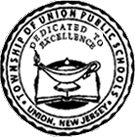
**TOWNSHIP OF UNION PUBLIC SCHOOLS**

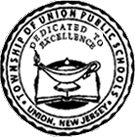
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**HONORS 7TH GRADE SOCIAL STUDIES**

**CURRICULUM GUIDE**

**2014**

**Curriculum Guide Approved June 2014**

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**Board Members**

**Francis “Ray” Perkins, President**

**Richard Galante, Vice President**

**David Arminio**

**Susana Cooley**

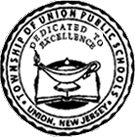
**Guy Francis**

**Lois Jackson**

**Thomas Layden**

**Vito Nufrio**

**Angel Salcedo**

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**TOWNSHIP OF UNION PUBLIC SCHOOLS**

**Administration**

**District Superintendent …………………………………………………………………...……………………....Dr. Patrick Martin**

**Assistant Superintendent /Director of Elementary Education…………………………………………….…..Mr. Gregory Tatum**

**Assistant Superintendent /Director of Secondary Education…………………………………………………….Dr. Noreen Lishak**

**Director of Student Information/Technology ………………………………..………………………….………….Ms. Ann M. Hart**

**Director of Athletics, Health, Physical Education and Nurses………………………………..……………………Ms. Linda Ionta**

**DEPARTMENT SUPERVISORS**

**Language Arts/Social Studies K-2…………………………………………………………………….………Ms. Maureen Corbett**

**Language Arts/Social Studies 3-5 ……..………………………………….…………………………………….. Mr. Robert Ghiretti**

**Mathematics/Science K-2………………………………………………………………………………………….Ms. Terri Matthews**

**Mathematics/Science 3-5 …………………………………………….……………………………………………. Ms. Deborah Ford**

**Guidance K-12/SAC …..…………………………………………………………………………………………….Ms. Nicole Ahern**

**Language Arts6-12/Library Services K-12 ….………………………………….………………………………..Ms. Mary Malyska**

**Math 6-12…………………………………………………………………………………………………………..Mr. Jason Mauriello**

**Science 6-12…….............…………………………………………………….………………………………….Ms. Maureen Guilfoyle**

**Social Studies6-12/Business 9-12 ……………………………………………………………………………………Ms.Libby Galante**

**World Language/ESL/Career Education/G&T/Technology….…………………………………………….….Ms. Yvonne Lorenzo**

**Art/Music …………………………………………………………………………………………………………..….Mr. Ronald Rago**

**Curriculum Committee**

**Academic Area**

**Peter Leone**

**Allison O’Neill**

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**Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

**Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

**Statement of District Goals**

* **Develop reading, writing, speaking, listening, and mathematical skills.**
* **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
* **Acquire and use the skills and habits involved in critical and constructive thinking.**
* **Develop a code of behavior based on moral and ethical principals.**
* **Work with others cooperatively.**
* **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
* **Acquire a knowledge and understanding of the physical and biological sciences.**
* **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
* **Appreciate and understand literature, art, music, and other cultural activities.**
* **Develop an understanding of the historical and cultural heritage.**
* **Develop a concern for the proper use and/or preservation of natural resources.**
* **Develop basic skills in sports and other forms of recreation.**

**Course Description**

This course of study investigates human history from its earliest stages in prehistory to the Age of exploration. The geography, history, culture, and lasting achievements of areas of the world are studied. We begin with early river civilizations, followed by the classical cultures of Greece, Rome, China, India, and Africa. The year ends with the study of the societies of Europe, Africa, and the Middle East.

As human nature is not static, these cultures will be continually analyzed alongside each other to determine similarities, differences, causes, and effects. The honors course also places a large emphasis on economics and technological advancements as the driving force in what propels humanity forward.

