionism (i.e. war, trade), or on the other end of the spectrum, a philosophy of isolationism. Each country needs to assess the benefits and consequences of both philosophies as they have a direct impact on the development of the country and region. In this TT, students will have the ability to investigate how civilizations interact with each other.</p>
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4. Cultural Diversity & Inclusion Panel Diversity and Inclusion Law / AAPI Law

Topic
American Dream
Panel Overview
Community volunteers and other panelists will come together to discuss and answer student questions on the extent of the American dream. The panel provides for a diverse view of people who have come to the United States seeking opportunities and others who have grown up in the country.
Curriculum Integration
Students study the American Dream in their TTT unit in 5th grade while also studying the founding principles of the American Republic in 6th grade. This
Learning & Panel Objectives
<ul style="list-style-type: none"> • Students will gain a deeper understanding of the American Dream and the varying range of experiences for different people. • Students will gain a deeper understanding of the founding principles of the United States by studying and discussing the Declaration of Independence and the Constitution. • Students will discuss and better understand how equality encompasses all individuals in the
Standards
<ul style="list-style-type: none"> • 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. • 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

MTMS Social Studies Grade 6 Curriculum

- **6.3.8.CivicsPR.3:** Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
- **6.2.8.CivicsDP.3.b:** Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution.
- **6.2.8.CivicsDP.4.a:** Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

5. Map Fluency

All students will be able to identify the following locations on a world map. Quarterly benchmarks will be administered to ensure mastery throughout middle school.

United States

All 50 United States + Puerto Rico and US Virgin Islands

World (62 Countries + Bodies of Waters)

United States, Mexico, Canada, Bermuda, Bahamas, Cuba, Puerto Rico, Hispaniola (Haiti/Dom. Rep.), Guatemala, Belize, Honduras, El Salvador, Costa Rica, Panama, Nicaragua, Venezuela, Ecuador, Peru, Chile, Argentina, Paraguay, Uruguay, Bolivia, Brazil, French Guiana, Suriname, Guyana, Russia, China, Japan, India, Korea(s), Israel, Greece, Turkey, Syria, Iran, Iraq, Saudi Arabia, Afghanistan, Pakistan, Egypt, N. Ireland, Great Britain, France, Spain, Portugal, Italy, Netherlands, Belgium, Germany, Poland, Greenland, Australia, New Zealand, Morocco, Algeria, Libya, Madagascar, South Africa,

Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Mediterranean Sea, Red Sea

Rivers:

Ganges, Nile, Amazon, Indus, Tigris, Euphrates, Mississippi, Danube, Rhone, Yangtze, Yellow

6. Document Analysis Strategies

All students will master strategies not limited to the ones below in order to analyze complex reading passages and primary source documents. These strategies will be introduced in grade 6 and mastered by grade 8.

FOR VISUAL IMAGES

S- Scan the image for important details. List them. Which of the symbols seem most significant to you? What is the action?
I-Identify the conflict or tension. What is the historical context of this image? What tension is demonstrated?
G-Guess the creator's intent or message. What main idea is portrayed?
H-Hear the voices. What would the figures be saying if they could talk to one another? How do you think the audience is reacting to this visual?
T-Talk about your observations. What questions do you have about it? Where could you find the answers?

A.D.A.P.T.

A-Author Who is the author of the document? What do you already know about this person? What can you tell about this author's point of view?
D-Date When and where was this delivered? How does the date and place affect the meaning of this document? What is happening in the United States at this time that might be important to understand the author's meaning?
A-Audience For whom was the document created? Was the intended for a private or public audience?
P-Purpose What is the purpose of this document? What main ideas are conveyed by the author?
T-Tone What tone is employed by the author? Is the tone consistent throughout the document? What powerful words or phrases indicate the tone?

7. Grade 6 Interdisciplinary Connections

- Cooperative rewriting of 2 BTs with LA #**NJSLSA.W1-3**
- Cooperative editing of WNWR Pand other Research papers with LA #**NJSLSA.W5**
- Cooperative editing of PBTs with LA
- Greek Festival
- Cultural Diversity & Inclusion Panel

Grade 6 Instructional Materials

Grade Level	Title	Primary / Supplemental
Sixth	*Savvas “MyWorld” © 2019	Primary
Sixth	OER Project World History	
Sixth	Crash Course World History	Online
Sixth	Newsela	Supplemental
Sixth	History.com	
Sixth	National Geographic	
Sixth	Teach T.C.I. Ancient Civilizations	

*2022 new adoption

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Mendham Township Middle School



Social Studies 'Month by Month' Pacing Map Grade Level: 7

Month	Topics Covered (years or content covered, PBT, tests)	Special Activities / Books / Other
September	Time Period 1 (1491-1607) The Americas before European contact: The Americas after European Contact PBT: Columbian Exchange SS: Geography Pretest	WNWR -9/11 Rewrite #1
October	Time Period 2 (1607-1754) Colonization of the Americas Life in the New England, Middle, Southern Colonies PBT: Religion in the Colonies Geography Post Tests #1	WNWR- Violence Awareness Philadelphia Field Trip
November	Time Period 2 (1607-1754) Colonization of the Americas Life in the New England, Middle, Southern Colonies PBT: Democracy in the Colonies	Cornell Notes Rewrite #2
December	Time Period 3 (1754-1800) (civics) Road to the Revolution Salutary Neglect, Boston Tea Party, Boston Massacre, Stamp Act PBT: American Revolution PBT Geography Post Tests #2	Cornell Notes The Declaration of Independence ELA-SS Rewrite #1
January	Time Period 3 (1754-1800) (Civics) Road to the Constitution Articles of Confederation, Shay's Rebellion, The Constitutional Convention, Bill of Rights PBT: Slavery and the Constitution	WNWR- MLK Jr. Constitution Unit Test

Every Student Every Day!

February	TTT#1 Constitutional Rights (civics) The history of the United States of America is older than our country itself. Until today some 240 plus years have passed and there have been 27 amendments added to the Constitution. Have constitutional rights been protected equally as our society evolves and modern day issues take hold? TLW be exposed to modern day issues that citizens face when it comes to the 1st, 2nd, 4th, 8th, 14, and 15th amendment.	WNWR- LGBTQ
March	TTT #2- Democracy & Economics (civics) In order to bolster a basic understanding of political and economic terms, TLW be exposed to historical and contemporary writings of the themes. In order to stimulate an understanding of the duality of our intentions, an argument of the same will be almost guaranteed.	ELA-SS Rewrite #2
April	TTT #3- Freedom of the Press (civics) The expected learning outcomes and purpose of this unit is that all students will be able to develop a well articulated position on the role of the media, including social media, on American society today. Further, the students will look at specific advancements in technology, forms of media and social media, forms of bias, and impacts of these things on how Americans think.	Media Mock Trial
May	TTT#4 Revolutions TLW be exposed to primary and secondary readings chronicling the causes and effects of the American struggle for independence. TLW also compare the struggle for independence amongst other nations in the 19th century. TLW synthesize understanding of the cause and effect relationship by responding to focus questions leading to the final paper. Geography Posttest #4	WNWR Memorial Day
June	June is left unidentified so as to give for the expansion and/or contraction of monthly work due to unforeseen weather interruptions and school functions.	

Every Student Every Day!

Mendham Township Middle School



Social Studies 'Month by Month' Pacing Map Grade Level: 8th

Month	Topics Covered (years or content covered, PBT, tests)	Special Activities / Books / Other
September	-Washington Presidency, Hamilton Debt Plan, Adams Presidency, Alien & Sedition Acts -PBT Washington's Presidency (Formal Benchmark Writing #1 & Rewrite Benchmark #1)	SS Pre-Test WNWR- 9/11 -“Hamilton” viewing
October	-Launching the Nation to War of 1812 -PBT Foreign Policy (Formal Benchmark Writing #2)	-WNWR Violence Awareness -Sedition Act Free Speech/Press Debates
November	-Age of Jackson → Expansion and Conflicts PBT- First Four Presidents (Formal Benchmark Writing #3 & Rewrite Benchmark #2)	-Jackson Mock Trial
December	The North & South, Slavery, and Reform Movements PBT- Civil War (Formal Benchmark Writing #4)	-Election of 1860 Role Play
January	-Civil War & Reconstruction PBT- Civil War Rewrite (Formal Benchmark Writing #5 & ELA Cowrite #1)	-Civil War Rewrite -Second Industrial Revolution Shark Tank Project
February	TTT Unit 1- We the People (Civics) Key Reform Movements in which citizens led movements have resulted in cultural and political change.	WNWR- MLK -Seneca Falls Role Play

Every Student Every Day!

