

MIDDLE TOWNSHIP PUBLIC SCHOOLS
 CAPE MAY COURT HOUSE, NJ 08210
 CURRICULUM GUIDE 2012/2013

DISCIPLINE: Social Studies GRADE LEVEL: 6-8

Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- US History A. Civics Era-Revolution 1754-1820s		8.A.3.a	Were the ideals of the Declaration of Independence fulfilled for women, African-Americans and Native Americans?	1 Day	1. Divide class into three groups, one supports they were fulfilled, one supports they were not, the third group will support some is fulfilled and some is not. 2. Have three students conduct a scripted debate prior to class debate. 3. Provide guide sheets with points and counter/points to groups	6-8.WH.1 Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue b. Support claim(s) with logical c. Use words, phrases, and clauses to create d. Establish and maintain a formal style e. Provide a concluding statement	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, scripts guide sheets

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6.1- US History A. Civics Era-Revolution 1754-1820s	8.A.3.b	Is the Constitution effective in establishing a federal government that allows growth and change over time?	3 Days	<p>1. Provide students with guide to text, or narratives covering constitutional crisis over time. Have small groups read the text together and compile an argument.</p> <p>2. Provide students with various pre-written statements that they can borrow when compiling their own.</p> <p>3. Provide students with models of completed assignment with each component labeled</p>	6-8.WH.1 Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue b. Support claim(s) with logical c. Use words, phrases, and clauses to create d. Establish and maintain a formal style e. Provide a concluding statement	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, guides, models	

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6.1- US History A. Civics Era-Revolution 1754-1820s		8.A.3.c	What compromises were made during the creation and adoption of the Constitution and the Bill of Rights?	3 Days	<ol style="list-style-type: none"> 1. Assign students/ or small groups to read text and selected primary sources to list the compromises made. 2. Provide clues as to where to find compromises in primary sources 3. Provide a list of compromises and have students identify where they can be found in selected sources 	6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, primary documents, clues

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6.1- US History A. Civics Era-Revolution 1754-1820s		8.A.3.d	What are the similarities and differences between the Articles of Confederation and the Constitution?	1 Day	<ol style="list-style-type: none"> 1. Students will read about the Articles and the Constitution and create a Venn Diagram. 2. Small groups will be assigned to find unique aspects of Articles or Constitution or aspects the same for both, groups will collaborate to complete diagram 3. Partially complete diagram will be given for students to complete. 	6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 complexity band independently and proficiently.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, Venn Diagram

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6.1- US History A. Civics Era-Revolution 1754-1820s		8.A.3.e	Why were the Alien and Sedition Acts enacted and did they undermine civil liberties?	1 Day	<p>Read several text samples with some giving facts about acts and others expressing opinions. Students will identify which are facts and which are opinions. They will then be asked for their own opinion.</p> <p>Give students a list of facts about the acts to refer to as they read about them.</p> <p>Provide modern examples of how security and protection can come into conflict with civil liberties as students complete assignment</p>	6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, samples, list of facts and list of modern examples

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6.1- US History A. Civics Era-Revolution 1754-1820s		8.A.3.f	How did political parties form and how do they continue to be shaped by differing perspectives of political thought?	2 Days	<p>After notes and discussion on political parties, have students read text on a particular issue written from republican or democratic perspective along with an example from a neutral position. Students will ID perspective and what were the clues for their answer</p> <p>Have multiple examples in room and have groups rotate to read an answer the perspectives. Share and discuss results</p> <p>Have one perspective in each group already identified, but vary the perspectives in each group.</p>	6-8.RH.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).	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, notes, sample perspectives

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6.1- US History A. Civics Era-Revolution 1754-1820s		8.A.3g	How does the Constitution and Bill of Rights impact current day issues?	3 Days	<ol style="list-style-type: none"> 1. Select a topic such as gun laws and debate changes need and constitutional issues. 2. Assign students an opinion to defend and provide sources 3. Provide a guide sheet with points for assigned side 	6-8.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, Constitutional sources, guide sheet
6.1- US History B.- Geography Era-Revolution 1754-1820s		8.B.3.a	How did conflicts and alliances among European countries and Native American groups impact the expansion of the American colonies?	1 Day	<ol style="list-style-type: none"> 1. Have students create a chart with European Countries and Native tribes. Have them fill in columns labeled interests in America, and impact on expansion 2. Once students complete chart, scramble students to compare charts 3. Provide a partially complete scaffold chart 	6-8.WH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, charts

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6.1- US History B.- Geography Era-Revolution 1754-1820s		8.B.3.b	How did the geography of the United States influence the debate on representation in Congress as argued by the NJ plan and the VA plan?	1 Day	<ol style="list-style-type: none"> 1. Have students analyze pie charts and bar graphs to see the conflict over representation. 2. Assign groups to teams of small states and large states to analyze the charts and defend a position 3. Have students fill out T-chart explaining the conflicting opinions of Va Plan and NJ Plan 	6-8.WH.9 Draw evidence from informational texts to support analysis, reflection, and research.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Charts, text

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6.1- US History B.- Geography Era-Revolution 1754-1820s		8.B.3.c	How can maps help evaluate the impact of geography on the execution and outcome of the American Revolution?	2 Days	<ol style="list-style-type: none"> 1. Use GIS software to illustrate the movements of Revolutionary Armies and discuss the geographical impact 2. Identify several campaigns such as Saratoga, Guns of Ticonderoga or Crossing of Delaware. Have students read the events related and illustrate using maps the impact of geo. 3. Give students maps that show army movements and have them determine how geo impacted those movements 	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, GIS, Maps

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6.1- US History B.- Geography Era-Revolution 1754-1820s		8.B.3.d	Why did New Jersey's location make it a strategic location during the American Revolution?	1 Day	<ol style="list-style-type: none"> 1. Assign students to research Revolutionary Battles in NJ and determine why these were strategic battle in the war. 2. Assign students a battle in NJ to research and its strategic performance. Have the class assess the overall importance of NJ after hearing about all the battles. 3. Give students a map showing Phila, NY and all of NJ with partially complete accounts of each battle. Once completed students will assess overall importance 	6-8.WH.2 Write informative/explanatory texts, including the narration of historical events. Introduce a topic clearly Develop the topic with relevant, well-chosen facts and varied transitions to create cohesion Use precise language and domain-specific vocabulary Establish and maintain a formal style Provide a concluding statement	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, research sources, maps