**Recommended Textbooks**

Discovering Our Past: A History of the World

McGraw Hill Education

**Course Proficiencies**

By the end of seventh grade honors social studies the student will be able to:

1. Analyze how archaeology helps scientists learn about ancient civilizations. (Example: Rosetta Stone).
2. Analyze four of the earliest civilizations: Nile, Tigris-Euphrates, Indus, and Huang, and their contributions to world civilizations.
3. Determine how the rules of law have impacted civilizations throughout history and compare them to today’s laws.
4. Locate the early African kingdoms and the products that were traded.
5. Analyze the legacy of the Ancient world and their contributions to the modern world.
6. Determine how the Athenian democracy and the Roman republic later influenced the development of the United States Constitution.
7. Determine which events led to the rise and eventual decline of European feudalism.
8. Explain the impact the impact of early religions on the development of civilization: Hinduism, Buddhism, Judaism, Christianity, Islam, Polytheistic Religions (mythology).
9. Understand the birth of economics and the varying economic principles and how they have influenced both ancient and modern society.
10. Identify common themes and patterns in history.
11. Take notes by using more than one (1) source and using outline form.
12. Properly cite primary sources and professional articles in their writing.
13. Compile information using pre-write organizer and construct a five (5) paragraph essay.
14. Use critical thinking skills to determine the validity of primary sources and their implications on their respective societies.
15. Utilize writing skills using primary source documents demonstrated through sentence structure and paragraph development.

**Curriculum Units**

Unit 1: Prehisotric People

Unit 2: The Fertile Crescent

Unit 3: Ancient Egypt

Unit 4: Ancient China and the Ancient Indus River Valley

Unit 5: Ancient Greece

Unit 6: The Great African Kingdoms

Unit 7: Ancient Rome

Unit 8: The Middle Ages

Unit 9: The Renaissance, Reformation, and the Age of Exploration

**Pacing Guide- Course**

**Content Number of Days**

**Unit 1: ……………………………………………………………………………………………………. September**

**Unit 2: ……………………………………………………………………………………………………. October**

**Unit 3: ……………………………………………………………………………………………………. November**

**Unit 4: ……………………………………………………………………………………………………. December**

**Unit 5: ……………………………………………………………………………………………………. December/January**

**Unit 6: ……………………………………………………………………………………………………. February**

**Unit 7: ……………………………………………………………………………………………………. March/April**

**Unit 8: ……………………………………………………………………………………………………. April/May**

**Unit 9: ……………………………………………………………………………………………………. May/June**

|  |  |  |  |
| --- | --- | --- | --- |
| Essential Questions | Instructional Objectives/ Skills and Benchmarks*(CPIs*) | Activities | Assessments |
| What is prehistory?  What is history?  What is the difference between the Paleolithic Age and the Neolithic Age?  What were the achievements of the Paleolithic Age?  What were the achievements of the Neolithic Age?  What are the advancements in technology through the Paleolithic and Neolithic Ages?  How does the agricultural revolution (including the impact of food surplus from farming) relate to population growth and the subsequent development of civilizations? | 6.2.8.D.1.b  6.2.8.D.1.a  6.2.8.C.1.b  6.2.8.C.1.b  6.2.8.D.1.a  6.2.8.C.1.a | Foldable on themes, types and tools of geography  Perfect 10 activity  Cause and effect chart  Reading maps  Graphic Organizers  Outlines  Case study that synthesize geography and archeology  Line graphs: Track population growth with farming advancements | Unit quizzes  Chapter tests  Research projects  Expository writing  DBQ’S  Analysis of primary sources |

**Unit 1: Prehistoric People**

|  |  |  |  |
| --- | --- | --- | --- |
| Essential Questions | Instructional Objectives/ Skills and Benchmarks*(CPIs*) | Activities | Assessments |
| How do the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas impact their lives and the shaping of society? | 6.2.8.B.1.a | Migration pattern map |  |

**Unit 2: The Fertile Crescent**

|  |  |  |  |
| --- | --- | --- | --- |
| Essential Questions | Instructional Objectives/ Skills and Benchmarks*(CPIs*) | Activities | Assessments |
| What are the characteristics of a civilization?  How did Mesopotamians overcome the challenges of their environment?  How did the code of Hammurabi affect society?  What are the origins and beliefs of the Ancient Hebrews?  How did the environment affect where people settled?  Where is the Fertile Crescent?  How far was Abraham’s route from Sumer to Canaan, then to Egypt?  What were the Achievements of the Mesopotamians?  How did the religion of the Hebrews differ from most Mesopotamians?  How does slavery affect the economic and social structure?  How do the Ancient River Valley civilizations compare to their modern counterparts?  How do technological advancements lead to greater economic specialization, improved weaponry, trade, and the development of a class system in the ancient river valley civilizations?  How does writing transform all aspects of life? | 6.2.8.B.2.a  6.2.8.B.2.a  6.2.8.A.2.b  6.2.8.D.2.a  6.2.8.B.2.a  6.2.8.B.2.a  6.2.8.B.2.a  6.2.8.D.2.a  6.2.8.A.2.c  6.2.8.B.2.b  6.2.8.C.2.a  6.2.8.D.2.b | Foldable on themes, types and tools of geography  Outlines  Perfect 10 activity  Court cases based on Hammurabi’s Code of Laws  Reading maps  Graphs  Quiz books  Compare and Contrast Mesopotamian and Hebrews law codes  Cause and effect chart  Comparative analysis of ancient and modern maps  Primary Source: Analyze *The Standard of Ur* and various Mesopotamian artifacts  Bartering Activity  Simulation: communication through time without writing | Unit quizzes  Chapter tests  Research projects  Expository  Writing |

