

6.1 U.S. History: America in the World		Grade Levels: 5-8		
Focus Topic: Three Worlds Meet				
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.  European exploration expanded global economic and cultural exchange into the Western Hemisphere.	Indigenous	<a href="https://www.socialstudies.com/pdf/ZP869TG.pdf">https://www.socialstudies.com/pdf/ZP869TG.pdf</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
	Global Economic Exchange Cultural Exchange Migration Western Hemisphere	<a href="http://www.educationworld.com/a_tech/techlp/techlp059.shtml">http://www.educationworld.com/a_tech/techlp/techlp059.shtml</a>  <a href="http://www.worldtrek.org/odyssey/teachers/indiglessons.html">http://www.worldtrek.org/odyssey/teachers/indiglessons.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
	Longitude Latitude Land Routes	<a href="https://www2.usgs.gov/features/lewisandclark/Mapping2.html">https://www2.usgs.gov/features/lewisandclark/Mapping2.html</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.B.1.b 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.
			Performance Task Formative Assessment Student project Research Project Exit Ticket	6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.
	Trade		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

	Gender Roles Cultural Practices	<a href="https://www.ducksters.com/history/native_american/roles_of_women_and_men.php">https://www.ducksters.com/history/native_american/roles_of_women_and_men.php</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
	Cultural Transformation	<a href="https://prezi.com/myxgtw0yewm/explain-how-interactions-among-african-european-and-native/">https://prezi.com/myxgtw0yewm/explain-how-interactions-among-african-european-and-native/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
	Columbian Exchange	<a href="https://www.econedlink.org/lessons/docs_lessons/1291_Activity%2020_2.pdf">https://www.econedlink.org/lessons/docs_lessons/1291_Activity%2020_2.pdf</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	6.1.8.D.1.c Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.

<b>6.1 U.S. History: America in the World</b>		<b>Grade Levels: 5-8</b>		
<b>Focus Topic: Colonization and Settlement</b>				
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.	European Heritage Colonies	<a href="https://www.facinghistory.org/nobigotry/religion-colonial-america-trends-regulations-and-beliefs">https://www.facinghistory.org/nobigotry/religion-colonial-america-trends-regulations-and-beliefs</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.

The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.	Slave Labor System Politics	<a href="https://www2.census.gov/prod2/decennial/documents/00165897ch01.pdf">https://www2.census.gov/prod2/decennial/documents/00165897ch01.pdf</a> <a href="https://courses.lumenlearning.com/boundless-ushistory/chapter/the-growth-of-the-colonies/">https://courses.lumenlearning.com/boundless-ushistory/chapter/the-growth-of-the-colonies/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
	Demographics		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
	Immigration Settlement Patterns		Performance Task Oral Presentation Student Project Class Discussion Research Project	6.1.8.B.2.a Determine factors that impacted immigration, settlement patterns, and regional identities of the colonies.
		<a href="http://www.let.rug.nl/usa/outlines/history-1954/the-colonial-period.php">http://www.let.rug.nl/usa/outlines/history-1954/the-colonial-period.php</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
	Indentured Servants Labor System	<a href="https://memory.loc.gov/ammem/awhhtml/awlaw3/slavery.html">https://memory.loc.gov/ammem/awhhtml/awlaw3/slavery.html</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.
	Mercantilism	<a href="https://www.landofthearave.info/mercantilism.htm">https://www.landofthearave.info/mercantilism.htm</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

	Triangular Trade	<a href="http://americanhistory.mrdonn.org/triangle-trade.html">http://americanhistory.mrdonn.org/triangle-trade.html</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.
		<a href="https://edsitement.neh.gov/lesson-plan/empire-and-identity-american-colonies">https://edsitement.neh.gov/lesson-plan/empire-and-identity-american-colonies</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
	Migratory	<a href="http://www.emmigration.info/us-immigration-trends-1700s.htm">http://www.emmigration.info/us-immigration-trends-1700s.htm</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