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6.1- US History C. Economics Era-Revolution 1754-1820s		8.C.3.a	How do taxes and government regulation allow economic opportunities and how did this impact the relationship between Britain and its North American colonies?	2 Days	1. Have students create a row/column chart listing Britain's taxes, what it intended to do, how Americans responded. 2. Scaffold the chart with partial responses 3. Give index cards with all responses and have students match up tax, intent, and reaction	6-8.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	1. Text, charts, index cards

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6.1- US History C. Economics Era-Revolution 1754-1820s		8.C.3.b	How did inflation and debt impact the American people and how did the national government respond to those problems?	1 Day	<ol style="list-style-type: none"> 1. Conduct a mini lesson on what inflation is and how modern govt responds. Have students compare/contrast govt response now to inflation with the response prior to and after Revolution. 2. Scramble student groups and have small groups collaborate on compare contrast 3. Give students text on inflation now and then and have them compare/contrast 	6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Guided notes, text, narratives

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6.1- US History C. Economics Era-Revolution 1754-1820s		8.C.3.c	What was the impact of the cotton gin and other innovations on the economic and political systems in America, especially in regards to slavery?	1 Day	<ol style="list-style-type: none"> 1. Provide primary and secondary sources describing the cotton gin and its impact. Students will use sources to find specific text that supports their theory 2. Provide students with clues to find specific evidence in provided sources. 3. Pre-highlight the sources 	6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, primary and secondary sources

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6.1- US History D.- History Era-Revolution 1754-1820s		8.D.3.a	How did the Seven Year War lead to a change in policies from Britain and responses to more changes from the colonies that ultimately led to the American Revolution?	1 Day	<ol style="list-style-type: none"> 1. Assign students to make propaganda posters from British and American perspectives 2. Provide a guide sheet with British and American perspectives prior to making posters 3. Provide posters and have the students ID which perspective the poster expresses 	6-8.RH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Posterboard, text, guide, and completed posters

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6.1- US History D.- History Era-Revolution 1754-1820s		8.D.3.b	Why was the Declaration of Independence written and how are its principles the unifying ideas of American democracy?	2 Days	<ol style="list-style-type: none"> 1. Create a fictional Continental Congress to re-write the Declaration of Ind. Have students discuss risks in writing the document and what should be included. They should maintain original meaning, but modernize words 2. Provide background of what was at stake by Declaring Independence 3. Give a breakdown of each section of document and what was meant 	6-8.WH.2 Write informative/explanatory texts, including the narration of historical events. Introduce a topic clearly Develop the topic with relevant, well-chosen facts Use appropriate and varied transitions to create cohesion Use precise language and domain-specific vocabulary Establish and maintain a formal style Provide a concluding statement	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, background narrative, explanation guide

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6.1- US History D.- History Era-Revolution 1754-1820s		8.D.3.c	What impact on US history did George Washington have as a general of the American Revolutionary forces and as the first president of the USA?	3 Days	<ol style="list-style-type: none"> 1. Assign research topics on a variety of Washington's contributions 2. Assist students with gathering of research by providing sources 3. Give students guiding questions to help them determine the type of information they need 	6-8.WH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, sources, guide

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6.1- US History D.- History Era-Revolution 1754-1820s		8.D.3.d	Which individuals and foreign countries contributed to the causes, execution and the outcomes of the American Revolution?	1 Day	1. Students will make a chart with individuals and countries listed with columns including contributions and impact 2. Provide highlighted text to help students find information 3. Scaffold the chart	6-8.WH.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, highlighted text, charts

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6.1- US History D.- History Era-Revolution 1754-1820s		8.D.3.e	What were the roles and responsibilities of the various socio-economic groups during the American Revolution and how did they impact the war?	2 Days	<ol style="list-style-type: none"> 1. Assign small groups to look into the impact of various socio-economic groups. Groups will compile an explanation and a rating for their groups impact. Groups will debate their ratings 2. Provide a narrative of the groups impact and students will debate their ratings 3. Give students hints on how to emphasize their assigned groups impact 	6-8.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, narratives, hints

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6.1- US History D.- History Era-Revolution 1754-1820s		8.D.3.f	How did the Treaty of Paris affect the USA and its relations with Native Americans and the European powers?	1 Day	<ol style="list-style-type: none"> 1. Assign small groups to represent various tribes and their issues with the treaty and attempt to make adjustments 2. Give each group a list of what they would like to get out of the Treaty 3. Give students a detailed explanation of the Treaty Provisions 	6-8.RH.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).	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, lists, Treaty explanation
6.1- US History D.- History Era-Revolution 1754-1820s		8.D.3.g	Did the leadership and the decisions of the early administration meet the goals of the preamble of the Constitution?	1 Day	<ol style="list-style-type: none"> 1. Students will read the preamble and ½ the class will look for evidence that the met the goals and ½ the class will look for evidence that they did not. Teacher will play role of judge in a trial atmosphere. 2. Break students into teams of lawyers to help each other. 3. Give teams clues for finding evidence. 	6-8.RH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, clues

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6.1- US History A. Civics Era-Expansion 1801-1861		8.A.4.a	How would you explain the changes in America's relationships with the other nations, by analyzing policies, treaties, tariffs and agreements?	2 Days	<ol style="list-style-type: none"> 1. Have students read through various primary documents to determine what the relationship was between US and other nations 2. Highlight key sections of documents 3. Provide narrative summary of documents 	6-8.RH.9 Analyze the relationship between a primary and secondary source on the same topic.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Primary Documents, narrative summary

