

Subject Area: Social Studies

Grade Level: 7

GE - KJ 24-25

SE - JA 24-25

Bedminster Township School

Unit #: 1

Name of Unit: An Introduction to SS

**Dates:** September

**Pacing Guide**

**Time Frame:** 3-4 weeks

### Overview

In this unit, students learn about social studies, the combined study of historiography, economics, geography, and civics. Through a combination of readings, discussions, and critical thinking activities, students will gain a beginning understanding of how to "social studies."

### EQs/Enduring Understandings

- Whose point of view matters? (LGBTQ+ & Disabilities Law integration through analysis of targeted groups - diversity and inclusion)
- How do you locate legitimate sources?
- How are present events related to past events?
- What is a primary source?
- What can be a primary source?
- How are primary sources used in the creation of a secondary source?
- How do you know what to research from a primary source document or an artifact?
- How does geography influence our lives?
- How does culture express and influence the behavior of people?
- How do an individual's beliefs, values, and traditions reflect more than one culture?
- Why are experiences and events interpreted differently by people with different cultural or individual perspective?
- Why is it important to understand the perspectives of other cultures in an interconnected world?
- How does an individual determine which pieces of information from a map may be useful?
- How do landforms impact civilizations?
- How do natural disasters impact civilizations?
- How does location impact your health?
- How did geography and the availability of natural resources influence the development of the political, economic, and cultural systems of each of the classical civilizations and motivate their expansion?
- Why is it important for people from diverse cultures to collaborate to find solutions to community, state, national, and global challenges?
- What are push-pull factors, and how do they influence people to migrate from their homes?

### Skill and Knowledge Objectives

- Analyze primary and secondary sources and use evidence from the text to support an opinion or fact.
- Compare and contrast primary and secondary sources.
- Use text evidence from primary and secondary sources to support a fact or opinion.
- Use text evidence to determine the bias and reliability of a source.
- Label major bodies of water, continents, countries, and the Mediterranean region on a map.
- Explain how geography and natural resources positively or negatively impacted the development of a civilization's political, economic, and cultural systems by using a variety of maps, images, and texts.

### Assessments / Modifications

#### Pre-Assessment:

- Geography Knowledge Quiz:
  - Create a short quiz covering basic geography concepts such as continents, countries, capitals, major rivers, and mountain ranges. Include multiple-choice and short-answer questions.
  - Assess students' baseline knowledge of fundamental geography facts.
- Mapping Skills Exercise:
  - Provide students with a blank world map and ask them to label continents, oceans, and any countries or major features they know. This can be done with or without the use of reference materials.
  - Evaluate mapping skills and spatial awareness.

#### Formative Assessment:

- Map Skills Quiz:
  - Administer a short quiz that assesses students' map-reading skills. Include questions about latitude and longitude, scale, and the identification of countries or regions on a map.
  - Evaluate basic map skills and spatial awareness.
- Note-taking
- Whiteboard responses
- Classroom discussions
- Do Now activities
- Exit tickets
- Turn & Talk

#### Self-Reflection/Self-Assessment:

- Learning Logs/Exit Tickets:
  - Maintain learning logs/use exit tickets where students track their progress, note challenges, and set personal goals for improvement.
- Goal Setting and Review:
  - Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

#### Summative Assessment:

- Based on: <https://create.kahoot.it/details/8c2b7393-148e-4376-8701-83c3b59f4b8f>

#### Alternative Assessment:

- Written essay on Five Themes of Geography in the movie *The Lorax*.

#### Benchmarks

- Mid-Unit Checkpoint:
  - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
  - Use this information to make any necessary adjustments to your teaching approach.
- Skills Development Checkpoint:

- Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- Review Sessions:
  - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

### **Writing Extension**

- Write a journal entry from the perspective of individuals in the Lunchroom Fight. Document experiences based on your understanding of information from the text.
- Summarize how the interaction of landforms, climate, and resources has influenced human settlement patterns in various regions.
- How do culture, economics, and physical characteristics play a role in defining different regions within the United States?
- In what ways do the economic factors of different regions in the United States shape the concept of regionalism?
- Investigate the different physical and human characteristics of urban, suburban, and rural communities and identify the factors that might attract individuals to that space. Create a poem using information from the text about each type of area and its impact on the population.