6.1 U.S. History: America in the World		Grade Levels: 5-8		
Focus Topic: Revolution and the New Nation				
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Disputes over political authority and economic issues contributed to a movement for independence in the colonies.  The fundamental principles of the United States Constitution serve as the	Ideals	<a href="http://government.mrdonn.org/declaration.html">http://government.mrdonn.org/declaration.html</a>  <a href="https://constitutioncenter.org/learn/educational-resources/lesson-plans/to-sign-or-not-to">https://constitutioncenter.org/learn/educational-resources/lesson-plans/to-sign-or-not-to-</a>	Performance Task Oral Presentation Student Project In-Class Activity Student Hands-On Activity Research Project Peer Evaluation/Self Evaluation Rubric	6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

foundation of the United States government today	Principles Consent Federalism Limited Government Separation of Power Checks and Balances	<a href="#">sign-the-ultimate-constitution-day-lesson-plan</a>  <a href="https://constitutioncenter.org/constitution-day/constitution-day-resources/middle-school-resources/">https://constitutioncenter.org/constitution-day/constitution-day-resources/middle-school-resources/</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	6.1.8.A.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.
		<a href="https://constitutioncenter.org/learn/educational-resources/lesson-plans">https://constitutioncenter.org/learn/educational-resources/lesson-plans</a>  <a href="http://www.history.com/images/media/pdf/Constitution-LessonPlans.pdf">http://www.history.com/images/media/pdf/Constitution-LessonPlans.pdf</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
	Articles Of Confederation Constitution		Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
	Civil Liberties Alien and Sedition Acts	<a href="http://www.ushistory.org/gov/10.asp">http://www.ushistory.org/gov/10.asp</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic
	Political parties	<a href="https://edsitement.neh.gov/lesson-plan/first-american-party-system-us-political-parties-principle-legitimate-opposition">https://edsitement.neh.gov/lesson-plan/first-american-party-system-us-political-parties-principle-legitimate-opposition</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

		<a href="http://library.mtsu.edu/tips/lessonplans&amp;ideas/Lesson_Plan--Bill_of_Rights.pdf">http://library.mtsu.edu/tips/lessonplans&amp;ideas/Lesson_Plan--Bill_of_Rights.pdf</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
	Alliance	<a href="http://www.mountvernon.org/george-washington/french-indian-war/transatlantic-and-colonial-conflict-native-american-alliances-and-creation-of-united-america/">http://www.mountvernon.org/george-washington/french-indian-war/transatlantic-and-colonial-conflict-native-american-alliances-and-creation-of-united-america/</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
	Federalism	<a href="https://courses.lumenlearning.com/boundless-politicalscience/chapter/the-constitutional-convention/">https://courses.lumenlearning.com/boundless-politicalscience/chapter/the-constitutional-convention/</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
		<a href="http://www.qcsd.org/cms/lib04/.../The_American_Revolution_Lesson_1_Geography.docx">www.qcsd.org/cms/lib04/.../The_American_Revolution_Lesson_1_Geography.docx</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

		<a href="http://civiced.rutgers.edu/njlessons.html">http://civiced.rutgers.edu/njlessons.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.B.3.d Explain why New Jersey’s location played an integral role in the American Revolution.
	Government Regulation	<a href="https://mrbeem.wikispaces.com/file/view/Too+Much+Regulation+Lesson+Plan.pdf">https://mrbeem.wikispaces.com/file/view/Too+Much+Regulation+Lesson+Plan.pdf</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
	Inflation Debt	<a href="https://www.fte.org/teachers/teacher-resources/lesson-plans/eflessons/lesson-9-money-and-inflation/">https://www.fte.org/teachers/teacher-resources/lesson-plans/eflessons/lesson-9-money-and-inflation/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
	Cotton Gin Innovation	<a href="http://www.teachingushistory.org/lessons/pdfs_and_docs/documents/theimpactofthecottongin.html">http://www.teachingushistory.org/lessons/pdfs_and_docs/documents/theimpactofthecottongin.html</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
	Seven years war	<a href="https://ancestralfindings.com/how-the-seven-years-war-led-to-the-american-revolution/">https://ancestralfindings.com/how-the-seven-years-war-led-to-the-american-revolution/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.D.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.