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6.1- US History A. Civics Era-Expansion 1801-1861	8.A.4.b	How did the concept of Manifest Destiny influence the acquisition of land through annexation, diplomacy and war?	3 Days	<ol style="list-style-type: none"> 1. Provide journals, articles, posters, cartoons of the Manifest Destiny Era and have students discuss and compile an essay explaining the American diplomacy of the time 2. Have students review this policy and the policies of those who were victims of the Manifest Destiny policy. Students can discuss the morality of the policies 3. Provide lists arguing for and against Manifest Destiny and have them debate 	6-8.RH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Primary Sources, pro/con guides	

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6.1- US History A. Civics Era-Expansion 1801-1861		8.A.4.c	What was the extent to which voting rights were expanded during the Jacksonian period?	2 Days	<ol style="list-style-type: none"> Students will create a chart including several social groups and identify the impact of Jackson policies. Students will use this chart to compile an essay indicating whether Jackson policies were generally positive or negative. Provide cards with groups and impacts and have students match them 	6-8.WH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, charts, cards

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6.1- US History B. Geography Era-Expansion 1801-1861	8.B.4.a	What was the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the US?	3 Days	<ol style="list-style-type: none"> 1. Students will be assigned to make a color coded map indicating the expansion of the USA and have a key with explanations 2. Provide students with the explanations in order to complete the map 3. Students will view a completed map and compile the history of expansion of the United States from the La. Purchase to the achievement of Manifest Destiny 	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, maps, explanations	

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6.1- US History B. Geography Era-Expansion 1801-1861	8.B.4.b	Where were the territorial expansions and settlements, as well as the locations of conflicts from the removal of Native Americans?	3 Days	<ol style="list-style-type: none"> 1. Students will read text, view movies and take notes and compile a list of expansion locations in chronological order 2. Give students a partially complete list of events and locations. 3. Assign small groups to compile this list together 	6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, movies, lists	

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- US History C. Economics Era-Expansion 1801-1861	8.C.4.a		How did the debates involving the National Bank, uniform currency and tariffs determine the extent to which each of these economic tools met the economic challenges facing the new nation?	2 Days	<ol style="list-style-type: none"> 1. Students will be broken into 6 groups with each group assigned to find information to support a side of these three debates. They will interview each other to determine which view they identify with, which view their assigned view may agree with and report findings 2. Color code each group by their topic and whether they are looking into the view of Federalist and Republican 3. Provide the students with the information and let them use this to determine their opinions 	6-8.RH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, charts

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- US History C. Economics Era-Expansion 1801-1861		8.C.4.b	How did the major technological developments revolutionize land and water transportation, as well as the economy in NJ and the nation?	3 Days	<ol style="list-style-type: none"> Using GIS technology, put a map showing how people would travel from Philadelphia to NYC through the years from Revolution to age of Interstate Students research the methods and time needed to travel from Philadelphia to NYC through the same years. Give students handout with transportation advancements and have them explain how these advances were helpful 	6-8.WH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	GIS. Text, handout

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- US History C. Economics Era-Expansion 1801-1861		8.C.4.c	How did technological innovations affect the status and social class of different groups of people and explain the results?	3 Days	<ol style="list-style-type: none"> 1. Search for information on this topic in order to answer the questions. Have students list sites they went to and which sites were useful. Cite the sources used properly 2. Bookmark several sites that can be used after students attempt to find their own 3. Provide students with book marked sites right away 	6-8.WH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Computer, book marks

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- US History D. History Era-Expansion 1801-1861		8.D.4.a	How did the push-pull factors lead to increases in immigration, and explain why there were ethnic and cultural conflicts?	2 Days	<ol style="list-style-type: none"> 1. Provide a reading selection on immigration in the 1800s. Have students talk about what differences Italians, Germans, Irish, African-Americans would have. What were problems all immigrants faced? How would these groups compete for the solutions? 2. Create a role play that demonstrates these factors and conflicts. 3. After reading about immigration, have students list reasons why people move and why groups could come into conflict 	6-8.RH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, role-play

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- US History D. History Era-Expansion 1801-1861		8.D.4.b	What were the reforms to education, women's rights and slavery during the Antebellum period?	2 Days	<ol style="list-style-type: none"> 1. Students will create a website promoting one of the reforms in a What if they had the Internet scenario 2. Parts of the websites can be established for the students to complete 3. Students will read completed websites a offer suggestions on how to make them better 	6-8.WH.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Computer, websites

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- US History D. History Era-Expansion 1801-1861		8.D.4.c	What was the growing resistance to slavery and NJ's role in the Underground Railroad?	2 Days	<ol style="list-style-type: none"> 1. After researching the Underground Railroad and NJ, students will mark and connect major "stations" in NJ using GIS 2. Students will view a map of Underground Railroad using GIS and click identify tool to write a list of stations 3. Students will look at the map and a list and find the stations on the map 	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Computer, lists, text, GIS

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- US History A. Civics Era- Civil War & Recon. 1850-1877	8.A.5.a		How did the Emancipation Proclamation and the Gettysburg Address impact American life?	1 Day	<ol style="list-style-type: none"> 1. Students will listen to audio versions of Gettysburg Address and read Emancipation Proclamation, they will imagine and compile the answer to EQ. They will then read the text to compare their answer with historical account 2. Small groups will discuss the answer to EQ after listening and reading, then they will read the account 3. Students will read newspaper articles after each event and write their impression of the immediate impact 	6-8.RH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, audio, newspaper accounts

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- US History A. Civics Era- Civil War & Recon. 1850-1877	8.A.5.b	What were the similarities and differences in the approaches of Congress and Presidents Lincoln and Johnson towards the reconstruction of the South?	2 Days	<ol style="list-style-type: none"> 1. Students will create a Venn diagram showing similarities and differences 2. give students strips with approaches and have them place into Venn 3. Scaffold diagram by partially completing 	6-8.RH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, strips, scaffold diagram	