	TTT <i>How have grassroots movements shaped American government and society?</i> (Formal Benchmark Writing #6)	
March	TTT Unit 2- Immigration (Civics) Waves of immigration, trends in immigration, immigrant experience, Ellis Island. <i>TTT- Analyze the impact that immigration has had on American society.</i> (Formal Benchmark Writing #7 & ELA Cowrite #2)	-Ellis Island Virtual Tour -Podcast Project
April	TTT Unit 3- Political Polarization (civics) In depth look at current issues that divide the “left” and “right” in America. <i>TTT- Analyze the factors that have led to the politically polarized climate that exists in America today.</i> (Formal Benchmark Writing #8)	-Political System Debates -Third Party Project Capitol Hill Simulation
May	TTT Unit 4- Foreign Policy (civics) Expert Groups- WW1, WW2, Cold War, Vietnam <i>TTT- Analyze the role that America should play in the international community.</i>	WNWR- Memorial Day -Documentary Project
June	TTT Unit 4 (continued) (civics)	

Every Student Every Day!

MTMS United States History Grades 7 & 8 Curriculum

United States History Grade 7 Timeline / Content			
Chronological Content	NJSLS	Descriptor	
1491- Geography plays a major role in the forming of complex Native American societies.	<ul style="list-style-type: none"> 6.1.5.GeoPP. 5 6.1.5.History UP.2: 	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
1492 - C. COLUMBUS LEADS ADVANCE SCOUTING PARTY FOR INVASION OF AMERICA - Columbus makes the first of four voyages to the New World, funded by the Spanish Crown, seeking a western sea route to Asia. On October 12, sailing the Santa Maria, he lands in the Bahamas, thinking it is an outlying Japanese island.	<ul style="list-style-type: none"> 6.1.5.History UP.3 	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
1516 - Smallpox introduced in New World	<ul style="list-style-type: none"> 6.1.5.History UP.3 	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
1519-1522 - Ferdinand Magellan is the first person to sail around the world.	<ul style="list-style-type: none"> 6.1.5.History E.1 	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
1524 - Giovanni da Verrazzano, sponsored by France, lands in the area around the Carolinas, then sails north and discovers the Hudson River, and continues northward into Narragansett Bay and Nova Scotia.	<ul style="list-style-type: none"> 6.1.5.History E.1 		

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1534 - Cartier explores the St. Lawrence			
1539 - deSoto and deCoronado mount expeditions			
1541 - Hernando de Soto of Spain discovers the Mississippi River			
1588 - In Europe, the defeat of the Spanish Armada by the English results in Great Britain replacing Spain as the dominant world power and leads to a gradual decline of Spanish influence in the New World and the widening of English imperial interests	6.1.5.EconE M.6	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
1607 - English found Jamestown, Virginia	6.1.5.History CC.13: CC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.	
1619 - DUTCH DELIVER FIRST SLAVES TO VIRGINIA	6.1.5.History CC.14 Amistad Law	Compare the practice of slavery and indentured servitude in Colonial labor systems.	
1620 - November 9, the Mayflower ship lands at Cape Cod, Massachusetts, with 101 colonists. On November 11, the Mayflower Compact is signed by the 41 men, establishing a form of local government in which the colonists agree to abide by majority rule and to cooperate for the general good of the colony. The Compact sets the precedent for other colonies as they set up governments.	6.1.5.Civics DP.3:	Describe the role of religious freedom and participatory government in various North American colonies.	
1620's - Puritans settle in Massachusetts	6.1.5.Civics DP.3:	Describe the role of religious freedom and participatory government in various North American colonies.	
1630 - In March, John Winthrop leads a Puritan migration of 900 colonists to Massachusetts Bay, where he will serve as the first governor. In September, Boston	6.1.5.History CA.1:	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and	

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is officially established and serves as the site of Winthrop's government.		economic status) affected social, economic, and political opportunities during the Colonial era.
1634 - ANNE HUTCHINSON ARRIVES IN BOSTON	6.1.5.History CA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
1660 - The English Crown approves a Navigation Act requiring the exclusive use of English ships for trade in the English Colonies and limits exports of tobacco and sugar and other commodities to England or its colonies.	6.1.5.History CC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
1675 - 1676 - King Philip's War erupts in New England between colonists and Native Americans as a result of tensions over colonist's expansionist activities. The bloody war rages up and down the Connecticut River valley in Massachusetts and in the Plymouth and Rhode Island colonies, eventually resulting in 600 English colonials being killed and 3,000 Native Americans, including women and children on both sides. King Philip (the colonist's nickname for Metacomet, chief of the Wampanoags) is hunted down and killed on August 12, 1676, in a swamp in Rhode Island, ending the war in southern New England and ending the independent power of Native Americans there. In New Hampshire and Maine, the Saco Indians continue to raid settlements for another year and a half.	6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
1692 - In May, hysteria grips the village of Salem, Massachusetts, as witchcraft suspects are arrested and imprisoned. A special court is then set up by the governor of Massachusetts. Between June and September, 150 persons are accused, with 20 persons, including 14 women, being executed. By October, the	6.1.5.History CA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

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hysteria subsides, remaining prisoners are released and the special court is dissolved.			
1716 - The first group of black slaves is brought to the Louisiana territory. 1725 - The population of black slaves in the American colonies reaches 75,000.	6.1.5.GeoPP.6 Amistad Law	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	
1720 - The population of American colonists reaches 475,000. Boston (pop. 12,000) is the largest city, followed by Philadelphia (pop. 10,000) and New York (pop. 7000).	6.1.5.EconE M.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	
1734 - In November, New York newspaper publisher John Peter Zenger is arrested and accused of seditious libel by the Governor. In December, the Great Awakening religious revival movement begins in Massachusetts. The movement will last ten years and spread to all of the American colonies.	6.1.8.Civics PI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.	
1735 - John Peter Zenger is brought to trial for seditious libel but is acquitted after his lawyer successfully convinces the jury that truth is a defense against libel.	6.1.8.Civics PI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.	
1754 - The French and Indian War erupts as a result of disputes over land in the Ohio River Valley. In May, George Washington leads a small group of American colonists to victory over the French, then builds Fort Necessity in the Ohio territory. In July, after being attacked by numerically superior French forces, Washington surrenders the fort and retreats.	6.1.8.History CC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution	

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1759 - 13 September-The Fall of Quebec - Battle of the "Plains of Abraham" - British defeat French, thus gaining control of Canada.	6.1.8.History CC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution
1763 - The French and Indian War, known in Europe as the Seven Year's War, ends with the Treaty of Paris. Under the treaty, France gives England all French territory east of the Mississippi River, except New Orleans. The Spanish give up east and west Florida to the English in return for Cuba.	6.1.8.History CC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution
1763 - In May, the Ottawa Native Americans under Chief Pontiac begin all-out warfare against the British west of Niagara, destroying several British forts and conducting a siege against the British at Detroit. In August, Pontiac's forces are defeated by the British near Pittsburgh. The siege of Detroit ends in November, but hostilities between the British and Chief Pontiac continue for several years.	6.1.8.CivicsD P.3	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
1763 - The Proclamation of 1763, signed by King George III of England, prohibits any English settlement west of the Appalachian mountains and requires those already settled in those regions to return east in an attempt to ease tensions with Native Americans.	6.1.8.History CC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
1764 - The Sugar Act is passed by the English Parliament to offset the war debt brought on by the French and Indian War and to help pay for the expenses of running the colonies and newly acquired territories. This act increases the duties on imported sugar and other items such as textiles, coffee, wines and indigo (dye). It doubles the duties on foreign goods reshipped from England to the colonies and also forbids the import of foreign rum and French wines.	6.1.8.History CC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