		<a href="http://www.pbs.org/ktca/liberty/tguide_2.html">http://www.pbs.org/ktca/liberty/tguide_2.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
		<a href="http://www.mountvernon.org/george-washington/the-revolutionary-war/">http://www.mountvernon.org/george-washington/the-revolutionary-war/</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
		<a href="http://www.discoveryeducation.com/teachers/early-lesson-plans/early-american-leaders.cfm">http://www.discoveryeducation.com/teachers/early-lesson-plans/early-american-leaders.cfm</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
	Socio-economic Groups: rural farmers, urban craftsmen, northern merchants, southern planters)	<a href="https://edsitement.neh.gov/lesson-plan/voices-american-revolution#sect-introduction">https://edsitement.neh.gov/lesson-plan/voices-american-revolution#sect-introduction</a>	Performance Task Oral Presentation Student Project In-Class Activity Student Hands-On Activity Research Project Peer Evaluation/Self Evaluation Rubric	6.1.8.D.3.e 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



	Treaty of Paris	<a href="https://edsitement.neh.gov/lesson-plan/ending-war-1783">https://edsitement.neh.gov/lesson-plan/ending-war-1783</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.D.3.f Analyze from multiple perspectives 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.
	Preamble		Performance Task Formative Assessment Student project Research Project Exit Ticket	6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

<b>6.1 U.S. History: America in the World</b>		<b>Grade Levels: 5-8</b>		
<b>Focus Topic: Expansion and Reform</b>				
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence

Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	Westward Movement	<a href="https://hti.osu.edu/history-lesson-plans/united-states-history/manifest-destiny-westward-expansion">https://hti.osu.edu/history-lesson-plans/united-states-history/manifest-destiny-westward-expansion</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
	Manifest Destiny Annexation Diplomacy	<a href="http://www.history.com/topics/westward-expansion">http://www.history.com/topics/westward-expansion</a>  <a href="https://www.archives.gov/legislative/resources/education/voting-rights">https://www.archives.gov/legislative/resources/education/voting-rights</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
	Voting rights Jacksonian Period	<a href="https://www.hnoc.org/sites/default/files/lesson-plans/LessonPlan_LouisianaPurchase.pdf">https://www.hnoc.org/sites/default/files/lesson-plans/LessonPlan_LouisianaPurchase.pdf</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.
	Louisiana Purchase	<a href="https://www.scholastic.com/teachers/lesson-plans/17-18/creating-maps-native-american-regions/">https://www.scholastic.com/teachers/lesson-plans/17-18/creating-maps-native-american-regions/</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
	Resettlement	<a href="http://pdfcrack.com/in/indian-removal-map-activity.pdf">http://pdfcrack.com/in/indian-removal-map-activity.pdf</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

	National Bank Uniform Currency Tariff	<a href="https://www.historyisfun.org/learn/learning-center/colonial-america-american-revolution-learning-resources/american-revolution-lesson-plans-activities/">https://www.historyisfun.org/learn/learning-center/colonial-america-american-revolution-learning-resources/american-revolution-lesson-plans-activities/</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.C.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.
		<a href="http://amhistory.si.edu/onthemove/themes/story_50_1.html">http://amhistory.si.edu/onthemove/themes/story_50_1.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
		<a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/technology-at-work-2.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/technology-at-work-2.cfm</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
	Push-Pull Factors	<a href="https://mrswhitecawoodelementary.weebly.com/uploads/7/7/9/6/77966268/lesson5-pushpullfactors.pdf">https://mrswhitecawoodelementary.weebly.com/uploads/7/7/9/6/77966268/lesson5-pushpullfactors.pdf</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
	Education Reform Women’s rights Antebellum Period	<a href="https://edsitement.neh.gov/curriculum-unit/growing-crisis-sectionalism-antebellum-america-house-dividing">https://edsitement.neh.gov/curriculum-unit/growing-crisis-sectionalism-antebellum-america-house-dividing</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.D.4.b Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