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- US History B. Geography Era- Civil War & Recon. 1850-1877	8.B.5.a		What was the role of geography, natural resources, demographics, transportation and technology in the progress and outcome of the Civil War?	3 Days	<ol style="list-style-type: none"> 1. Students will be assigned one of these factors and explain how the assigned factor impacted both north and south 2. Students with similar factors will share their results before giving a final report 3. All students will report their findings and each student will determine which factor impacted the outcome the most and why 	6-8.RH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- US History C. Economics Era- Civil War & Recon. 1850-1877		8.C.5.a	What was the human and material cost of the Civil War in the North and the South?	1 Day	<ol style="list-style-type: none"> Students will be asked to research and report the human and material cost from both sides of war, then compare data of costs to ethnic groups, socio economic groups. Provide the students with charts of figures and have them compile an analysis Have small groups estimate the answer to this question, provide them with figures and have them record the difference between their guess and reality 	6-8.RH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, data

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- US History C. Economics Era- Civil War & Recon. 1850-1877		8.C.5.b.	What was the economic impact of Reconstruction on the South from different perspectives?	1 Day	1. Students will act out a role play between southern and northern views on reconstruction including scalawags and carpetbaggers, members of congress, ex-confederates and president Johnson. After acting out activity, they will read and reflect on Reconstruction 2. Role-play will be conducted and small groups will discuss and analyze the views of characters 3. Students will be given charts with character names and their views. Students will fill out chart and collaborate with peers to check for accuracy	6-8.RH.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).	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Role-play, charts, text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- US History D. History Era- Civil War & Recon. 1850-1877		8.D.5.a	How did the different perspectives prioritize the causes and events that led to the Civil War?	2 Days	1. After reading selected text sections on the causes of the Civil War, students will create a cause and effect graphic organizer that shows all the causes and effects leading up to Civil War. 2. Students can be given a chart with some causes or effects on chart with the rest needed to be filled in 3. Once the chart is made, students can compile their thoughts on the validity of each sides perspective of the causes	6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, graphic organizer

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- US History D. History Era- Civil War & Recon. 1850-1877	8.D.5.b		What were the critical events and battles of the Civil War and determine how they contributed to the final outcome of the war?	3 Days	1. Small groups will be assigned a particular Civil War Battle and be assigned to make a PowerPoint to convince the rest of the class that theirs was the most important battle of the Civil War. 2. Provide students with a list of reasons why their battle could be the most important before making PowerPoint. 3. Give students a framework to complete the Power Point	6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, Lists, Computer, PowerPoint

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DISCIPLINE: SOCIAL STUDIES GRADE LEVEL: 6-8

Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2- World A- Civics Era- Beginnings		8A.1.a	How will students compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies?	2 days	1-The students will create a diagram which compares and contrasts 2-The students will have assistance in the research process. 3-The students will have a colored coded text, highlighting the areas of research.	6-8.RH.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.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, Graphic Organizer, color coded text
6.2- World B- Geography Era- Beginnings		8.B.1.a	How will students explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies?	2 days	1-The students will complete a worksheet relative to the topic and participate in class discussion or presentation/role play in small groups relative to topic; 2- Students will work in pairs to complete a worksheet relative to the topic and participate in class discussion or presentation/role play in small groups relative to topic;; 3- Students will receive a highlighted/modified worksheet ; modified role play/presentation;	6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	Journaling, reading text, discussion, and research as a class to show understanding through the use map skills and critical thinking activities.	Text, worksheet

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2- World B- Geography Era- Beginnings		8.B.1.b	How will students work to compare and contrast how nomadic and agrarian societies used land and natural resources?	2 days	<p><i>1-The students will create a diagram which compares and contrasts</i></p> <p><i>2-The students will have assistance in the research process.</i></p> <p><i>3-The students will have a colored coded text, highlighting the areas of research.</i></p>	<p>6-8.WH.2 Write informative/explanatory texts, including the narration of historical events.</p> <p>a. Introduce a topic</p> <p>b. Develop the topic with relevant, well-chosen facts</p> <p>c. Use appropriate and varied transitions</p> <p>d. Use precise language and domain-specific vocabulary to</p> <p>e. Establish and maintain a formal style</p> <p>f. Provide a concluding statement</p>	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	<i>Text, Graphic Organizer, color coded text</i>

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2- World C- Economics Era- Beginnings		8.C.1.a	How can students relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations?	3 days	1- creating a graphic organizer that shows relationships or presentation/role play in small groups relative to topic; 2- work in small groups to creating a graphic organizer that shows relationships or presentation/role play in small groups relative to topic; 3- provide an organizer with scaffold information	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, Graphic Organizer, role play handout
6.2- World C- Economics Era- Beginnings		8.C.1.b	How will students determine the impact of technological advancements on hunter/gatherer and agrarian societies?	2 days	1- creating a graphic organizer that shows relationships or presentation/role play in small groups relative to topic; 2- work in small groups to creating a graphic organizer that shows relationships or presentation/role play in small groups relative to topic; 3- provide an organizer with scaffold information	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, Graphic Organizer, color coded text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2- World D- History Era- Beginnings		8.D.1.a	How will students demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time?	1 day	1.The students will create a diagram which compares and contrasts 2-The students will have assistance in the research process. 3-The students will have a colored coded text, highlighting the areas of research.	6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests. Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, Graphic Organizer, color coded text
6.2- World D- History Era- Beginnings		8.D.1.b	How can students relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures?	2 days	1- creating a graphic organizer that shows relationships or presentation/role play in small groups relative to topic; 2- work in small groups to creating a graphic organizer that shows relationships or presentation/role play in small groups relative to topic; 3- provide an organizer with scaffold information	6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, Graphic Organizer, color coded text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2- World A- Civics Era- Beginnings		8.D.1.c	How will students explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records?	1 day	1- creating a graphic organizer that shows relationships or presentation/role play in small groups relative to topic; 2- work in small groups to creating a graphic organizer that shows relationships or presentation/role play in small groups relative to topic; 3- provide an organizer with scaffold information	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, Graphic Organizer, color coded text
6.2- World D- History Era- Beginnings		8.A.2.a	How will students be able to explain why different ancient river valley civilizations developed similar forms of government?	3 days	1.The students will create an organizer which will display the information; 2-The students will have assistance in the research process. 3-The students will have a colored coded text, highlighting the areas of research.	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, Graphic Organizer, color coded text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2- World A- Civics Era-Early Civ.		8.A.2.b	How will students explain how codifying laws met the needs of ancient river valley societies?	2 days	1- creating a graphic organizer that shows relationships or presentation/role play in small groups relative to topic; 2- work in small groups to creating a graphic organizer that shows relationships or presentation/role play in small groups relative to topic; 3- provide an organizer with scaffold information	6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 complexity band independently and proficiently.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, Graphic Organizer, color coded text
6.2- World A-Civics Era-Early Civ.		8.A.2.c	How will students determine the role of slavery in the economic and social structures of ancient river valley civilizations?	1 day	1- creating a graphic organizer that shows relationships or presentation/role play in small groups relative to topic; 2- work in small groups to creating a graphic organizer that shows relationships or presentation/role play in small groups relative to topic; 3- provide an organizer with scaffold information	6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 complexity band independently and proficiently.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, Graphic Organizer, color coded text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2- World B- Geography Era-Early Civ.		8.B.2.a	How will students determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.?	3 days	1.The students read the section about geography and its impact in several different chapters. They will then explain how geography impacted all of assigned sections 2-Students will have a list of geographical impacts and read assigned sections. They will use this list to explain how geography impacted all regions 3-The students will identify where each geographical impact took place after reading text	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, list of impacts