### **Resources**

- [\*Digital Inquiry Group Introductory Lessons\*](#)
- [\*TED-Ed Videos: How Do You Decide Where To Go In A Zombie Apocalypse\*](#)

### **Standards**

#### **NJ Student Learning Standards for (Content Area and other areas, as applicable):**

- **NJSLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12**
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  
RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- 9. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.
- RH.6-8.1. Cite specific textual evidence to support the analysis of primary and secondary sources.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
- **D. History: Culture, and Perspectives**
- **6.1 U.S. History: America in the World.** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Era: Three Worlds Meet (Beginnings to 1620)
  - 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
  - 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States, and other countries.
  - 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps, and globes to measure distances and determine time zones, and locations using latitude and longitude.

**NJ SLStandards - Technology and other content areas**

- 8.1 Educational Technology
- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

**Social and Emotional Competencies - activities/topics [optional]**

- See options for SEL integration here: [LINK](#) based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

**Unit #1: Intro to SS**

<p><b>Lesson 1: Introduction to Social Studies</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) Slideshow with Note-taking</li> <li>3) Debrief discussion</li> <li>4) Independent work</li> </ol>	<p><b>Lesson 2: Lunchroom Fight</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 2</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduction - Teacher explains scenario</li> <li>2) Reading of scenario</li> <li>3) Think - Pair - Share to answer questions on conflicting accounts, plausibility, time, physical evidence</li> <li>4) Debrief discussion</li> </ol>	<p><b>Lesson 3: Lunchroom Fight II</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 3</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduction - actually reintroducing yesterday's lesson and findings</li> <li>2) Additional readings of accounts of the fight</li> <li>3) Source - Continuation - Corroborate evidence</li> <li>4) Reliability - Unreliability</li> <li>5) Debrief</li> </ol>	<p><b>Lesson 4: Civil (move lesson to line up with date)</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 4</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) Background reading</li> <li>3) Video analysis</li> <li>4) Oral histories</li> <li>5) Photo analysis</li> </ol>	<p><b>Lesson 5: Geography</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 5</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) Readings</li> <li>3) Share work</li> <li>4) Independent work</li> </ol>
<p><b>Lesson 6: Geography (Pro Sports)</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 6</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Check homework</li> <li>2) Review</li> <li>3) Group work</li> </ol>	<p><b>Lesson 7: Five Themes of Geography</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 7</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) Review</li> <li>3) Video</li> <li>4) Review</li> </ol>	<p><b>Lesson 8: Five Themes Continued</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 7 (Part 2)</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Review</li> <li>2) Discussion</li> <li>3) Independent Work</li> </ol>	<p><b>Lesson 9: Five Themes (Region)</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 9</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) Readings</li> <li>3) Video</li> <li>4) Independent work</li> </ol>	<p><b>Lesson 10: Five Themes (Movement)</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 10</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Homework Sharing</li> <li>2) Reading</li> <li>3) Video</li> <li>4) Independent Work</li> </ol>
<p><b>Lesson 11: Five Themes (Human-Environment Interaction)</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 11</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Homework discussion</li> <li>2) Readings</li> <li>3) Video</li> <li>4) Independent work</li> </ol>	<p><b>Lesson 12: Lorax and the Five Themes</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 12</a></li> <li>• <a href="#">The Lorax Movie</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) View movie</li> <li>2) Take notes</li> <li>3) Discussions</li> <li>4) Independent writing</li> </ol>	<p><b>Lesson 13: Zombie Geography</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 13</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) Make groups</li> <li>3) Multi-day project</li> <li>4) Debrief and discuss</li> <li>5) Self-evaluation and Group evaluation</li> </ol>	<p><b>Lesson 14: Title</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1)</li> </ol>	<p><b>Lesson 15: Title</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1)</li> </ol>

Subject Area: Social Studies  
Grade Level: 7  
Bedminster Township School

Unit #: 2  
World Geography

Dates: October/November

Pacing Guide  
Time Frame: 6 weeks

**Overview**

In this unit, students learn about the geography of the world and apply the five themes that they were introduced to in the previous unit. Students explore the various regions of the world to learn about the various communities, governments, people and landforms and how they all interact and connect in our modern world.