**Unit 3: Ancient Egypt**

|  |  |  |  |
| --- | --- | --- | --- |
| Essential Questions | Instructional Objectives/ Skills and Benchmarks*(CPIs*) | Activities | Assessments |
| How did the geography of the Nile River Valley help the Ancient Egyptians to develop into a civilization?  How did the development of irrigation impact the economy of Ancient Egypt?  What were the important contributions of the Ancient Egyptians?  What were the religious beliefs of the Ancient Egyptians, and how did it shape their customs?  How was the Social Pyramid organized in Ancient Egyptian society?  Which developments in trade, technology and military helped the Ancient Egyptians to develop into an empire?  What are the similarities and differences between the Ancient Egyptians and Mesopotamians?  Which lands are included in the Nile River Valley?  Which lands were added throughout the growth of the Ancient Egyptian Empire? | 6.2.8.B.2.a  6.2.8.C.2.a  6.2.8.D.2.d  6.2.8.D.2.a  6.2.8.C.2.a  6.2.8.C.2.a  6.2.8.B.2.b  6.2.8.B.2.b  6.2.8.B.2.b | Map comparison  Case studies: Analysis of King Tut’s death  T-chart  Fact book  Primary sources: Heiroglyphics, Palad of Creation myth  Cross curricular with science: mummifying fruits  Class system simulation  Primary sources: Heiroglyphics, various paintings  Scale models: Cross curricular with Math  Venn diagram: Compare & contrast the Ancient Egyptians and Mesopotamians  Comparative map analysis | Unit quizzes  Chapter tests  Research projects  Expository writing |

**Unit 4: Ancient India and China**

|  |  |  |  |
| --- | --- | --- | --- |
| Essential Questions | Instructional Objectives/ Skills and Benchmarks*(CPIs*) | Activities | Assessments |
| How did the geography of South Asia contribute to the development of a society in Ancient India?  What role did farming, trade, and surplus play in the development of the Indus civilization?  What developments in technology were invented by the Ancient Indus people?  What impact did the migration of the Aryans have on the development of Hinduism?  Where is the Indus River Valley, and what are its surrounding physical and political features?  How do the technological advances of the Ancient Indus compare with those of Ancient Egypt and Mesopotamia?  How does the written language impact these ancient river valley civilizations?  Why did the first Indus civilization collapse?  Why was the caste system important in Indian Society?  Explain how dynasties rule in Ancient China.  Explain how the religious beliefs reflect the values and beliefs of the people of Ancient China.  Describe the roles of citizens and family in Ancient China’s society. | 6.2.8.B.2.a  6.2.8.C.2.a  6.2.8.D.2.d  6.2.8.D.3.e  6.2.8.B.2.a  6.2.8.B.2.b  6.2.8.D.2.b  6.2.8.D.2.c  6.2.8.C.2.a  6.2.8.D.3.b  6.2.8.D.2.a  6.2.8.A.3.b | Foldable on themes, types and tools of geography  Perfect 10 activity  Cause and effect chart  Primary source: Harrappan seals  Reading maps  Graphs  Role play  Trace Aryan migration and analyze impact on ancient civilations  Comparative map analysis  Supply and demand activity  Surplus bartering activity  Primary source: Code of law  Compare and contrast Hindu/Buddhism  Create code of laws based on religious beliefs of Hinduism | Unit quizzes  Chapter tests  Research projects  Expository  Writing  Journal entry: “Day in the life of…”  RAFT writing for Caste system in India |