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1765 - In March, the Stamp Act is passed by the English Parliament imposing the first direct tax on the American colonies, to offset the high costs of the British military organization in America. Thus for the first time in the 150 year old history of the British colonies in America, the Americans will pay tax not to their own local legislatures in America, but directly to England.	6.1.8.History CC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
1765 - Also in March, the Quartering Act requires colonists to house British troops and supply them with food.	6.1.8.History CC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
1765 - In July, the Sons of Liberty, an underground organization opposed to the Stamp Act, is formed in a number of colonial towns. Its members use violence and intimidation to eventually force all of the British stamp agents to resign and also stop many American merchants from ordering British trade goods.	6.1.8.CivicsD P.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
1765 - In October, the Stamp Act Congress convenes in New York City, with representatives from nine of the colonies. The Congress prepares a resolution to be sent to King George III and the English Parliament. The petition requests the repeal of the Stamp Act and the Acts of 1764. The petition asserts that only colonial legislatures can tax colonial residents and that taxation without representation violates the colonists' basic civil rights.	6.1.8.EconET. 3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
1766 - In March, King George III signs a bill repealing the Stamp Act after much debate in the English Parliament, which included an appearance by Ben Franklin arguing for repeal and warning of a possible	6.1.8.History SE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

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revolution in the American colonies if the Stamp Act was enforced by the British military.		Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
1766 - On the same day it repealed the Stamp Act, the English Parliament passes the Declaratory Act stating that the British government has total power to legislate any laws governing the American colonies in all cases whatsoever.	6.1.5.History CC.10	
1767 - In June, The English Parliament passes the Townshend Revenue Acts, imposing a new series of taxes on the colonists to offset the costs of administering and protecting the American colonies. Items taxed include imports such as paper, tea, glass, lead and paints. The Act also establishes a colonial board of customs commissioners in Boston. In October, Bostonians decide to reinstate a boycott of English luxury items	6.1.8.Civics HR.3	Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
1768 - In July, the governor of Massachusetts dissolves the general court after the legislature defies his order to revoke Adams' circular letter. In August, in Boston and New York, merchants agree to boycott most British goods until the Townshend Acts are repealed. In September, at a town meeting in Boston, residents are urged to arm themselves. Later in September, English warships sail into Boston Harbor, then two regiments of English infantry land in Boston and set up permanent residence to keep order.	6.1.8.History UP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
March 5, 1770 - The Boston Massacre occurs as a mob harasses British soldiers who then fire their muskets pointblank into the crowd, killing three instantly, mortally wounding two others and injuring six. After the incident, the new Royal Governor of Massachusetts, Thomas Hutchinson, at the insistence of Sam Adams, withdraws British troops out of Boston to nearby harbor	6.1.8.History E.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

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islands. The captain of the British soldiers, Thomas Preston, is then arrested along with eight of his men and charged with murder.			
1770 - In April, the Townshend Acts are repealed by the British. All duties on imports into the colonies are eliminated except for tea. Also, the Quartering Act is not renewed.	6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.	
1773 - In March, the Virginia House of Burgesses appoints an eleven member committee of correspondence to communicate with the other colonies regarding common complaints against the British. Members of that committee include, Thomas Jefferson, Patrick Henry and Richard Henry Lee. Virginia is followed a few months later by New Hampshire, Rhode Island, Connecticut and South Carolina.	6.1.8.History UP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.	
1773 - May 10, the Tea Act takes effect. It maintains a three penny per pound import tax on tea arriving in the colonies, which had already been in effect for six years. It also gives the near bankrupt British East India Company a virtual tea monopoly by allowing it to sell directly to colonial agents, bypassing any middlemen, thus underselling American merchants. The East India Company had successfully lobbied Parliament for such a measure. In September, Parliament authorizes the company to ship half a million pounds of tea to a group of chosen tea agents.	6.1.8.History CC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.	
December 16, 1773 - About 8000 Bostonians gather to hear Sam Adams tell them Royal Governor Hutchinson has repeated his command not to allow the ships out of the harbor until the tea taxes are paid. That night, the Boston Tea Party occurs as colonial activists disguise	6.1.8.History CC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.	

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themselves as Mohawk Indians then board the ships and dump all 342 containers of tea into the harbor.			
1774 - In March, an angry English Parliament passes the first of a series of Coercive Acts (called Intolerable Acts by Americans) in response to the rebellion in Massachusetts. The Boston Port Bill effectively shuts down all commercial shipping in Boston harbor until Massachusetts pays the taxes owed on the tea dumped in the harbor and also reimburses the East India Company for the loss of the tea.	6.1.8.History CC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.	
1774 - September 5 to October 26, the First Continental Congress meets in Philadelphia with 56 delegates, representing every colony, except Georgia. Attendants include Patrick Henry, George Washington, Sam Adams and John Hancock.	6.1.8.History E.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.	
1775 - February 1, in Cambridge, Mass., a provincial congress is held during which John Hancock and Joseph Warren begin defensive preparations for a state of war. February 9, the English Parliament declares Massachusetts to be in a state of rebellion. March 23, in Virginia, Patrick Henry delivers a speech against British rule, stating, "Give me liberty or give me death!" March 30, the New England Restraining Act is endorsed by King George III, requiring New England colonies to trade exclusively with England and also bans fishing in the North Atlantic.	6.1.8.History UP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.	
April 18, 1775 - General Gage orders 700 British soldiers to Concord to destroy the colonists' weapons depot. That night, Paul Revere and William Dawes are sent from Boston to warn colonists. Revere reaches Lexington about midnight and warns Sam Adams and John Hancock who are hiding out there.	6.1.8.History E.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.	

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May 10, 1775 - American forces led by Ethan Allen and Benedict Arnold capture Fort Ticonderoga in New York. The fort contains a much needed supply of military equipment including cannons which are then hauled to Boston by ox teams.	6.1.8.History UP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
May 10, 1775 - The Second Continental Congress convenes in Philadelphia, with John Hancock elected as its president. On May 15, the Congress places the colonies in a state of defense. On June 15, the Congress unanimously votes to appoint George Washington general and commander-in-chief of the new Continental Army.	6.1.8.HistoryS E.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
June 17, 1775 - The first major fight between British and American troops occurs at Boston in the Battle of Bunker Hill.	6.1.8.HistoryS E.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
July 5, 1775 - The Continental Congress adopts the Olive Branch Petition which expresses hope for a reconciliation with Britain.	6.1.8.HistoryS E.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
January 9, 1776 - Thomas Paine's "Common Sense" is published in Philadelphia.	6.1.8.HistoryS E.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
May 2, 1776 - The American revolutionaries get the much needed foreign support they had been hoping for. King Louis XVI of France commits one million dollars in arms and munitions. Spain then also promises support.	6.1.8.HistoryS E.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
July 4, 1776 - United States Declaration of Independence	6.1.8.CivicsD P.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
July 27, 1777 - Marquis de Lafayette, a 19 year old French aristocrat, arrives in Philadelphia and volunteers to serve without pay. Congress appoints him as a major	6.1.8.HistoryS E.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

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general in the Continental Army. Lafayette will become one of Gen. Washington's most trusted aides.			
November 15, 1777 - Congress adopts the Articles of Confederation as the government of the new United States of America, pending ratification by the individual states. Under the Articles, Congress is the sole authority of the new national government.	6.1.8.HistoryS CC.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.	
February 23, 1778 - Baron von Steuben of Prussia arrives at Valley Forge to join the Continental Army. He then begins much needed training and drilling of Washington's troops, now suffering from poor morale resulting from cold, hunger, disease, low supplies and desertions over the long, harsh winter.	6.1.8.HistoryS E.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	
September 23, 1779 - Off the coast of England, John Paul Jones fights a desperate battle with a British frigate. When the British demand his surrender, Jones responds, "I have not yet begun to fight!" Jones then captures the frigate before his own ship sinks.	6.1.8.HistoryS E.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	
September 27, 1779 - John Adams is appointed by Congress to negotiate peace with England	6.1.8.HistoryS E.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	
August 3, 1780 - Benedict Arnold is appointed commander of West Point. Unknown to the Americans, he has been secretly collaborating with British Gen. Clinton since May of 1779 by supplying information on Gen. Washington's tactics.	6.1.8.HistoryS E.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	
September 23, 1780 - A British major in civilian clothing is captured near Tarrytown, New York. He is found to be carrying plans indicating Benedict Arnold intends to turn traitor and surrender West Point. Two days later, Arnold bears of the spy's capture and flees West Point to the British ship Vulture on the Hudson. He	6.1.8.HistoryS E.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	