**EQs/Enduring Understandings**

- How does geography influence our lives?
- How does culture express and influence the behavior of people?
- How do an individual's beliefs, values, and traditions reflect more than one culture?
- Why are experiences and events interpreted differently by people with different cultural or individual perspectives?
- Why is it important to understand the perspectives of other cultures in an interconnected world?
- How does an individual determine which pieces of information from a map may be useful?
- How do landforms impact civilizations?
- How do natural disasters impact civilizations?
- How does location impact your health?
- How did geography and the availability of natural resources influence the development of the political, economic, and cultural systems of each of the classical civilizations and motivate their expansion?
- Why is it important for people from diverse cultures to collaborate to find solutions to community, state, national, and global challenges?
- What are push-pull factors, and how do they influence people to migrate from their homes?
- How did the geography and the availability of natural resources influence the development of the political, economic, and cultural systems of various nation-states to provide motivation for expansion or prevent them from expansion?
- How did expanding land and sea trade routes in the world impact various nation-states on each continent?
- How did geography influence the development of the political, economic, and cultural centers of various nation-states as well as their relationships with other parts of the world?
- How did the maritime and overland trade routes impact urbanization, transportation, communication, and the development of international trade centers?

## Skill and Knowledge Objectives

- Culture is expressed through and influenced by the behavior of people.
- An individual's beliefs, values, and traditions may reflect more than one culture.
- Experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- It is important to understand the perspectives of other cultures in an interconnected world.
- It is important to analyze and assess information displayed on maps in order to determine how geography, resources, and population impacts the civilization.
- Geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and motivated their expansion.
- People from diverse cultures must collaborate to find solutions to community, state, national, and global challenges.
- Each culture is understood through its political, social, economic, and belief systems.
- Geography and natural resources positively or negatively impact the development of a civilization's political, economic, and cultural systems.
- Major bodies of water, continents, and countries of Europe, the Mediterranean region, and the world.
- Culture shock from experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- Examples and explanations of culture shock, cultural relativism, and ethnocentrism.
- Definitions of culture and civilization.
- How a civilization is an advanced culture.
- Definitions and examples of each element of culture (Art & literature, religion & beliefs, customs & traditions, social organization, language, government, economy, and education)
- The importance of text evidence in the presentation of an opinion
- Definitions of push and pull factors
- Why someone would leave their home and why ethnic and cultural conflicts resulted (AAPI)
- Describe how climate change may affect various nation-states and cultures around the world.

## Assessments

### Pre-Assessment:

- World Culture Pre-Quiz

### Formative Assessment:

- Note-taking
- Whiteboard responses
- Classroom discussions
- Do Now activities

- Exit tickets
- Turn & Talk

**Self-Reflection/Self-Assessment:**

- Learning Logs/Exit Tickets:
  - Maintain learning logs/use exit tickets where students track their progress, note challenges, and set personal goals for improvement.
- Goal Setting and Review:
  - Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

**Summative Assessment:**

- End of Unit project/presentation:
  - Students select a country and describe it using the Five Themes of Geography, as well as demonstrating cultural competence in how they describe and explain the cultures in their country.

**Alternative Assessment:**

- Students make a video instead of a live presentation.
- Real-world examples of elements of culture
- Multimedia, interactive poster about geography and elements of culture
- Create a concept map of geography terms and elements of culture
- Develop ABC Book about elements of culture and geography terms

**Benchmarks**

- Mid-Unit Checkpoint:
  - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
  - Use this information to make any necessary adjustments to your teaching approach.
- Skills Development Checkpoint:
  - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- Review Sessions:
  - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

**Writing Extensions:**

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**Resources**

- US and World Maps
- [www.youtube.com](http://www.youtube.com)
- Kids Discover Magazine: US Geography
- Kahoot and other online games
- Online geography textbooks

**Standards**

**NJ Student Learning Standards for (Content Area):**

- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think

analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
- 6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and Western Europe.
- 6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
- 6.2.8.HistoryCC.4.d: 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.
- 6.2.8.GeoPP.3.a: Use geographic models to describe how 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.
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and their decline.
- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

#### NJSLS English Language Arts Content Companion Standards

- RH.3-8.1. Cite specific textual evidence to support the analysis of primary and secondary sources.
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to the task, purpose, and audience.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

### **NJ SL Standards - Technology**

- 8.1 Educational Technology
- All students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and create and communicate knowledge.
- 8.1.8.DA.CI: People use digital devices and tools to automate the collection, use, and transformation of data.