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2- World B- Geography Era-Early Civ.		8.B.2.b	How will students compare and contrast physical and political maps of ancient 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?	1 day	1-The students will create maps which will display the information; 2-The students will have assistance in the research process. 3-The students will have a colored coded text, highlighting the areas of research.	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Art supplies, text, color coded text
6.2- World C- Ecomics Era-Early Civ.		8.C.2.a	How will students explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations?	3 days	1- creating a graphic organizer that shows relationships or presentation/role play in small groups relative to topic; 2- work in small groups to creating a graphic organizer that shows relationships or presentation/role play in small groups relative to topic; 3- provide an organizer with scaffold information	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, Graphic Organizer, color coded text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2- World D- History Era-Early Civ.		8.D.2.a	How can students analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations?	2 days	<p><i>1-The students will create an organizer showing cause and effect or presentation/role play in small groups relative to topic;</i></p> <p><i>2-The students will have assistance in the research process.</i></p> <p><i>3-The students will have a colored coded text, highlighting the areas of research.</i></p>	6-8.WH.2 Write informative/explanatory texts, including the narration of historical events.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	<i>Text, Graphic Organizer, color coded text</i>

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2- World D- History Era-Early Civ.		8.D.2.b	How will students explain how the development of written language transformed all aspects of life in ancient river valley civilizations?	2 days	1.The students will create an organizer showing cause and effect; 2-The students will have assistance in the research process. 3-The students will have a colored coded text, highlighting the areas of research.	6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, Graphic Organizer, color coded text
6.2- World D- History Era-Early Civ.		8.D.2.c	How will students analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline?	2 days	1.The students will create an organizer analyzing the information; 2-The students will have assistance in the research process. 3-The students will have a colored coded text, highlighting the areas of research.	6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, Graphic Organizer, color coded text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2- World D- History Era-Early Civ.		8.D.2.d	How will students justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies?	1 day	<p><i>1- students will role play/ write a defense of the topic;</i></p> <p><i>2- students will work in a small group role playing / writing a defense of the topic;</i></p> <p><i>3- students will work in assisted groups/ receive modified writing on a defense of the topic;</i></p>	6-8.WH.2 Write informative/explanatory texts, including the narration of historical events.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	<i>Text, handout guide for role play</i>

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 World A. Civics Era-Classical Civ.		8.A.3.a	How will students compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires?	1 day	1.The students will create an organizer analyzing the information or presentation/role play in small groups relative to topic; 2-The students will have assistance in the research process. 3-The students will have a colored coded text, highlighting the areas of research.	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, handout guide for role play, color coded text
6.2 World A. Civics Era-Classical Civ.		8.A.3.b	How will students compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations?	1 day	1Read text, and chosen excerpts that give facts, opinions and reasoned judgements on the rights and responsibilities of various groups. They must give an assigned # of each as examples 2-Lower the number of examples 3-Give students examples and have them label them	6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, handout

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 World A. Civics Era-Classical Civ.		8.A.3.c	How will students determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution?	2 days	1.Students will get a list of concepts and principals from Greco-Roman times. They will create a list of terms that influence our government. They will identify what they meant then and how they apply now 2. Give students a list with some words and concepts identified. 3. Assign reading in 8 th grade text on government and have students identify which terms come from Greco-Roman times	6-8.RH.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	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, 8 th grade text, list
6.2 World A. Civics Era-Classical Civ.		8.A.3.d	How will the students compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now?	2 days	1.The students will create an organizer analyzing the information or presentation/role play in small groups relative to topic; 2-The students will have assistance in the research process. 3-The students will have a colored coded text, highlighting the areas of research.	6-8.WH.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Journaling, reading text, discussion, research as a class to show understanding, written essay tests, and visual compare and contrast charts.	Text, handout guide for role play, color coded text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 World A. Civics Era-Classical Civ.		8.A.3.e	How will students compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system?	2 days	1.The students will create an organizer analyzing the information or presentation/role play in small groups relative to topic; 2-The students will have assistance in the research process. 3-The students will have a colored coded text, highlighting the areas of research. have assistance in the research process.	6-8.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Journaling, reading text, discussion, research as a class to show understanding, written essay tests, and visual compare and contrast charts.	Text, handout guide for role play, color coded text
6.2 World B. Geography Era-Classical Civ.		8.B.3.a	How will students 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?		1.The students will conduct a short research project on the impact of geography in Egypt, Mesopotamia, China or India 2-The students will have assistance in the research process. 3-The students will have a colored coded text, highlighting the areas of research.	6-8.WH.7 Conduct short research projects to answer a question (including a self-generated question),	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, handout with clues and information for research.