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<p>is later named a brigadier general in the British Army and will fight the Americans.</p>	<p>September 5-8, 1781 - Off Yorktown, a major naval battle between the French fleet of de Grasse and the outnumbered British fleet of Adm. Thomas Graves results in a victory for de Grasse. The British fleet retreats to New York for reinforcements, leaving the French fleet in control of the Chesapeake. The French fleet establishes a blockade, cutting Cornwallis off from any retreat by sea. French naval reinforcements then arrive from Newport.</p>	<p>6.1.8.HistoryS E.3.b</p>	<p>Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p>
<p>September 28, 1781 - Gen. Washington, with a combined Allied army of 17,000 men, begins the siege of Yorktown. French cannons bombard Gen. Cornwallis and his 9000 men day and night while the Allied lines slowly advance and encircle them. British supplies run dangerously low.</p>	<p>6.1.8.HistoryS E.3.a</p>	<p>Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</p>	
<p>October 17, 1781 - As Yorktown is about to be taken, the British send out a flag of truce. Gen. Washington and Gen. Cornwallis then work out terms of surrender.</p>	<p>6.1.8.HistoryS E.3.a</p>	<p>Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</p>	
<p>September 3, 1783 - The Treaty of Paris is signed by the United States and Great Britain. Congress will ratify the treaty on January 14, 1784</p>	<p>6.1.8.History UP.3.c</p>	<p>Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.</p>	

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United States History Grade 8 Timeline / Content		
February 4, 1783 - England officially declares an end to hostilities in America.	6.1.8.HistoryUP.3.c	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
March 15, 1783 - General Washington gathers his officers and talks them out of a rebellion against the authority of Congress, and in effect preserves the American democracy.	6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
September 3, 1783 - The Treaty of Paris is signed by the United States and Great Britain. Congress will ratify the treaty on January 14, 1784	6.1.8.HistoryUP.3.c	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
November 2, 1783 - George Washington delivers his farewell address to his army. The next day, remaining troops are discharged.	6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
August 22-25, 1786 - Angry representatives from 50 towns in Massachusetts meet to discuss money problems including the rising number of foreclosures, the high cost of lawsuits, heavy land and poll taxes, high salaries for state officials, and demands for new paper money as a means of credit.	6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
August 31, 1786 - In Massachusetts, to prevent debtors from being tried and put in prison, ex-Revolutionary War Captain Daniel Shays, who is now a bankrupt farmer, leads an armed mob and prevents the Northampton Court from holding a session.	6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
September 26, 1786 - Shays' rebels, fearing they might be charged with treason, confront 600 militiamen protecting the state Massachusetts	6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.

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Supreme Court session in Springfield and force the court to adjourn.	December 26, 1786 - Shays assembles 1200 men near Worcester, Mass. and heads toward Springfield. Massachusetts Governor, Bowdoin, then orders mobilization of a 4400 man force.	6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
January 26, 1787 - Shays' rebels attack the federal arsenal at Springfield but are unsuccessful.	Revolutionary War hero, Gen. Benjamin Lincoln, then arrives with reinforcements from Boston to pursue the rebels.	6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
February 21, 1787 - Amid calls for a stronger central government, due in part to Shays' Rebellion, Congress endorses a resolution calling for a constitutional convention to be held in Philadelphia, beginning in May.	May 25, 1787 - With 29 delegates from nine states present, the constitutional convention begins in the state house (Independence Hall) in Philadelphia. A total of 73 delegates have been chosen by the states (excluding Rhode Island) although only 55 will actually attend. There are 21 veterans of the Revolutionary War and 8 signers of the Declaration of Independence. The delegates are farmers, merchants, lawyers and bankers, with an average age of 42, and include the brilliant 36 year old James Madison, the central figure at the convention, and 81 year old Ben Franklin. Thomas Jefferson, serving abroad as ambassador to France, does not attend.		

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July 13, 1787 - Congress enacts the Northwest Ordinance which establishes formal procedures for transforming territories into states. It provides for the eventual establishment of three to five states in the area north of the Ohio River, to be considered equal with the original 13. The Ordinance includes a Bill of Rights that guarantees freedom of religion, the right to trial by jury, public education and a ban on slavery in the Northwest.	6.1.8.HistoryCC. 3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
July 16, 1787 - At the constitutional convention, Roger Sherman proposes a compromise which allows for representation in the House of Representatives based on each state's population and equal representation for all of the states in the Senate. The numerous black slaves in the South are to counted at only three fifths of their total number. A rough draft of the constitution is then drawn up.	6.1.8.CivicsPI.3. b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
August 6-10, 1787 - Items in the draft constitution are debated including the length of terms for the president and legislators, the power of Congress to regulate commerce, and a proposed 20 year ban on any Congressional action concerning slavery.	6.1.8.CivicsPI.3. b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
September 17, 1787 - Thirty nine delegates vote to approve and then sign the final draft of the new Constitution.	6.1.8.CivicsPI.3. a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

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published as the Federalist Papers. Federalist Papers at Library of Congress	6.1.8.CivicsPI.3.	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
December 7, 1787 - Delaware is the first of the nine states needed to ratify the Constitution. To be followed by: Pennsylvania (Dec. 12) New Jersey (Dec. 18) Georgia (Jan. 2, 1788) Connecticut (Jan. 9) Massachusetts (Feb. 7) Maryland (April 28) South Carolina (May 23) and New Hampshire (June 21).	6.1.8.CivicsPI.3. b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
February 6, 1788 - Anti-Federalists in Massachusetts, led by Sam Adams and John Hancock, favor a more decentralized system of government and give their support to ratification of the Constitution only after a compromise is reached that amendments will be included which guarantee civil liberties.	6.1.8.CivicsPI.3. a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
June 2, 1788 - In Virginia, anti-Federalist forces, led by Patrick Henry and George Mason, oppose ratification of the Constitution. They are joined by Richard Henry Lee who calls for a bill of rights and a lower house set up on a more democratic basis.	6.1.8.CivicsPD.3. a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
June 25, 1788 - In Virginia, the Federalists, led by James Madison, finally prevail as ratification of the Constitution (with a proposed bill of rights and 20 other changes) is endorsed by a close vote of 89 to 75.	6.1.8.CivicsPD.3. a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
July 2, 1788 - A formal announcement is made by the president of Congress that the Constitution of the United States is now in effect, having been ratified by the required nine states.	6.1.8.CivicsPD.3. a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
April 30, 1789 - On the balcony of New York's Federal Hall, George Washington, at age 57, is sworn in as the first President of the United States. He then	6.1.8.HistorySE. 3.a	

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enters the Senate chamber to deliver his inaugural address.			
September 25, 1789 - Congress submits 12 proposed constitutional amendments to the states for ratification. The first ten will be ratified and added to the Constitution in 1791 as the Bill of Rights.	6.1.8.CivicsPD.3. a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.	
1789- Hamilton proposes debt plan including federal assumption of state debts, new tariffs, and paying back bonds.	9.1.8.eg.6	Economic principle of circular flow of money	
Peaceful transition – but problems, and problem people – party formation: Washington to Adams to Jefferson to Madison	6.1.8.HistorySE. 3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.	
1791 - February 15. Jefferson sends President George Washington, his Opinion of the Constitutionality of the Bill for Establishing a National Bank. Secretary of the Treasury Hamilton argues that the Constitution provides implied powers to establish a Bank. Jefferson disagrees, and he sees Hamilton's plans for a national bank, the development of manufactures, and other related financial policies as creating conditions for the accumulation of the kind of power and corruption identified with the courts and monarchies of Europe.	6.1.8.EconET.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.	
1793 - Cotton Gin invented November 16. Jefferson writes to Eli Whitney, telling him that he approves of his efforts to win a patent for his cotton gin. Jefferson to Eli Whitney, November 16, 1793. - Fugitive Slave Act passed	6.1.8.EconNE.4. b .c	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.	
1796 - December 7. John Adams is elected second president of the U.S. Jefferson is elected vice	6.1.8.CivicsHR.3. .a	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).	