### **Social and Emotional Competencies - activities/topics [optional]**

- See options for SEL integration here: [LINK](#) based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

## **Unit 2: World Geography**

<p><b>Lesson 1: US Geography</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzNz...NDY5/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzNz...NDY5/details</a></li> <li>● <a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzNz...NDY5/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzNz...NDY5/details</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Readings</li> <li>2) Mapping</li> <li>3) Videos</li> <li>4) Response Prompts</li> <li>5) Discussions</li> </ol>	<p><b>Lesson 2: Canada</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details</a></li> <li>● <a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details</a></li> <li>● <a href="https://www.youtube.com/watch?v=9kvY4y444&amp;authuser=0">https://www.youtube.com/watch?v=9kvY4y444&amp;authuser=0</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Readings</li> <li>2) Mapping</li> <li>3) Videos</li> <li>4) Response Prompts</li> <li>5) Discussions</li> </ol>	<p><b>Lesson 3: Mexico</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NTkwNDYyMDg0NjA1/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NTkwNDYyMDg0NjA1/details</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Readings</li> <li>2) Videos</li> <li>3) Note-taking</li> <li>4) Discussions</li> </ol>	<p><b>Lesson 4: Europe</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NTkwNDY3NDI3MTEz/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NTkwNDY3NDI3MTEz/details</a></li> <li>● <a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details</a></li> <li>● <a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1)</li> </ol>	<p><b>Lesson 5: South America</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1)</li> </ol>
<p><b>Lesson 6: Africa</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details</a></li> </ul>	<p><b>Lesson 7: Asia</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details</a></li> </ul>	<p><b>Lesson 8: Australasia</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details</a></li> </ul>	<p><b>Lesson 9: Country Research Project &amp; Presentation</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details</a></li> </ul>	<p><b>Lesson 10: Title</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI5OTAzODAzMTM2/details</a></li> </ul>

<ul style="list-style-type: none"> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTEzOTI0MTg3/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTEzOTI0MTg3/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE3MjUzNzk5/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE3MjUzNzk5/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE2MTQyNjM0/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE2MTQyNjM0/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUzNjAyNjAzMTI5/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUzNjAyNjAzMTI5/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE3MDY2MTU2/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE3MDY2MTU2/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE3NDEwNzY0/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE3NDEwNzY0/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE3NTM0ODUx/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE3NTM0ODUx/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU0OTcwNTQ0Mjgz/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU0OTcwNTQ0Mjgz/details</a></li> </ul> <p>Activities: 1)</p>	<ul style="list-style-type: none"> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI4MTg3NTk0NjI2/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjI4MTg3NTk0NjI2/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU2OTg5MDA2Njc4/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU2OTg5MDA2Njc4/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU2OTg5NDY0MDUw/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU2OTg5NDY0MDUw/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU2OTkxODI4ODAw/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU2OTkxODI4ODAw/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU2OTkxNjMzMTY1/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU2OTkxNjMzMTY1/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU2OTkwMzU0Mzk4/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU2OTkwMzU0Mzk4/details</a></li> </ul> <p>Activities: 1)</p>	<p>Activities: 1)</p>	<ul style="list-style-type: none"> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjMzMDQwNjc1MTg3/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjMzMDQwNjc1MTg3/details</a></li> </ul> <p>Activities: 1)</p>	<p>Activities: 1)</p>
<ul style="list-style-type: none"> <li></li> </ul>				

Bedminster Township School  
 Subject Area: SS  
 Grade Level: 7  
 Mini-Unit (During Europe)  
 Holocaust / Genocide / Amistad  
 Aftermath and Legacy of the Holocaust

<b>Dates:</b> November	<b>Pacing Guide:</b>
<b>Overview</b>	
<p>Students will develop an awareness of the indelible impact of the Holocaust on the individual and their descendants and how the memory of these events has shaped the broader community.</p>	
<b>EQs/Enduring Understandings</b>	
<ul style="list-style-type: none"> <li><b>Essential Questions</b></li> <li>How does behavior reflect the choices and decisions that each person makes?</li> <li>Why did some people try to run or hide from the Nazis while others didn't?</li> <li>What factors did rescuers consider when becoming involved in rescue activities?</li> <li>What type of risks were assumed by individuals who acted as rescuers?</li> </ul>	

- **Enduring Understandings**

- There are both positive and negative types of human behavior
- The complexity of the problems involved in attempting to run and/or hide from the Nazis and their collaborators varied throughout the Holocaust and by geographical location
- There were a wide variety of strategies and tactics employed by rescuers to hide and assist targets of Nazi oppression and destruction.
- Individuals, communities, and governments had opportunities to help targeted individuals during the Holocaust to aid their survival though many did not act.
- Individuals who engaged in acts of hiding, escaping or rescuing during the Holocaust demonstrated moral courage and defiance to the authorities to maintain their values.
- Global support for refugees is necessary for a safe and secure world

### **Skill and Knowledge Objectives**

- Discuss the influence that our values and beliefs have on the behavior of each of us.
- Identify how our choices impact others and ourselves in terms of human pain vs. human happiness, and human construction vs. human destruction.
- Investigate the importance of moral responsibility in making choices.
- Investigate and assess behaviors associated with each of the following: collaborator, perpetrator, rescuer.
- Identify and discuss the difficulties of leaving almost everything behind to go to a new and strange place.
- Explore the characteristics common to those who were willing to take the risk of being a rescuer.