	Underground Railroad	<a href="http://www.state.nj.us/state/historykids/teachersGuide.htm">http://www.state.nj.us/state/historykids/teachersGuide.htm</a>  <a href="http://www.pbs.org/blacks/culture/shows/list/underground-railroad/classroom/">http://www.pbs.org/blacks/culture/shows/list/underground-railroad/classroom/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
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6.1 U.S. History: America in the World Focus Topic: Civil War and Reconstruction		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
<p>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>	Emancipation Proclamation Gettysburg Address Civil War Reconstruction	<a href="http://www.storyboardthat.com/teacher-guide/emancipation-proclamation-a-primary-source-analysis">http://www.storyboardthat.com/teacher-guide/emancipation-proclamation-a-primary-source-analysis</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
	President Lincoln President Johnson	<a href="https://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-politics-reconstruction">https://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-politics-reconstruction</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
		<a href="https://www.civilwar.org/learn/educators/curriculum/elementary">https://www.civilwar.org/learn/educators/curriculum/elementary</a>  <a href="http://teachinghistory.org/history-content/beyond-the-textbook/23912">http://teachinghistory.org/history-content/beyond-the-textbook/23912</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
		<a href="http://besthistorysites.net/american-history/civil-war/">http://besthistorysites.net/american-history/civil-war/</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.

	<a href="http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-7-effects.pdf">http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-7-effects.pdf</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.
	<a href="http://teachinghistory.org/history-content/beyond-the-textbook/23912">http://teachinghistory.org/history-content/beyond-the-textbook/23912</a>  <a href="http://besthistorysites.net/american-history/civil-war/">http://besthistorysites.net/american-history/civil-war/</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.
	<a href="https://www.civilwar.org/learn/educators/curriculum/elementary-school/civil-war-overview">https://www.civilwar.org/learn/educators/curriculum/elementary-school/civil-war-overview</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
	<a href="http://www.pbs.org/opb/historydetectives/educators/lessonplan/civil-war-blacks-on-the-battlefield/">http://www.pbs.org/opb/historydetectives/educators/lessonplan/civil-war-blacks-on-the-battlefield/</a> <a href="https://www.gilderlehrman.org/content/guided-readings-impact-revolution-women-and-african-americans">https://www.gilderlehrman.org/content/guided-readings-impact-revolution-women-and-african-americans</a>	Performance Task Oral Presentation Student Project In-Class Activity Student Hands-On Activity Research Project Peer Evaluation/Self Evaluation Rubric	6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.
Amendments	<a href="https://betterlesson.com/community/lesson/19560/lesson-1-13-14-15-amendments">https://betterlesson.com/community/lesson/19560/lesson-1-13-14-15-amendments</a>	Performance Task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.2 World History/Global Studies Focus Topic: The Beginning of Human Society: Paleolithic and Neolithic Ages		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
<p>Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.</p> <p>The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</p> <p>Archaeology provides historical and scientific explanations for how ancient people lived.</p>	Hunter/Gatherer Agricultural Revolution Agrarian Society	<p><a href="http://earlyhumans.mrdonn.org/huntergatherer.html">http://earlyhumans.mrdonn.org/huntergatherer.html</a></p> <p><a href="https://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_02_01.pdf">https://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_02_01.pdf</a></p> <p><a href="https://educators.brainpop.com/bp-topic/agricultural-revolution/">https://educators.brainpop.com/bp-topic/agricultural-revolution/</a></p> <p><a href="http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab63">http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab63</a></p>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.A.1.a Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
	Society Migratory Patterns		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
	Food Surplus Archaeology Civilization		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.C.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
			Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

	Pre-agricultural Period Post-agricultural Period	<a href="https://www.khanacademy.org/humanities/ap-world-history/ap-world-history-beginnings/ap-birth-agriculture-neolithic-revolution/a/neolithic-revolution-lesson-summary">https://www.khanacademy.org/humanities/ap-world-history/ap-world-history-beginnings/ap-birth-agriculture-neolithic-revolution/a/neolithic-revolution-lesson-summary</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
	Unwritten Language	<a href="http://www.pbs.org/pov/tailenders/lesson-plan/">http://www.pbs.org/pov/tailenders/lesson-plan/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
	Archaeological Discoveries	<a href="http://www.saa.org/publicftp/PUBLIC/links/websites_kids.html">http://www.saa.org/publicftp/PUBLIC/links/websites_kids.html</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.