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Standard	Strand/Era							
6.2 World B. Geography Era-Classical Civ.		8.B.3.b	How can students explain that the geography and the availability of natural resources led to both the development of Greek city-states and to their demise?	2 days	1.The students will conduct a short research project on the impact of geography in Greece, modeled by teacher example 2-The students will have assistance in the research process. 3-The students will have a colored coded text, highlighting the areas of research.	6-8.WH.7 Conduct short research projects to answer a question (including a self-generated question),	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, handout , teacher-modeled examples
6.2 World C.-Economics Era-Classical Civ.		8.C.3.a	How will students analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China?	3 days	1.Students will use a variety of sources to determine the impact of land and trade routes. Their report will be a chart of trade route, what travelled on it, and its impact. 2-Give students a hint list on where to find information. 3-Provide nuggets of information on a list	6-8.WH.9 Draw evidence from informational texts to support analysis, reflection, and research.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, lists, media sources

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 World C.-Economics Era-Classical Civ.		8.C.3.b	How will students be able to explain how the development of a uniform system of exchange facilitated trade in classical civilizations?	1 day	1.The students will create an organizer showing cause and effect or presentation/role play in small groups relative to topic; 2-The students will have assistance in the research process. 3-The students will have a colored coded text, highlighting the areas of research.	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, handout guide for role play, color coded text
6.2 World C.-Economics Era-Classical Civ.		8.C.3.c	How will students 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?	2 days	1.Read text and contemporary journals to answer how innovations improved lives. Write a summary answer 2-Have groups work together to write a combined summary 3-Give groups list of innovations and impacts to compile group summary	6-8.RH.9 Analyze the relationship between a primary and secondary source on the same topic.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, lists, primary sources

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Standard	Strand/Era							
6.2 World D.- History Era-Classical Civ.		8.D.3.a	How will students compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality?	1 day	1.The students will create an organizer showing cause and effect or presentation/role play in small groups relative to topic; 2-The students will have assistance in the research process. 3-The students will have a colored coded text, highlighting the areas of research.	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, handout guide for role play, color coded text
6.2 World D.- History Era-Classical Civ.		8.D.3.b	How will students relate the Chinese dynastic system to the longevity of authoritarian rule in China?	1 day	<ol style="list-style-type: none"> 1. Venn diagram showing similar characteristics and differences between Chinese dynasties and current Chinese government 2. Vocabulary activities to familiarize students with terms and people 3. Role play situations from dynastic times and modern times 	6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, Venn Diagram, vocabulary lists, role play instructions

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 World D.- History Era-Classical Civ.		8.D.3.c	How will students determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China ?	1 day	<ol style="list-style-type: none"> 1. Research and compile a report of common factors 2. Make lists of factors for one or more empires and share. 3. Learning stations where you can move from one topic to another 	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, worksheets and instructions for stations
6.2 World D.- History Era-Classical Civ.		8.D.3.d	How will students compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies?	1 day	<ol style="list-style-type: none"> 1. Round table debate on achievements from world empires 2. List of accomplishment of each assigned empire provided 3. Artifacts such as maps and primary documents to support your arguments 	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, maps, documents

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Standard	Strand/Era							
6.2 World D.- History Era-Classical Civ.		8.D.3.e	What were various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization?	2 days	<ol style="list-style-type: none"> 1. Chart the origins of each religion 2. Provide with a summary sheet of the core beliefs of these religions 3. Projects that demonstrate how life for humans can be improved by following the tenets of these religions 	6-8.WH.1 Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) b. Support claim(s) with logical reasoning c. Use words, phrases, and clauses to create cohesion d. Establish and maintain a formal style. e. Provide a concluding statement	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, craft supplies for projects

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 World D.- History Era-Classical Civ.		8.D.3.f	How did religions, mythologies, and other belief systems shape the values of classical societies?	2 days	<ol style="list-style-type: none"> 1. Give student a role of ancient society and have them chart the impact of religion on the role. 2. Write a fictional almanac that explains the role of religion on daily life 3. Research paper of the various roles of religion in classical societies 	6-8.WH.1 Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) b. Support claim(s) with logical reasoning c. Use words, phrases, and clauses to create cohesion d. Establish and maintain a formal style. e. Provide a concluding statement	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, media resources

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World A.-Civics Era- 500-1450 CE		8.A.4.a	What was the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations?	2 days	<ol style="list-style-type: none"> 1. Role play Henry IV and Gregory VII and class determines loyalty 2. Provide summary sheets on the perspective of each person 3. Props and costumes from the time period 	6-8.WH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Role play instructions, materials for prop making

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World A.-Civics Era- 500-1450 CE		8.A.4.b	How will students compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order?	1 day	<ol style="list-style-type: none"> 1. Students can investigate and determine who would win a fight between a samurai and a knight 2. Students can compile data supporting either side of the argument and pick a winner 3. Create a board game to play out the battle between warriors 	6-8.WH.1 Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) b. Support claim(s) with logical reasoning c. Use words, phrases, and clauses to create cohesion d. Establish and maintain a formal style. e. Provide a concluding statement	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, craft supplies for board game

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World B. Geography Era- 500-1450 CE		8.A.4.c	How will students be able to determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions?	2 days	<ol style="list-style-type: none"> 1. Guided notes will explain the why and how of Magna Carta and parliament 2. Explanation of the origins of left and right politics. Students will seat a described political figure left side or right side chart 3. News reports from biased news stations on discussed figures 	6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Projection for notes, text
6.2 –World B.- Geography Era- 500-1450 CE		8.B.4.a	How will students be able to explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world?	3 days	<ol style="list-style-type: none"> 1. Students will investigate why the cultural, political centers of some empires was more constant than others. 2. Maps showing stability of empires and growth of empires. 3. Map the empires using GIS 	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	GIS Software, maps

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World B.- Geography Era- 500-1450 CE		8.B.4.b	How will students be able to 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?	3 days	<ol style="list-style-type: none"> 1. Two groups research African trade route and Silk Road route and compare 2. List what was carried on each of these trade routes. 3. Students will investigate and report which of these types of trade routes led to more urbanization 	6-8.WH.1 Write arguments focused on <i>discipline-specific content</i> .	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, media resources