### **Assessments**

- **Pre-Assessment:**
  - Objective: Measure prior knowledge and awareness of the Holocaust.
  - Assessment Method: Quiz or short survey with questions about basic historical facts related to the Holocaust.
- **Formative Assessment:**
  - Objective: Monitor and support ongoing student learning during the unit.
  - Assessment Method:
    - Discussion Journals: Encourage students to maintain a journal throughout the unit, reflecting on their understanding, questions, and emotions.
    - Exit Tickets: Quick questions or reflections at the end of each class to gauge comprehension and identify any misconceptions.
    - Group Discussions: Participate in small group discussions where students share their findings and insights.
- **Self-Reflection/Self-Assessment:**
  - Objective: Foster metacognition and self-awareness.
  - Assessment Method:
    - Personal Reflection Essays: Encourage students to write reflective essays on their emotional responses, personal connections, and evolving understanding of the Holocaust.



- Engage students in discussions and activities that promote empathy, encouraging them to consider the perspectives of different groups. This could involve role-playing scenarios or creating empathy journals.
- **Conflict Resolution:**
  - Explore historical conflicts and resolutions, emphasizing the importance of diplomacy and compromise during this time. Discuss how these principles can be applied in resolving conflicts in their own lives.

Unit				
<b>Lessons (Unit 6)</b>  <b>Holocaust Law:</b> N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.	<b>Standards:</b> N.J.A.C. 6A:8-5.1(a)1.i			
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Subject Area: Social Studies  
 Grade Level: 7  
 Bedminster Township School

**Unit #: 3**  
**History & Prehistory**

<b>Dates:</b> November into February	<b>Pacing Guide</b> <b>Time Frame:</b> 10 weeks
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## Overview

In this unit, students learn about the evolution and migration of humans as well as other prehistorical societies. "Prehistory" is before the written language could record history as it happened or as the oral traditions described it. Students will explore various cultures and histories, building off prior knowledge from 6th grade.

### EQs/Enduring Understandings

- How do cultural patterns and economic decisions influence environments and the daily lives of people?
- How are the diffusion of ideas and cultural practices impacted by the movement of people and advancements in transportation, communication, and technology?
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### **Skill and Knowledge Objectives**

- The geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of *homo sapiens* and the Anasazi, Maya, Mound Builders, Iroquois, and Europe in the Middle Ages and motivated expansion.
- The differences in culture between the Anasazi and the Maya, and the Christian and Islamic Worlds.
- Religion, economic issues and conflict shaped the attitudes and decisions of various groups.
- The elements of the European feudal system and the effectiveness of each in promoting social, economic, and political order out of the disorder of the fall of Rome.
- The events that led to the rise and eventual decline of European feudalism.
- Relationships between humans and environments impact spatial patterns of settlement and movement.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Chronological sequencing helps us understand the interrelationship of historical events.
- Examining historical sources may answer questions but may also lead to more questions.

### **Assessments / Modifications**

#### Pre-Assessment:

- TCI

#### Formative Assessment:

- TCI

#### Self-Reflection/Self-Assessment:

- Given based on units

#### Summative Assessment:

- TCI

#### Alternative Assessment:

- "Interview" a member of the feudal system (serf, knight, lord, king) to explain their role in feudalism.

- Write a “how-to” manual to explain the process of starting a crusade.

**Benchmarks**

- IXL, TCI

**Writing Expression:**

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**Resources**

- *List print and digital sources being used here*

**Standards**

**NJ Student Learning Standards for (Content Area):**

- 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
- 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
- 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
- 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life before written records.
- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoPP.4.a: 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.
- 6.2.8.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.GeoPP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted science, thought, and the

arts.

- 6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
- NJSLS English Language Arts Content Companion Standards
- RH.6-8.1. Cite specific textual evidence to support the analysis of primary and secondary sources.
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to the task, purpose, and audience.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**NJSLS Standards - Technology and other content areas**

- 8.1 Educational Technology
- All students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and create and communicate knowledge.
- 8.1.8.DA.CI: People use digital devices and tools to automate the collection, use, and transformation of data.