6.2 World History/Global Studies Focus Topic: Early Civilizations and the Emergences of Pastoral Peoples: early river Valley Civilizations		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.	Mesopotamia	<a href="http://www.historyhaven.com/APWH/The%20River%20Valley.htm">http://www.historyhaven.com/APWH/The%20River%20Valley.htm</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
		<a href="https://static.discoveryeducation.com/.../Grade%207%20Model%20Lesson%20-%20E..">https://static.discoveryeducation.com/.../Grade%207%20Model%20Lesson%20-%20E..</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.
		<a href="https://quizlet.com/64741338/early-river-valley-civilizations-flash-cards/">https://quizlet.com/64741338/early-river-valley-civilizations-flash-cards/</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
	Indus River Valley	<a href="https://php.radford.edu/~vga/?page_id=3987">https://php.radford.edu/~vga/?page_id=3987</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

		<a href="https://php.radford.edu/~vga/?page_id=3987">https://php.radford.edu/~vga/?page_id=3987</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
		<a href="https://php.radford.edu/~vga/?page_id=3987">https://php.radford.edu/~vga/?page_id=3987</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations
		<a href="https://prezi.com/6hizpfmf2t7c/writing-systems-of-the-four-ancient-river-valley-civilization/">https://prezi.com/6hizpfmf2t7c/writing-systems-of-the-four-ancient-river-valley-civilization/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.
		<a href="https://prezi.com/adicbcswyxgz/rise-and-fall-of-river-valley-civilizations/">https://prezi.com/adicbcswyxgz/rise-and-fall-of-river-valley-civilizations/</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
		<a href="https://www.mtholly.k12.nj.us/cms/lib/NJ02201267/Centricity/Shared/Form2/Grade%206%20-%20Unit%203%20Ancient%20River%20Civilizations.pdf">https://www.mtholly.k12.nj.us/cms/lib/NJ02201267/Centricity/Shared/Form2/Grade%206%20-%20Unit%203%20Ancient%20River%20Civilizations.pdf</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2 World History/Global Studies Focus Topic: The Classical Civilizations of the Mediterranean World, India and China		Grade Levels: 5-8			
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence	
<p>Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</p> <p>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</p> <p>Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p>	<p>Autocratic Rule Philosophy Bureaucratic Structures Commerce</p>	<p><a href="https://mrjannace.weebly.com/classical-civilizations.html">https://mrjannace.weebly.com/classical-civilizations.html</a></p> <p><a href="http://www.historyhaven.com/COMPARISON%20OF%20CLASSICAL%20CIVILIZATIONS.htm">http://www.historyhaven.com/COMPARISON%20OF%20CLASSICAL%20CIVILIZATIONS.htm</a></p> <p><a href="https://www.timemaps.com/lessons/classical-civilization-teacher-guidance/">https://www.timemaps.com/lessons/classical-civilization-teacher-guidance/</a></p>	<p>Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer</p>	<p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p>	
				<p>Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer</p>	<p>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>Athenian Democracy Roman Republic</p>			<p>Performance Task Oral Presentation Student Project Class Discussion Research Project</p>	<p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p>

			Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
		<a href="http://www.whitetwpsd.org/wtsd/About%20WTSd/Curriculum%20Maps/Social%20Studies/Social%20Studies%20Grade%207.pdf">http://www.whitetwpsd.org/wtsd/About%20WTSd/Curriculum%20Maps/Social%20Studies/Social%20Studies%20Grade%207.pdf</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system
		<a href="https://resourcesforhistoryteachers.wikispaces.com/AncientCivilizations">https://resourcesforhistoryteachers.wikispaces.com/AncientCivilizations</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
	Greek City-State	<a href="https://sites.google.com/site/mirabellafmg/units-of-study/6-ancient-greece/city-state-project">https://sites.google.com/site/mirabellafmg/units-of-study/6-ancient-greece/city-state-project</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
	Sea Trade Routes Mediterranean World	<a href="http://mediterraneansharedpast.org/items/show/15">http://mediterraneansharedpast.org/items/show/15</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.C.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.