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president, having received the second largest number of electoral votes.			
1798 - June-July. Congress passes what are collectively known as the Alien and Sedition Acts. These acts, the Naturalization Act, the Alien Act, the Sedition Act, and the Alien Enemies Act, are passed in the midst of a quasi-war with France and heightened public criticism of foreign policy.	6.1.8.CivicsHR.3.a	Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).	
1803 - Louisiana Purchase January 18. Jefferson asks Congress for funds for an expedition to explore the Mississippi River and beyond in search of a route to the Pacific. Meriwether Lewis, Jefferson's private secretary, begins planning the expedition, which forms late in 1803	6.1.8.EconET.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	
1804 - May. The expedition led by Meriwether Lewis and William Clark departs, moving up the Missouri River. (Lewis and Clark map, with annotations... Geography and Map Division)	6.1.8.EconET.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	
- November. Jefferson is re-elected president. He receives the votes of all state electors except those of Connecticut, Delaware, and two from Maryland. George Clinton is his vice president.			
1808 - November - James Madison is elected President – tensions continue to build with Britain. As Jefferson's successor, Madison won the 1808 presidential election handily, despite a challenge from his estranged friend, James Monroe. Throughout his first term Madison was preoccupied by disputes with France, Great Britain, and Spain. By 1810 France had repealed its commercial restrictions, at least nominally, and in the same year Madison seized the	6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.	

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province of West Florida from Spain, thereby consolidating American control of the Gulf Coast. But with respect to Great Britain, his efforts were unavailing, and beginning in November 1811, he urged Congress to mobilize the country's defenses. In June 1812 he asked for and received a declaration of war against Great Britain.		
1820 - Missouri Compromise, admitting Missouri as a slave state and Maine as a free state. Maine immediately gives right to vote and education to all male citizens. The compromise also prohibited slavery in the remainder of the Louisiana Purchase north of 36°30'N lat. (southern boundary of Missouri). The 36°30' proviso held until 1854, when the Kansas-Nebraska Act repealed the Missouri Compromise.	6.1.8.CivicsHR.3 b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
1828 - Election of Andrew Jackson	6.1.8.CivicsDP.4. a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
1830 - "Underground Railroad" established	6.1.8.HistoryCC. 4.b Amistad Law	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
1844 - Samuel Morse sends first telegraph message from Washington to Baltimore	6.1.8.EconNE.4. b	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
- James K. Polk elected President		
1850 – Compromise of 1850 admits California as free state but Fugitive Slave Law enacted.	6.1.8.CivicsHR.4 .a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
Millard Fillmore elected President		
1852 - Uncle Tom's Cabin published - Jossiah Priest publishes Bible defense of slavery	6.1.8.CivicsHR.4 .a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

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Franklin Pierce elected president; Napoleon III's Second Empire established in France; California encourages Chinese to immigrate and work on railroads		
1857 - Dred Scott Supreme Court Decision, Dred Scott 1857 slavery case newspaper editorials on case	6.1.8.HistoryCC. 5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
1859 - JOHN BROWN'S RAID ON HARPER'S FERRY VIRGINIA	6.1.8.HistoryCC. 5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
1860 - Nov. 6 - Lincoln elected President	6.1.8.HistoryCC. 5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
1864 – Sherman marches through Georgia, Lincoln re-elected	6.1.8.HistoryCC5 .b	Analyze critical events and battles of the Civil War from different perspectives.
- April 9 – Lee Surrenders		
14 – Lincoln shot, dies next day.		
- May – Remaining Confederate armies surrender. END OF CIVIL WAR		
1865- Johnson becomes president and changes Reconstruction plans	6.1.8.HistoryCC. 5.e	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
1865-1877- Reconstruction efforts are attempted but stifled and ultimately break down as the Union withdraws its troops from the South. End of Reconstruction.	6.1.8.HistoryCC. 5.f Amistad Law	Analyze the economic impact of Reconstruction on the South from different perspectives.
Late 1800-early 1900's- Andrew Carnegie & JD Rockefeller use wealth to create philanthropic organization and create libraries.	9.1.8.cr.1-4	Philanthropic and charitable organizations, giving back, personal wealth for broader community.

Chronological Content Descriptors From: www.apstudynotes.org/us-history/timelines/ & http://faculty.washington.edu/qtaylor/a_us_history/us_timeline_index_page.htm

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The following section of the Mendham Township Middle School United States History Curriculum for grades 7 and 8 contains:

1. New Jersey Students Learning Standards section 6.3 - **Active Citizenship in the 21st Century;**
2. NJSL – ELA Companion Standards **Reading & Writing in History/Social Studies 6–8; and**
3. TTT Units with **Career Readiness Life Literacies and Key Skills (Standard 9)**
4. Inclusion and Diversity Panel Activity
5. Map Fluency
6. Document Analysis Strategies
7. Interdisciplinary Connections

Along with the course timeline / content documents above, the following documents drive the ‘no less than four’ Task, Talk (TTT) Units (Schmoker’s *Focus*, 2011) implemented each year, which are detailed below the core documents. Readings to support the four TTT units are listed within this document; however, it is highly likely that the teacher will change/add and or supplement readings throughout the unit. Each TTT will culminate in 3 to 6 page essay, two of which are rewritten utilizing the school's reverse outline (RO) format. Unit length 4-6 weeks.

TTT units “include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). As well as standard 6.1.12.History SE.14.a: *Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.*

Differentiation

- Units includes presentation of material through multiple modalities, such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Units includes choice in presentation methods for the students.
- Assignments and assessments are modified, if necessary, to address the needs of at risk learners.
- Units includes enrichment choices for students with advanced interests and abilities.
- Units require students to research and identify sources to support thesis based upon remedial / advanced interests and abilities.

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1. New Jersey Student Learning Standards section 6.3 - Active Citizenship in the 21st Century

PE #	Description	Grade Level	Attained through...
6.3.5.Civ icsPD.2:	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.	8th	Equality TTT (Civil Rights, Women's Rights, LGBTQ Rights), Constitutional Rights TTT
6.3.8.Civ icsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.	8th	Equality TTT (Modern Reconstruction Project)
6.3.8.Eco nET2 9.4.8.tl.2- 4	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).	7th	Economics Debates
6.3.8.Civ icsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).	7th	Constitution TTT, Revolution TTT
6.3.8.Civ icsPI.3	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 gain support for addressing the issue.	8th	Political Parties TTT, Free Press TTT
6.3.8.Civ	Investigate the roles of political, civil, and	8th	Equality TTT

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icsPI.4	economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.		
6.3.8.Civ icsPD.2	6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.	8th	Political Parties TTT (Modern issue debates)
6.3.8.Civ icsDP.2: 9.4.8.iml. 1-2 9.4.8.iml. 7-8	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).	7th	7th- Constitutional Rights TTT
6.3.8.Civ icsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.	7th	Mayflower Compact/English Bill of Rights/The Enlightenment/ Revolution TTT
6.3.8.Civ icsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).	8th	Sedition Act debates (free speech vs censorship) Constitutional Rights TTT
6.3.8.Civ icsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.	7th/8th	7th- Columbus Mock Trial 8th- Jackson Mock Trial

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2. New Jersey Student Learning Standards for English Language Arts Companion Standards

History, Social Studies, Science and Technical Subjects

Grades 6–8

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature

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and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 6-8

Progress Indicators Reading History

Reading History and Social Studies

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

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

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

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Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

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Grades 6-8

Progress Indicators for Writing History, Science and Technical Subjects

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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WHST.6-8.3

(See note; not applicable as a separate requirement)

Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

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

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) reach the same results

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<p>Seventh Grade TTT Unit 1 WHST.6-8.1 - WHST.6-8.10</p> <p>Topic of Study: Constitutional Rights</p> <p>Task: In a 3-5 page paper students will respond to the over-arching question.</p> <p>Q: To what extent have constitutional rights been protected in the face of contemporary issues?</p>	<p>Essential Questions</p> <ol style="list-style-type: none"> How does the Supreme Court establish constitutionality? How do contemporary issues impact Supreme Court rulings? Is there a good balance between safety and civil liberties? Has the constitution been applied equally to all groups? What is the status of LGBTQ population in the United States? What is the status of people with Disabilities in the United States? 	<p>Resources</p> <ol style="list-style-type: none"> “Speech on Campus” (ACLU.org) 2nd Amendment Rights Interpretations by Bill of Rights Institute “The PATRIOT Act: Protection over Privacy” (Mike Kubic) Different perspectives of the Civil-Rights movement, (essay) www.gilderlehrman.org/history-by-era/civil-rights-movement “Stop and Frisk: Right or Wrong?” (Mike Kubic) “California’s Governor Newsom issues halt to state executions” by the Associated Press Most Americans believe LGBTQ people are legally protected from discrimination. They're not America still leaves the disabled behind https://money.cnn.com/2015/07/26/news/economy/americans-with-disabilities-act-problems-remain/ Chinese Exclusion Act https://www.history.com/topics/immigration/chinese-exclusion-act#:~:text=Meant%20to%20influx%20the%20cuitb%20the%20influx%20on%20Max%206%2C%201882. 	<p>Content Statements (By Grade 8 & 12 statements)</p> <ul style="list-style-type: none"> 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. 6.3.5.CivicsPD.2- Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue. 6.3.8.CivicsPI.3- 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 gain support for addressing the issue. 6.3.8.CivicsPD.2- Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level. 	<p>Unit Overview</p> <p>The history of the United States of America is older than our country itself. Until today some 240 plus years have passed and there have been 27 amendments added to the Constitution. Have constitutional rights been protected equally as our society evolves and modern day issues take hold? TLW be exposed to modern day issues that citizens face when it comes to the 1st, 2nd, 4th, 8th, 14, and 15th amendment.</p>
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- 6.3.8.CivicsDP2.- Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
- 6.3.8.CivicsPR3.- Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality)
- 6.3.8.CivicsPR5.- Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

- Amistad Law
- LGBTQ&D Law
- 9.4.8 dc.1-2
- 9.4.8 gca.1-2
- AAPI Law

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Seventh Grade TTT Unit 2 WHST.6-8.1 - WHST.6-8.10	
Topic of Study: Revolutions	
Task: In a 3-5 page paper students will respond to one of the overarching questions: a. To what extent was the American Revolution evolutionary in its process but revolutionary in its results? b. To what extent did the American Revolution serve as a catalyst for an “age of global revolution?”	
Essential Questions	
<ol style="list-style-type: none">1. Were the origins of the American Revolution primarily ideological or economic?2. How did economics play a role in igniting revolutions of the 19th century?3. How did the American Revolution inspire other nations?4. What Role did the enlightenment play in revolutions of the 19th century?	Resources <ol style="list-style-type: none">1. https://www.oerproject.com/OER-Materials/OER-Media/PDFs/1750/Unit2/The-Enlightenment2. https://www.oerproject.com/OER-Materials/OER-Media/PDFs/1750/Unit2/Primary-Sources-Words-of-the-Enlightenment3. https://www.oerproject.com/OER-Materials/OER-Media/PDFs/1750/Unit2/Economic-and-Material-Causes-of-Revolt4. https://www.oerproject.com/OER-Materials/OER-Media/PDFs/1750/Unit2/The-Atlantic-Revolutions5. https://go.gale.com/pls/retrieve.do?resultListType=RELATED_DOCUMENT&searchType=ts&userGroupName=broo63621&inPS=true&contentSegment=&prodId=MSIC&docId=GALE YXFNQJ179124173&it=t6. https://link.gale.com/apps/doc/EJ2181500228/MSIC?u=broo63621&sid=bookmark-MSIC&xid=9fff90ed

MTMS United States History Grades 7 & 8 Curriculum

Content Statements (By Grade 8 & 12 statements)	Unit Overview
<ul style="list-style-type: none"> • 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. • 6.1.8.HistoryCC.3.a- Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. • 6.1.8.EconET.3.a- Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time. • 6.1.8.HistorySE.3.b- Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. • 6.1.5.HistoryCC.10- Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. • 6.3.8.CivicsPI.2- Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). • 6.3.5.CivicsPD.2:- Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue. • Holocaust Law 	<p>TLW be exposed to primary and secondary readings chronicling the causes and effects of the American struggle for independence.</p> <p>TLW also compare the struggle for independence amongst other nations in the 19th century. TLW synthesize understanding of the cause and effect relationship by responding to focus questions leading to the final paper.</p>

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<p>Seventh Grade TTT Unit 3 WHST 6-8.1 - WHST 6-8.10</p> <p>Topic of Study: Freedom of the Press</p> <p>Task: In a 3-5 page paper students will respond to the overarching question.</p> <p>Q: Evaluate how the first amendment guarantee of a free press has impacted American society</p>	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What is the constitutionality of the 1st amendment? 2. How is the Free press applied? 3. What does the free press look like in the modern age? 4. What is the impact of media literacy or lack thereof? 	<p>Resources</p> <ol style="list-style-type: none"> 1. Freedom of the Press by Gale Research 2. The Justice Department Shouldn't Be Snooping on Journalists by Patrick Toomey of the ACLU 3. In the Age of Social Media, Expand the First Amendment by David Hudson of the American Bar Association 4. How Fake News Affects US Elections by Jenna Marina Lee of UCF 5. Are Social Media Driving Political Polarization? by Lee de Wit et. al. of U-Cal Berkeley 6. A Misinformation Test for Social Media by Michael Barbaro of the New York Times 7. Most Americans Think Social Media Sites Censor Political Views by Pew Research 8. Covering president Trump in a Polarized media Environment by Pew Research 9. How Americans Navigated the News in 2020: A Tumultuous Year in Review by Pew Research 10. Anti-Chinese Media and the US Government: an unhealthy alliance https://masspeaceaction.org/anti-chinese-media-and-the-us-government-an-unhealthy-alliance/ 	<p>Content Statements (By Grade 8 & 12 statements)</p> <ul style="list-style-type: none"> • 6.3.5.CivicsPD.2- Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue. • 6.3.8.CivicsPI.3- 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 gain support for addressing the issue. • 6.3.8.CivicsPD.2- Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level. • 6.3.8.CivicsDP.2:- Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions). 	<p>Unit Overview</p> <p>In a paragraph or two, specifically identify the essential expected learning outcome and/or purpose of this unit as it relates to content/concepts?</p> <p>The expected learning outcomes and purpose of this unit is that all students will be able to</p>
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<ul style="list-style-type: none">• 6.3.8.CivicsPR.3- Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality)• 6.3.8.CivicsPR.5- Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.• 9.1.8.cr.3-4• 9.4.8.ct.1-3• 9.4.8.iml.9-11• 9.4.8.iml.13-15• AAPI Law	<p>develop a well articulated position on the role of the media, including social media, on American society today. Further, the students will look at specific advancements in technology, forms of media and social media, forms of bias, and impacts of these things on how Americans think.</p>
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Seventh Grade TTT Unit 4 WHST.6-8.1 - WHST.6-8.10	
Topic of Study: Democracy & The Economy	
Task: In a 3-5 page paper students will respond to the overarching question.	
Q: Who is the <i>capitalist</i> , who is the <i>state</i> , and can our <i>democracy</i> afford the <i>freedom</i> of both. Why or why not?	
Essential Questions	
What role does economics play in a democracy?	
How do political ideologies influence economics and democracy?	
How much influence should the state have over corporations?	
How does capitalism affect parts of society?	
What is the status of minority groups in the U.S. economy?	
Resources	
Text1: The Social and Intellectual Legacy of the American Revolution	
Text2: Economic Policy through the Lens of History	
Text3: The Politics of the Future Are Social Politics": Progressivism in International Perspective	
Text4: Transcendentalism and Social Reform	
Text5: http://www.nytimes.com/2009/12/06/opinion/06diamond.html?_r=0&pagewanted=print	
Text6: http://www.newyorker.com/talk/financial/2011/10/31/111031ta_talk_surowiecki?printable=true&currentPage=all	
Text 7: http://www.gallup.com/poll/152096/americans-anti-big-business-big-gov.aspx?version=print	
Text 8: https://www.gilderlehrman.org/history-by-era/politics-reform/resources/triangleshirtpaisley-factory-fire-1911	
Text 8 - https://newsela.com/read/scotus-LGBTQ-job-discrimination/id/2001010172/	

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Content Statements (By Grade 8 & 12 statements)	Unit Overview
<ul style="list-style-type: none">• 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.• 6.1.8.EconNE.4.b- Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.• 6.3.8.EconET.2- Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).• 6.3.8.CivicsPR.1- Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.• 6.3.8.CivicsPR.5- Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.• 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.• 9.1.8.cr.1• 9.1.8.cr.1-2• 9.1.8.cp.1• 9.1.8.eg.9• 9.2.8.cap.20	In order to bolster a basic understanding of political terms and rhetoric, TLW be exposed to historical and contemporary writings of the themes. In order to stimulate an understanding of the duality of our intentions, an argument of the same will be almost guaranteed.