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World B.- Geography Era- 500-1450 CE		8.B.4.c	How will students be able to determine how Africa’s physical geography and natural resources posed challenges and opportunities for trade and development?	1 day	<ol style="list-style-type: none"> 1. GIS activity where students solve the problem of transportation across the Sahara 2. Make a list of what you would bring to cross the Sahara, how much of these items would be available in 500-1450. 3. Research the difficulties experienced by modern African countries 	6-8.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	GIS Software, text, media resources

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Standard	Strand/Era							
6.2 –World B.- Geography Era- 500-1450 CE		8.B.4.d	How will students be able to 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?	1 day	<ol style="list-style-type: none"> 1. Role play with ½ of class having food and water at their desks and the other half has food or water. Have two halves spread a secret, but only the 2nd half will be able to get out of seats. 2. Provide questions which guide students to answer after role play. 3. Provide explanation of what role play intended to show 	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Food/water, text, desks

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World B.- Geography Era- 500-1450 CE		8.B.4.e	How will students be able to 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?	1 day	<ol style="list-style-type: none"> 1. Give students a list of civilizations and cities where the inhabitants needed to modify environment. Andes Mts, Tenochtitlan, Europeans in North America, Rome etc. Have them determine the modifications necessary and their impact 2. Provide students with cause and effect chart with some information already filled in, have them complete the rest 3. Do a give one take one activity to have students help each other complete task 	6-8.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, chart

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Standard	Strand/Era							
6.2 –World B.- Geography Era- 500-1450 CE		8.B.4.f	How will students be able to explain how the geographies of China and Japan influenced their development and their relationship with one another?	1 day	<ol style="list-style-type: none"> 1. Complete a venn diagram of similarities and differences between the culture of Japan and China 2. Provide scaffolded information on the chart 3. Provide a narrative explaining these similarities and differences 	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Venn diagram, narrative on China/Japan

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Standard	Strand/Era							
6.2 –World B.- Geography Era- 500-1450 CE		8.B.4.g	How will students be able to explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations?	1 day	<ol style="list-style-type: none"> 1. Do the role play where half the class has water and half the class has food. Make the rule that all traders must pass between the narrow gap between two desks. How can the students of these desks capitalize on their location? 2. Provide a narrative on why Constantinople was in a strategic location and have students relate this to role play. 3. Have groups share answers until all are sure they have a correct response 	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Food/water, text, desks

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World B.- Geography Era- 500-1450 CE		8.B.4.h	How will students be able to explain the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies	1 day	<ol style="list-style-type: none"> 1. Place elements of Early American’s culture and economies in a effect column/graphic and have students use text to put the correct geographic cause for this effect 2. Give clues to where to find information in the text. 3. Have students match given causes with given effects 	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Graphic organizer, text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World C.- Economics Era- 500-1450 CE		8.C.4.a	How will students be able to explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.?	3 days	<ol style="list-style-type: none"> 1. Present a problem of the population of a city in China and the amount of rice grown and the amount needed per person to survive. Ask students to come up with solutions. 2. Scaffold the formulas to solve the problem 3. Role play the situation with groups being rice growers and others being city dwellers 	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, worksheet w formulas
6.2 –World C.- Economics Era- 500-1450 CE		8.C.4.b	How will students be able to Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas?	3 days	<ol style="list-style-type: none"> 1. Students will create cause and effect charts for trade, technology and natural resources. 2. Scaffold answers 3. Provide text clues on where to find answers in text. 	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Charts, text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World C.- Economics Era- 500-1450 CE		8.C.4.c	How will students be able to explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class?	1 day	<ol style="list-style-type: none"> 1. Have students list jobs that are considered high paying jobs. Have them answer if we need their services to survive. How do their services make our lives better? How does their income increase the health of our economy? What jobs in the middle ages increased the health of their economy? 2. Provide a list of jobs from the Middle Ages and ask students to list how this job made their life better. 3. Give students a graphic demonstrating how early traders needed banks to build ships to trade natural resources to farther places 	6-8.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, graphic

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World C.- Economics Era- 500-1450 CE		8.C.4.d	How will students be able to analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa?	1 day	<ol style="list-style-type: none"> 1. GIS Activity showing the location of Salt Mines in Sahara and the location of Timbuktu and the Niger River. Graphics will show trade routes and students will explain why Timbuktu was trade center. 2. Provide look fors and think abouts to help students answer 3. Send group ambassadors to share information and work towards common correct response 	6-8.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	GIS software, look for and think abouts

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World C.- Economics Era- 500-1450 CE		8.C.4.e	How will students 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?	2 days	<ol style="list-style-type: none"> 1. Students will create a graphic organizer showing Islamic knowledge and technology Christians learned and vice versa during the Crusades Era 2. Scaffolded chart will be provided 3. A narrative will be provided to help complete chart. 	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Graphic Organizers. text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World D- History Era- 500-1450 CE		8.D.4.a	How will students be able to explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences?	1 day	<ol style="list-style-type: none"> 1. After taking notes on sedentary and nomadic people of the Arabian Peninsula, groups will complete a t-chart on positive and negative effects of their interaction. 2. Assign half the class to list positive and the other half to list negative and have them debate whether interaction was more negative or positive. 3. Give them the positive and negative impacts and have them debate. 	6-8.WH.1 Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) b. Support claim(s) with logical reasoning c. Use words, phrases, and clauses to create cohesion d. Establish and maintain a formal style. e. Provide a concluding statement	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Projection for notes, text, t-chart

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World D.- History Era- 500-1450 CE		8.D.4.b	How will students be able to analyze how religion both unified and divided people?	2 days	1. Provide this question to students to prepare an argument that religion in a given area (China, Africa, Europe) both unified and divided the people. Students can use their textbook and outside sources to compile their argument. 2. Give each student a list of unifications and divisions in which to base their argument. 3. Provide students with a model to base their original writing on.	6-8.WH.1 Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) b. Support claim(s) with logical reasoning c. Use words, phrases, and clauses to create cohesion d. Establish and maintain a formal style. e. Provide a concluding statement	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, media sources, writing model