	Classical Civilizations Urban Division of Labor	<a href="https://www.timemaps.com/lessons/student-sheet-classical-civilizations/">https://www.timemaps.com/lessons/student-sheet-classical-civilizations/</a> <a href="http://www.discoverededucation.com/teachers/free-lesson-plans/tracing-the-roots-of-modern-cities.cfm">http://www.discoverededucation.com/teachers/free-lesson-plans/tracing-the-roots-of-modern-cities.cfm</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
	Social Hierarchies	<a href="https://www.teachervision.com/ancient-history/ancient-times-social-classes-occupations-activity-packet">https://www.teachervision.com/ancient-history/ancient-times-social-classes-occupations-activity-packet</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
	Gupta India Han China Roman Empire	<a href="https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-states-and-empires/a/rise-and-fall-of-empires">https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-states-and-empires/a/rise-and-fall-of-empires</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
		<a href="https://school.bighistoryproject.com/.../SchoolBigHistory/.../Unit7/Worksheets_2015_...">https://school.bighistoryproject.com/.../SchoolBigHistory/.../Unit7/Worksheets_2015_...</a>	Performance Task Formative Assessment Student project Research Project Exit Ticket	6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
	Tenets of World Religions Buddhism Christianity Islam Judaism Sikhism Taoism	<a href="http://www.educationworld.com/a_lesson/world-religions-multicultural-diversity.shtml">http://www.educationworld.com/a_lesson/world-religions-multicultural-diversity.shtml</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and

				their responses to the current challenges of globalization.
			Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2 World History/Global Studies Focus Topic: Expanding Exchanges and Encounters (500CE - 1450CE)		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.	Empire Interregional Trade Cultural exchange Urbanization Centralized Political Organization		Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.		<a href="https://www.thoughtco.com/feudalism-in-japan-and-europe-195556">https://www.thoughtco.com/feudalism-in-japan-and-europe-195556</a>	Performance Task Oral Presentation Formative Assessment Student Project Graphic Organizer	6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.	Magna Carta Parliament Habeas Corpus Independent Judiciary	<a href="http://www.socialstudies.com/middle-ages-in-western-europe">http://www.socialstudies.com/middle-ages-in-western-europe</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.
		<a href="https://www.nationalgeographic.org/encyclopedia/europe-human-geography/">https://www.nationalgeographic.org/encyclopedia/europe-human-geography/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.
	Maritime Overland Trade (African Caravan and Silk Road)	<a href="http://www.artic.edu/aic/collections/citi/resources/Rsrc_001878.pdf">http://www.artic.edu/aic/collections/citi/resources/Rsrc_001878.pdf</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
		<a href="http://civiced.rutgers.edu/files/africa/unit1.pdf">http://civiced.rutgers.edu/files/africa/unit1.pdf</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.B.4.c Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
	Arabian Peninsula Aro-Eurasian Trade		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.B.4.d Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

			Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
	Climate	<a href="https://www.nationalgeographic.org/encyclopedia/climate/">https://www.nationalgeographic.org/encyclopedia/climate/</a>	Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
	Commercialization		Performance Task Student Project Class Discussion Exit Ticket Peer Evaluation/Self Evaluation	6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
	Islamic World	<a href="http://history-world.org/dynamic_culture_of_medieval_euro.htm">http://history-world.org/dynamic_culture_of_medieval_euro.htm</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.C.4.b Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
			Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.4.a Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.



	Crusades	<a href="https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/6742/Crusades%20powerpoint.pdf">https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/6742/Crusades%20powerpoint.pdf</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.4.b Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
	Plague	<a href="https://edsitement.neh.gov/lesson-plan/path-black-death">https://edsitement.neh.gov/lesson-plan/path-black-death</a> <a href="http://medievaleurope.mrdonn.org/lessonplans/plague.html">http://medievaleurope.mrdonn.org/lessonplans/plague.html</a> <a href="http://livinginmedievalurope.weebly.com/the-black-death-simulation.html">http://livinginmedievalurope.weebly.com/the-black-death-simulation.html</a>	Performance Task Oral Presentation Formative Assessment Exit Ticket Student Project Research Project	6.2.8.D.4.c Assess the demographic, economic, and religious impact of the plague on Europe.
	Feudalism	<a href="http://www.wsfcs.k12.nc.us/..Decline%20of%20Feudalism%20%20Rise%20of%20Nation...">www.wsfcs.k12.nc.us/..Decline%20of%20Feudalism%20%20Rise%20of%20Nation...</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.D.4.d Determine which events led to the rise and eventual decline of European feudalism.
	Yuan Dynasty	<a href="http://www.chinasage.info/dynastyyuan.htm">http://www.chinasage.info/dynastyyuan.htm</a>	Performance task Oral Presentation Formative Assessment Class Discussion Hands-On Activity Exit Ticket	6.2.8.D.4.e Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
	Byzantine Empire	<a href="https://prezi.com/1iqnkykcyqy-/the-byzantine-empires-influence-of-the-islamic-world-and-western-europe/">https://prezi.com/1iqnkykcyqy-/the-byzantine-empires-influence-of-the-islamic-world-and-western-europe/</a>	Performance Task Oral Presentation Student Project Class Discussion Research Project	6.2.8.D.4.f Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