**Unit 5: Ancient Greece**

|  |  |  |  |
| --- | --- | --- | --- |
| Essential Questions | Instructional Objectives/ Skills and Benchmarks*(CPIs*) | Activities | Assessments |
| Analyze the social structure by comparing the rights and responsibilities of freemen, women and slaves in Ancient Greece.  Analyze the effects that Athenian Democracy had on the government of the United States.  Compare and Contrast the Ancient Greek city States’ structure and responsibility of their people, including Athens and Sparta.  Explain how the Geography of Ancient Greece led to the control of major Mediterranean Sea routes.  How did the technological advancements of the Ancient Greeks affect them and future civilizations?  Describe the Golden Age of Ancient Greece. Trace the events that lead to this period.  How did the mythological beliefs of the Ancient Greeks affect their daily lives?  Determine how geography and availability of natural resources influence the development of the political, economic, and cultural systems of each of the classical civilizations and provided modes for expansion.  Explain how geography and the availability of natural resources led to both the development of Greek city-states and their demise. | 6.2.8.A.3.b  6.2.8.A.3.c  6.2.8.A.3.d  6.2..8.C.3.a  6.2.8.C.3.c  6.2.8.D.3.d  6.2.8.D.3.f  6.2.8.B.3.a  6.2.8.D.3.a  6.2.8.B.3.b | Double entry journal  Perfect 10 activity  Cause and effect chart  Illustrate vocabulary    Venn diagram: compare and contrast social hierarchies in classical Greece and India  Case studies: on Spartan ideals of a Utopia  Graphs  Identify central issue diagram  T-chart  Information booklet  Primary sources: *The Illiad* and *The Odyessey* to determine Greek culture  Informative paragraph on the effects of trading with other city-states by unifying currency | Unit quizzes  Chapter tests  Research projects  Expository  Writing  Epics |

**Unit 6: Great African Kingdoms**

|  |  |  |  |
| --- | --- | --- | --- |
| Essential Questions | Instructional Objectives/ Skills and Benchmarks*(CPIs*) | Activities | Assessments |
| How did the geographic features of Africa affect the development of early African Kingdoms?  How and why did Islam spread in Africa and what impact does Islam continue to have on African society?  What caused trade to flourish in West Africa during the 500’s-1600’s and how did this impact the other parts of the world? | 6.2.8.B.4.a  6.2.8.D.4.i  6.2.8.B.4.d  6.2.8.B.4.b  6.2.8.B.4.c | Reading maps: Analyze the 3 geographical zones of Africa  Graphs  Cause and effect chart: Analyze 3 geographical zones of Africa and their ability to trade  Identify central issue diagram: Causes of the spread of Islam  Venn diagram: Ghana and Mali  Case studies: “You are the archeologist” What can you tell about this civilization based on its artifacts?  Primary source: Taxation in Ghana | Unit quizzes  Chapter tests  Research projects  Expository writing |

**Unit 7: Ancient Rome**

|  |  |  |  |
| --- | --- | --- | --- |
| Essential Questions | Instructional Objectives/ Skills and Benchmarks*(CPIs*) | Activities | Assessments |
| How did geography influence the development of Roman civilization?  How did Rome unify and control their empire?  How did the foundational concepts of Roman government influence the development of The Constitution of The United States?  How was Rome similar and different to other classical civilizations?  What enabled Christianity to spread throughout The Roman Empire?  How did the Romans use technology to enhance agricultural/manufacturing output and commerce to expand military capabilities, to improve life in urban areas, and allow for a greater division in labor?  How was the fall of Rome similar to the fall of other civilizations? | 6.2.8.B.3.a  6.2.8.A.3.a  6.2.A.3.c  6.3.D.3.d  6.3.D.3.e  6.2.8.C.3.c  6.3.D.3.c | Mock News Paper  Case studies: “You are the ruler” These are the components of your civilization (geography, people, etc.) Create laws for them.  Venn diagram: Roman republic vs. U.S. republic  Identify central issue diagram: Rights of the accused- Rome vs. U.S.  Graphs  Reading maps  Double journal entry: For reforms/Against reforms  Case studies: “You are the ruler” Here are your civilization’s problems and tools available. Find a solution  Primary sources: Pictures of Roman technology (aqueducts)  Cause and effect chart: Fall of the Roman Empire | Unit quizzes  Chapter tests  Research projects  Essay: Legacy of ancient Rome |