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World D.- History Era- 500-1450 CE		8.D.4.c	How will students be able to 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?	3 days	<ol style="list-style-type: none"> 1. Have students draw a feudal pyramid and then exchange social levels with religious levels. Students may then exchange Christian levels with other religion’s levels 2. Give students a pyramid with some levels filled in and others left for them to fill in. 3. Provide a narrative to help students fill in pyramid 	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Pyramid charts and Narrative, Text
6.2 –World D.- History Era- 500-1450 CE		8.D.4.d	How will students be able to 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?	2 days	<ol style="list-style-type: none"> 1. Establish a fictional war crimes trial with each group represented by a group of student lawyers. 2. Provide lawyers with clues on how to find background facts to support case 3. Provide lawyers with background facts 	6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Background papers, text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World D.- History Era- 500-1450 CE		8.D.4.e	How will students be able to assess the demographic, economic, and religious impact of the plague on Europe?	1 day	<ol style="list-style-type: none"> 1. Set up role play of Lord, knights, peasants, and journeymen. Give them disease cards and have them analyze the impacts on those who live. 2. Give students questions that guide them to their assessment 3. Provide time to read text on topic prior to explaining the impact. 	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Disease or not cards, worksheet w questions, text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World D.- History Era- 500-1450 CE		8.D.4.f	How will students be able to determine which events led to the rise and eventual decline of European feudalism?	2 days	<ol style="list-style-type: none"> 1. Give students a timeline of events that may or may not be related to the rise and decline of feudalism. Students will label factors in the rise and decline 2. Give a list of events related to feudalism and students will determine if they contributed to the rise or decline 3. Students will attach events and their relation to feudalism to a timeline with other events already labeled. 	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Timelines, text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World D.- History Era- 500-1450 CE		8.D.4.g	How will students be able to analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty?	2 days	<ol style="list-style-type: none"> 1. Assign students to read about the journey's of Marco Polo and compile an argument on how his stories of China motivated Europe at that time. 2. Provide a list of the impacts of Polo's writing to help students write their argument 3. Give students two arguments on the impact of Polo's journeys and have them write an explanation of which argument they most agree with 	6-8.WH.1 Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) b. Support claim(s) with logical reasoning c. Use words, phrases, and clauses to create cohesion d. Establish and maintain a formal style. e. Provide a concluding statement	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Excerpts from Polo's book, lists, model arguments, text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World D.- History Era- 500-1450 CE		8.D.4.h	How will students be able to determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe?	2 days	<ol style="list-style-type: none"> 1. Assign groups to read the text on the Byzantine Empire and make a supported argument on the most lasting impact the empire had on Islamic world and Europe. Groups must defend their argument vs. other groups. 2. Assign an impact to each group and have them defend this impact. 3. Assign each group an impact and then divide the members into new groups to have mini-debates 	6-8.WH.1 Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) b. Support claim(s) with logical reasoning c. Use words, phrases, and clauses to create cohesion d. Establish and maintain a formal style. e. Provide a concluding statement	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	List of impacts, text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World D.- History Era- 500-1450 CE		8.D.4.i	How will students be able to explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society?	1 day	<ol style="list-style-type: none"> 1. Show a video that depicts the history of Timbuktu along with a video depicting life in Mali today. Have students summarize how life in Timbuktu has changed over time, but some aspects remain the same 2. Provide guided notes during the video 3. Give students time to collaborate on notes from video prior to summarizing 	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Videos, text

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.2 –World D.- History Era- 500-1450 CE		8.D.4.j	How will students be able to compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies?	2 days	<ol style="list-style-type: none"> 1. As a unit review, have students list innovations and contributions of civilizations covered. Once listed have them identify the legacy of each. 2. Provide a list of innovations and contributions, have students identify the civilization who contributed and then identify the legacy 3. Assign groups to identify contributions of certain civilizations. Scramble groups and have them exchange contributions and label legacies 	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, list

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.3 Active Citizenship A.Civics	8.A.1		How can students deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.	1 Day	<ol style="list-style-type: none"> 1. Establish a format for debate on public issue or upcoming election 2. Provide talking points for the various sides of the debate 3. Provide scripted debate with room for independent points 	6-8.WH.1 Write arguments focused on <i>discipline-specific content.</i>	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Handouts with talking points, scripts, current information on debate topic

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.3- Active Citizenship A. Civics		8.A.2	How will students be able to 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)?	1 Day	<ol style="list-style-type: none"> 1. Establish a local ordinance that students feel needs to change. Investigate data to support the change and make a proposal. 2. Simulate a law change with students playing the role of town commissioners. 3. Discuss law changes and provide students with text indicating how these changes were suggested elsewhere. 	6-8.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Text, sample laws

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.3 Active Citizenship A.Civics		8.A.3	How will students be able to collaborate with international students to deliberate about and address issue of gender equality, child mortality or education?	2 Days	<ol style="list-style-type: none"> 1. The students will form a pen pal agreement with students that live in another country to address issues related to these topics. 2. Collaborative pairs will co-edit the letters. 3. PowerPoint will be made about the country the intern'l students were from 	6-8.WH.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Computers, PowerPoint

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.3- Active Citizenship B. Geography		8.B.1	How can students evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.	1 Day	<ol style="list-style-type: none"> Using GIS Software. Students will view a land use map and discuss. Groups will work together to compile recommendations Pre-written recommendations will be considered 	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Computers, Arcview GIS, Recommendation

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.3- Active Citizenship C. Economics		8.C.1	How will students be able to contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities?	1 Day	<ol style="list-style-type: none"> 1. Students will compile an e-mail requesting the budget information. Small groups will read through the budget for comment and review 2. Highlight certain aspects of budget 3. Simplify the budget categories 	6-8.WH.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests.	Computers, simplified budget

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.3- Active Citizenship D. History-Culture		8.D.1	How can students 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.	2 Days	<ol style="list-style-type: none"> 1. Run various classes using Roberts Rule of orders 2. Provide students with simplified explanation of procedures 3. View a procedural process on C-span and compile a written description of process 	6-8.RH.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.	Journaling, reading text, discussion, research as a class to show understanding, and written essay tests	TV, Roberts Rules

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