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Eighth Grade TTI Unit 1 WHST.6-8.1 - WHST.6-8.10	
Topic of Study: We the People Task: We often learn about how the government has shaped society, but the story of America is one in which We the People have often been the agents of change. <i>How have grassroots movements shaped American government and society?</i> Specifically, how have citizen led movements altered laws and societal views towards labor rights, civil rights, LGBTQ+ rights, gender equality, the environment and other key issues.	Essential Questions 1. What does it mean to be equal? 2. How have grassroots movements brought about more equality over the years? 3. How has government action both promoted and limited equality?
	Resources 1. <i>Race and the American Constitution: A Struggle toward National Ideals</i> by James Oliver Horton 2. <i>Different Perspective on the Civil Rights Movement</i> by Anthony J Badger 3. <i>Women and the Progressive Movement</i> by Miriam Cohen 4. <i>Alice Paul and the Struggle for Women's Suffrage</i> by Bill of Rights Institute 5. <i>The Gay Liberation Movement</i> by Jim Downs 6. <i>Majority of Public Favors same Sex Marriage, but Divisions Persist</i> by Pew Research Center 7. <i>Why We the People? Citizens as Agents of Constitutional Change</i> by Linda R. Monk 8. <i>Bloody Sunday Speech</i> by Barack Obama 9. <i>Environmentalism</i> by Gale

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Content Statements (By Grade 8 & 12 statements)	Unit Overview
<ul style="list-style-type: none"> • 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). • 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. • 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). • 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens. • 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). • 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. • 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. • 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. • 9.4.8.GCA.1-2 Amistad Law LGBTQ&D Law 	<p>SWBAT evaluate the progress America has made towards equality over the years. Students will be able to identify both positive steps made towards equality, and moments in US history when groups have been denied equality. Students will learn more about groups such as African Americans, Asian Americans, women, and the LGBTQ+ community.</p>

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Eighth Grade TTT Unit 2 WHST.6-8.1 - WHST.6-8.10	
Topic of Study: Political Polarization	<p>Task: Write a 5 paragraph paper, double spaced size 12 font students will answer the following question: <i>Analyze the factors that have led to the politically polarized climate that exists in America today.</i> Specifically, students will look at what issues have led to differing ideologies in America, and define the modern day split of liberal and conservative ideologies. Students should be able to show the cause and effect of certain factors at play, such as the media, money, and political leadership. Students will also consider how the political climate may affect people based on their race, ethnicity, religion, sexual orientation, and identity.</p>
Essential Questions	<ol style="list-style-type: none">1. Why has America always had two dominant parties despite the parties changing?2. What led to the Democratic and Republican parties dominating US politics for over a century?3. Why have third parties had such little success at breaking down the two party system?4. What is the impact of the two party system on politics today?
Resources	<p>Artifact 1- “<i>The Twentieth Century Reversal: How did the Republican States Switch to Democrats, and Vice Versa</i>” by Andrew Gelman (Columbia University)</p> <p>Artifact 2- “<i>America Is Now the Divided Republic the Framers Feared</i>” by Lee Drutman (The Atlantic)</p> <p>Artifact 3- “<i>Political Polarization in America</i>” by Pew Research</p> <p>Artifact 4- “<i>The Paradoxes of Political Parties in American Constitutional Development</i>” by Richard J. Hardy (Indiana University)</p> <p>Artifact 5- “<i>Ideology: Its Resurgence in Social, Personality, and Political Psychology</i>” by John Tost (New York University), Brian Nosek (University of Virginia), and Samuel Gosling (University of Texas)</p> <p>Artifact 6- “<i>U.S. Media Polarization and the 2020 Election: A Nation Divided</i>” by Pew Research</p> <p>Artifact 7- “<i>Public Highly Critical of State of Political Discourse in the US</i>” by Pew Research</p> <p>Artifact 8- “<i>Are Social Media Driving Political Polarization?</i>” by De Wit et. al (University of California Berkeley)</p> <p>Artifact 9- “<i>Influencing the Government</i>” by Gale Research</p> <p>Artifact 10- . “<i>The Global Divide in Homosexuality Persists</i>” Pew Research https://www.pewresearch.org/global/2020/06/25/global-divide-on-homosexuality-persists/</p> <p>Artifact 11- “<i>The Politics of Climate</i>” by Pew Research</p>

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Content Statements (By Grade 8 & 12 statements)	Unit Overview
<ul style="list-style-type: none">• 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.• 6.3.8.CivicsPI.3: 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 gain support for addressing the issue.• 6.3.8.CivicsPI.4: 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.• 6.3.8.CivicsPD.3: 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 action on public issues.• 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.• 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.• 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.	<p>Students will explore the history of political parties in America starting at the founding of the nation. Students will track the emergence and shifts of the Republican and Democratic parties throughout history. Students will then look at the current trend of the parties shifting towards liberal and conservative ideologies.</p>

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Eighth Grade TTT Unit 3 WHST 6-8.1 - WHST 6-8.10	
Topic of Study: Foreign Policy	
Task: Write a 4-6 page paper, double spaced size 12 font, analyzing the role that America should play in the international community. Your paper should include analysis of America's role in multiple conflicts throughout US History, previous doctrines proposed by former US Presidents regarding foreign policy, and America's relations with other countries including their involvement in groups such as the UN.	
Essential Questions	
1. Does America have a right/responsibility to be involved in other nations affairs? 2. How has America become such a powerful nation in the international community? 3. How have organizations such as the United Nations impacted the international community? 4. How has America's history in foreign affairs shaped their current standing in the world?	
Resources	
Artifact 1: "The Rise of American Power in the World" by Bill of Rights Institute Artifact 3: "America Enters World War I" by Jennifer Keene Artifact 5: "The Second World War" by Trevor Getz Artifact 6: "Ronald Reagan and the End of the Cold War" by Bill of Rights Institute Artifact 7: Pentagon Fuel Use, Climate Change, and the Effects of War by Neta C. Crawford of Boston University	Artifact 2: "The USA's International Influence" by The BBC Artifact 4: "Introduction to Globalization" by Bridgette Byrd O'Connor
Content Statements (By Grade 8 & 12 statements)	Unit Overview
<ul style="list-style-type: none">• 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.• 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.• 6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.• 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.• 6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.• 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQQ community, and individuals with disabilities have contributed to the American economy, politics and society.• 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.• Holocaust Law• AAPI Law	SWBAT explore the complicated history of America's involvement in foreign affairs from a new nation looking to survive, to the power that America is today. Students will look at conflicts America has been involved in, as well as current situations America must contend with. Students will ultimately evaluate what the role of America should be on the international stage.