**Unit 8: The Middle Ages**

|  |  |  |  |
| --- | --- | --- | --- |
| Essential Questions | Instructional Objectives/ Skills and Benchmarks*(CPIs*) | Activities | Assessments |
| How did religion unify and divide society during The Middle Ages?  How was feudalism an effective system of government in Europe and Japan?  How did medieval English law practices, such as the Magna Carta, affect modern democratic governments?  What were the causes and effects of The Crusades?  How did the plague impact Europe economically, socially, and politically?  What relationships exist between agricultural production, population growth, urbanization, and commercialization?  How do new business practices and banking systems impact global trade and the development of a merchant class?  What cultural contributions and technological innovations of the medieval time period endure as legacies today? | 6.2.8.A.4.a  6.2.8.A.4.b  6.2.8.A.4.c  6.2.8.D.4.d  6.2.8.D.4.e  6.2.8.C.4.a  6.2.8.C.4.c  6.2.8.D.4.j | Simulation of life on a manor  Double entry journal/RAFT: choose role of someone on a manor  Venn diagram: European and Japanese feudalism/Freemen vs. serfs  Identify central issue diagram: roles of medieval society  Primary sources: Magna Carta vs. Bill of Rights  Cause and effect chart  Primary sources: Analyze *Ring around the rosey* nursery rhyme and write a nursery rhyme for a current event in our time  Primary sources: Froissart’s Chronicles, Medieval paintings  Guilds and fairs simulation activity  Information booklet: steps to joining a guild/Your medieval guide to how business is done | Unit quizzes  Chapter tests  Research projects  Expository writing |

**Unit 9: The Renaissance, Reformation, and the Age of Exploration**

|  |  |  |  |
| --- | --- | --- | --- |
| Essential Questions | Instructional Objectives/ Skills and Benchmarks*(CPIs*) | Activities | Assessments |
| How did the Renaissance, Reformation and Age of Exploration alter political thought in Europe and what are the lasting impacts?  What are the factors that led to The Renaissance?  Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.  How did Italy’s geographic location help it become the center of The Renaissance?  How did Asian, Islamic, and Greco-Roman culture lay the foundation for The Renaissance?  What factors led to the Reformation and what was the impact on European politics?  What impact did the printing press and other technologies have on the dissemination of ideas?  Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. | 6.2.12.A.2.a  6.2.12.D.2.a  6.2.12.B.2.b  6.2.12.B.2.a  6.2.12.D.2.c  6.2.12.D.2.b  6.2.12.D.2.e  6.2.12.C.1.c | Double entry journal  Perfect 10 activity  Cause and effect chart  Primary source: Da Vinci’s notebook and Da Vinci’s inventions  Map: track changes of Catholicism and Protestantism  Graphs  Identify central issue diagram  Venn diagram: Catholic vs. Protestant  Case studies: “You are the ruler” You have this much money. What do you buy first based on goods available?  Primary source: Martin Luther’s theses. Paraphrasing skills. Summarize his speech.  Inference skills: Hypothesize a world without Gutenberg’s invention.  Information booklet  T-chart  Primary source: Travels of Marco Polo | Unit quizzes  Chapter tests  Research projects  Expository writing: Da Vinci’s influence on science, art, and medicine |