			Performance Task Formative Assessment Student project Research Project Exit Ticket	6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
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6.3 Active Citizenship in the 21st Century		Grade Levels: 5-8		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
		<a href="http://www.njspotlight.com/education/">http://www.njspotlight.com/education/</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
	Legislative Proposal Municipal	<a href="http://www.njleg.state.nj.us/legislativepub/pubhearings2013.asp">http://www.njleg.state.nj.us/legislativepub/pubhearings2013.asp</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
		<a href="https://www2.ed.gov/tech/international/guide_pg2.html">https://www2.ed.gov/tech/international/guide_pg2.html</a>	Performance Task Student Project In-Class Activity Student Hands-On Activity	6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender

<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> <li>· Recognize the causes and effects of prejudice on individuals, groups, and society.</li> <li>· Recognize the value of cultural diversity, as well as the potential for misunderstanding.</li> <li>· Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.</li> <li>· Listen open-mindedly to views contrary to their own.</li> <li>· Collaboratively develop and practice strategies for managing and resolving conflict.</li> <li>· Demonstrate understanding of democratic values and processes.</li> <li>· Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.</li> <li>· Challenge unfair viewpoints and behaviors by taking action.</li> <li>· Make informed and reasoned decisions.</li> </ul> <p>Accept decisions that are made for the common good.</p>			Graphic Organizer Rubric	equality, child mortality, or education.
			Performance Task Formative Assessment Student project Research Project Exit Ticket	6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
	Stakeholders	<a href="http://www.co.warren.nj.us/budget.html">http://www.co.warren.nj.us/budget.html</a>	Performance Task Oral Presentation Student Project In-Class Activity Student Hands-On Activity Research Project Peer Evaluation/Self Evaluation Rubric	6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).
	Democratic Process Legislative Hearing Judicial Proceeding Election		Performance Task Student Project In-Class Activity Student Hands-On Activity Graphic Organizer Rubric	.3.8.D.1 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.

<b>Assessments</b>	Formative- anecdotal notes, observation, student journaling Summative- weekly tests, topic assessments, research projects, oral presentations Benchmarks- content assessments, beginning and end of year full content assessments Alternative - exit tickets, general or specific observations, graphic organizers
<b>21st Century Skills Integration</b>	Supplementing with subject specific informational sources, content related STEAM activities, analyzing, evaluating and collaborating in critical thinking scenarios
<b>Career Integration</b>	Organized decision making, analyzing, evaluating and collaborating in critical thinking scenarios, product creation, problem solving, supplementing with subject specific informational sources, evaluation of traditional and non-traditional careers
<b>Technology Integration</b>	Digital tools, online series, interactive whiteboards, Ipads, Google Apps for Education (online simulations, videos, games, museums; create story using digital cameras and multimedia tools; engage in learning activities with students in other classes, schools or countries using various media formats; apply cybersafety and appropriate use policies; use geographic mapping tools to plan and solve problems)
<b>Interdisciplinary Integration</b>	ELA: comprehension of nonfiction, writing (assignments, projects, assessments), oral presentations Math: mapping skills (distance and measurement), currency and exchange rates
<b>Core Instruction and Supplemental Materials</b>	Core instructional textbooks, leveled classroom libraries, supplemental internet sources and videos, Newsela with leveled tiers
<b>Modifications and Accommodations</b>	ELL: leveled materials including chapter books and Newsela; dictionary; small group instruction Special Education, 504, At Risk: leveled materials including chapter books and Newsela, small group instruction, refer to IEPS and 504 plans for student specific accommodations G&T: leveled readers; guided reading groups, enrichment activities; small group instruction

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