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Eighth Grade TTT Unit 4 WHST.6-8.1- WHST.6-8.10	
Topic of Study: Immigration	
<p>Task: Write a 4-5 paragraph paper, double spaced size 12 font students will answer the following question: <i>Analyze the impact that immigration has had on American society.</i> Specifically, students will look at the different waves of immigration during different eras in American history, laws that may have promoted or prohibited immigration, the experience of immigrants in America, and the debates surrounding immigration in America today.</p>	<p>Essential Questions</p> <ol style="list-style-type: none"> How have international events impacted immigration trends in America? How have technological advancements impacted immigration trends and immigrant lifestyles in America? How have immigrants impacted American society and culture? How have laws impacted immigration trends and immigrant lifestyles in America? How have foreign conflicts impacted the treatment of immigrants in America?
	<p>Resources</p> <p>Artifact 1- <i>Immigrant and the Alien & Sedition Acts of 1798</i> by Terri Diane Halperin</p> <p>Artifact 2- <i>Nativist Riots and the Know Nothing Party</i> by Mathieu Billings</p> <p>Artifact 3- <i>A Legacy from the Far East</i> by the National Park Service</p> <p>Artifact 4- <i>Coming to America: Ellis Island and New York City</i> by Vincent Cannato</p> <p>Artifact 5- <i>Immigrants Contribute Greatly to U.S. Economy, Despite Administrations Public Charge Rule Rationale</i> by Sherman et al.</p> <p>Artifact 6- <i>Immigrants Have Enriched American Culture and Enhanced Our Influence in the World</i> by Daniel Griswold, Cato Institute</p> <p>Artifact 7- <i>Trends in Migration to the U.S.</i> by the Population Reference Bureau</p> <p>Artifact 8- <i>Immigrants in America: Key Charts & Facts</i> by Pew Research</p> <p>Artifact 9- <i>The Great Climate Migration</i> by Abraham Lustgarten</p>
<p>Content Statements (By Grade 8 & 12 statements)</p>	<p>Unit Overview</p> <p>SWBAT Analyze the impact that immigration has had on American society. Specifically, students will look at the different waves of immigration during different eras in American history, laws that may have promoted or prohibited immigration, the experience of immigrants in America, and the debates surrounding immigration in America today.</p>
	<p>6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.</p> <ul style="list-style-type: none"> 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected. 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

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| <ul style="list-style-type: none">6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.9.4.8.dc.1-29.4.8.dc.7AAPI Law | |
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4. Cultural Diversity & Inclusion Panel Diversity and Inclusion Law

Topic	Panel Overview	Curriculum Integration	Learning & Panel Objectives	Standards
General Diversity and inclusion	Community volunteers and other panelists will come together to discuss and answer student questions on the extent of the American dream. The panel provides for a diverse view of people who have come to the United States seeking opportunities and others who have grown up in the country.	Students study United States History as related to current issues.	<ul style="list-style-type: none">• Students will gain a deeper understanding of the diversity and the varying range of experiences for different people.• Students will gain a deeper understanding of the founding principles of the United States by studying and discussing the Declaration of Independence and the Constitution.• Students will discuss and better understand how equality encompasses all individuals in the US	<ul style="list-style-type: none">• 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.• 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

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- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
- 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

5. Map Fluency

All students will be able to identify the following locations on a world map. Although this content will be mastered at a lower grade level, quarterly benchmarks will be administered to ensure mastery throughout middle school.

United States

All 50 United States + Puerto Rico and US Virgin Islands

World (62 Countries + 6 Bodies of Waters)

United States, Mexico, Canada, Bermuda, Bahamas, Cuba, Puerto Rico, Hispaniola (Haiti/Dom. Rep.), Guatemala, Belize, Honduras, El Salvador, Costa Rica, Panama, Nicaragua, Venezuela, Ecuador, Peru, Chile, Argentina, Paraguay, Uruguay, Bolivia, Brazil, French Guiana, Suriname, Guyana, Russia, China, Japan, India, Korea(s), Israel, Greece, Turkey, Syria, Iran , Iraq, Saudi Arabia, Afghanistan, Pakistan, Egypt, N. Ireland, Great Britain, France, Spain, Portugal, Italy, Netherlands, Belgium, Germany, Poland, Greenland, Australia, New Zealand, Morocco, Algeria, Libya, Madagascar, South Africa,

Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Mediterranean Sea, Red Sea

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6. Document Analysis Strategies

All students will master strategies not limited to the ones below in order to analyze complex reading passages and primary source documents. All three of these strategies will be mastered by the end of 8th grade.

SOAPSTONE

(S) SOURCE	Where did the document come from? Who created it? What do we know about this person? What is his/her bias? How reliable is this source?
(O) OCCASION	When and where was the document created? How might this affect the meaning of the source? What is happening at that time in history?
(A) AUDIENCE	For whom was the document created? Is the document written to appeal to a certain audience? Was it meant to be public or private? How do you know?
(P) PURPOSE	What was the author of the document trying to accomplish by creating it? What was the purpose of the source? What is its message? What is the creator's point of view?
(S) SIGNIFICANCE	What does this primary source reveal about our subject? How does it fit into the broader picture of history? Why is it important?
(TONE)	What attitudes or emotions are conveyed through the author? Use of words?

For Visual Images

S- Scan the image for important details. List them. Which of the symbols seem most significant to you?
What is the action?
I-Identify the conflict or tension. What is the historical context of this image? What tension is demonstrated?
G-Guess the creator's intent or message. What main idea is portrayed?
H-Hear the voices. What would the figures be saying if they could talk to one another? How do you think the audience is reacting to this visual?
T-Talk about your observations. What questions do you have about it? Where could you find the answers?

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HIPP Document Analysis
Title of Primary Source: _____

H	Historical Context- What was going on when the author wrote the document? How does this help you better understand the document?
I	Intended Audience- Identify the person or the group the author expects to inform or influence. How does this impact the author's message?
P	Point of View- Who is the author? How did the author's background (race, gender, socioeconomic class) impact their perspective?
P	Purpose- Why did the author create the source?

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7. Interdisciplinary Connections

Grade 7 Interdisciplinary Connections

- Cooperative rewriting of 2 PBTs with LA #**NJSLSA.W1-3**
Cooperative editing of WNWR and other Research papers with LA **NJSLSA.W1-W10.**
Cooperative editing of Lab Reports with LA & Sci
SS readings with comprehension questions completed in LA
Speech Doctor Workshop for public speaking strategies
Cooperative Reading of *Out of The Dust*

Grade 8 Interdisciplinary Connections

- Cooperative rewriting of 2 PBTs with LA #**NJSLSA.W1-3**
Cooperative editing of WNWR and other Research papers with LA #**NJSLSA.W1-W10.**
Cooperative editing of Lab Reports with LA & Sci
SS readings with comprehension questions completed in LA
Cooperative Reading of *Animal Farm*

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Materials

Grade Level	Title	Primary / Supplemental
Seventh	*The Choices Program Brown University 1. Civics 2. American Revolution 3. New Nation 4. Racial Slavery 5. International Trade 6. Genocide 7. Climate Change	Primary
Seventh	US History ('18) Houghton Mifflin Children of the Dust Bowl	Supplemental
Seventh		Supplemental
Eighth	*The Choices Program Brown University 1. Civics 2. Racial Slavery 3. New Nation 4. Westward Expansion 5. Civil War 6. Japanese American Incarceration 7. Civil Rights 8. U.S. Role in the World 9. Immigration 10. Climate Change	Primary
Eighth	US History ('18) Houghton Mifflin	Supplemental
Seventh/Eighth	Stanford History Education Group Gilder Lehrman Institute iCivics Bill of Rights Institute Gale Online Encyclopedia	Online Supplemental

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Alternate Assessments

Related Strategies *Social Studies*

Teachers will employ the following materials and strategies in the event such is needed based upon I&RS plan, 504, IEP or other reasons discussed with the principal:

1. Rewordify.com test versions of PBT
2. Audio versions of comprehension tests
3. Textbook alternate Chapter & Quiz assessments
4. Verbalize summary of essay
5. Collaborative Test
6. Portfolio in place of PBT
7. Summary assessments in place of MC
8. Word bank version of content tests
9. Open book test
10. Take home test versions (reading difficulties)
 - 11. Crib Sheet assessment
 - 12. Create Documentary

MTMS United States History Grades 7 & 8 Curriculum

Social Studies

Differentiation Strategies

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
 - Assign, assess and modify if necessary to address needs of at risk learners.
 - Provide student with open ended questions that stimulate higher order thinking
 - Allow student to consider and express personal opinions
- Tiered Assignments
 - Afford student with opportunities for independent projects based on the area of study and the student's interests
 - Have student share and express their thought process, conclusions and the reasoning that led to their conclusion
 - Allow for extended time on homework and assessments as described in the student's plan
- Check for comprehension and understanding
 - Highlight or underline key words
 - Permit ample time for student to respond to questions
 - Clearly define limits and expectations
- Encourage student to ask for needed assistance
- Preferential seating
- Repeating, clarifying or rewording directions
- Allow for alternate responses
- Provide student with advanced notes
- Allow for extended time on homework and assessments
 - Teacher modeling of what is expected and necessary steps to complete task
 - Provide simplified written and verbal instructions
 - Permit ample time for student to respond to questions
 - Repeating, clarifying or rewording directions
 - Allow use of eDictionary/technology to look up unknown words