**New Jersey Core Curriculum Content Standards**

**Academic Area**

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

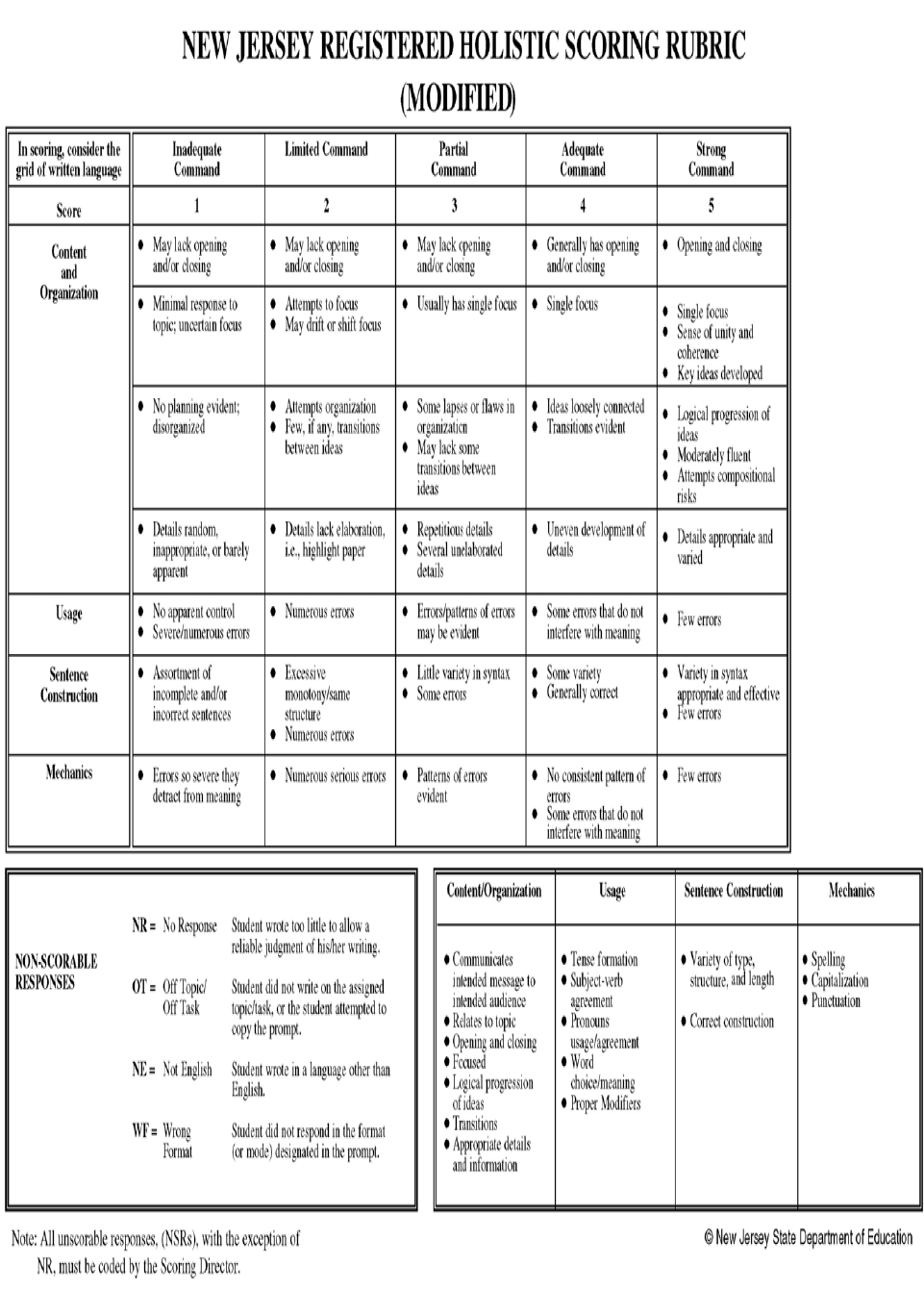
**6.2 World History/Global Studies** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Union Township Open-Ended Scoring Rubric**

|  |  |
| --- | --- |
| Points | Criteria |
| 5 | * Full and balanced response to all questions * Accurate information * Clear and logical organization including strong introduction and conclusion * Very few, if any, grammatical errors * Sentences are varied and sophisticated |
| 4 | * A good response, but may be unevenly developed * Contains mostly accurate information * Clear plan of organization including introduction and conclusion * Few grammatical errors * Sentences are varied and well-constructed |
| 3 | * Competent response to the question(s) * May be unevenly developed with a general plan of organization * Attempts to formulate a conclusion, but may contain some factual errors * Several grammatical errors * Little variety in sentence structure and/or repetitious details |
| 2 | * An incomplete response * If it is a two part response, only one is answered * Poorly organized, lacks introduction and/or conclusion * Many grammatical errors * Minimal variety in sentence structure and/or many repetitious details |
| 1 | * Poor/confused response * Misunderstands question(s) * Weak in organization * So many grammatical errors, they distract from meaning * Incomplete and/or random sentences lacking variety |
| 0 | * Fails to address question(s) * Response is off topic or missing |

**New Jersey Scoring Rubric**

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