**Social and Emotional Competencies - activities/topics [optional]**

- See options for SEL integration here: **LINK** based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

<b>Lesson 1: Human Evolution and Migration</b>  Materials: <ul style="list-style-type: none"><li>● <a href="https://classroom.google.com/c/NjE5MjU5ODQ3">https://classroom.google.com/c/NjE5MjU5ODQ3</a></li></ul>	<b>Lesson 2: Foraging</b>  Materials: <ul style="list-style-type: none"><li>● <a href="https://classroom.google.com/c/NjE5MjU5ODQ3">https://classroom.google.com/c/NjE5MjU5ODQ3</a></li></ul>	<b>Lesson 3: Agriculture</b>  Materials: <ul style="list-style-type: none"><li>● <a href="https://classroom.google.com/c/NjE5MjU5ODQ3">https://classroom.google.com/c/NjE5MjU5ODQ3</a></li></ul>	<b>Lesson 4: The Anasazi</b>  Materials: <ul style="list-style-type: none"><li>● <a href="https://classroom.google.com/c/NjE5MjU5ODQ3">https://classroom.google.com/c/NjE5MjU5ODQ3</a></li></ul>	<b>Lesson 5: The Maya</b>  Materials: <ul style="list-style-type: none"><li>● <a href="https://classroom.google.com/c/NjE5MjU5ODQ3">https://classroom.google.com/c/NjE5MjU5ODQ3</a></li></ul>
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<p><b>Lesson 6: Review for mid-unit test</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjM5MDQ4Nzk3NTA0/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjM5MDQ4Nzk3NTA0/details</a></li> </ul> <p>Activities: 1)</p>	<p><b>Lesson 7: The Mound Builders</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE2ODc1QDc4/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE2ODc1QDc4/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE2NTQ4MzUw/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE2NTQ4MzUw/details</a></li> </ul> <p>Activities: 1)</p>	<p><b>Lesson 8: The Iroquois</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE3NDIzMjE3/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE3NDIzMjE3/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE1NjU0NzE2/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUwNTE1NjU0NzE2/details</a></li> </ul> <p>Activities: 1)</p>	<p><b>Lesson 9: The Middle and Dark Ages</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUxNDE4MzQzCk1/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUxNDE4MzQzCk1/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU4NjEwMDU4QTQ2/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU4NjEwMDU4QTQ2/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUxNDE4NDQxMzMD/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUxNDE4NDQxMzMD/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUxNDE4MzE2MDc5/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUxNDE4MzE2MDc5/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjYyNzE3MjU5NjA5/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjYyNzE3MjU5NjA5/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjYyNzI1NTE2MzY1/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjYyNzI1NTE2MzY1/details</a></li> </ul> <p>Activities: 1)</p>	<p><b>Lesson 10: The Great Schism</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjYyNzIzNzkxNDk0/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjYyNzIzNzkxNDk0/details</a></li> </ul> <p>Activities: 1)</p>
<p><b>Lesson 11: The Crusades</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjYyNzIzNzY2MzQ5/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjYyNzIzNzY2MzQ5/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjYyNzIzNjQ0NiA3/dsails">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjYyNzIzNjQ0NiA3/dsails</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU1Mzk5NDE1MTE5/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU1Mzk5NDE1MTE5/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU1Mzk5NDMzNjAw/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjU1Mzk5NDMzNjAw/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjYyOTgwNTE3NjAv/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjYyOTgwNTE3NjAv/details</a></li> <li><a href="https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjYyOTgwNTE3NjAv/details">https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjYyOTgwNTE3NjAv/details</a></li> </ul>	<p><b>Lesson 12: Title</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li></li> </ul> <p>Activities: 1)</p>	<p><b>Lesson 13: Title</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li></li> </ul> <p>Activities: 1)</p>	<p><b>Lesson 14: Title</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li></li> </ul> <p>Activities: 1)</p>	<p><b>Lesson 15: Title</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li></li> </ul> <p>Activities: 1)</p>

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<b>Activities:</b> 1)				

Subject Area: Social Studies  
 Grade Level: 7  
 Bedminster Township School

Unit 5  
 Holocaust / Genocide / Amistad  
 Resistance and Resilience

**Dates:** June

**Pacing Guide:** MP4  
**Time Frame:** 3 weeks

### Overview

Students will demonstrate an understanding and recognition of the many forms of resistance that occur and the courage it takes to exercise any of these forms of resistance in situations of great repression and persecution.

### Essential/Enduring Understandings

- What factors influence decision-making in the face of injustice?
- What factors make it so challenging for the victims to resist during times of crisis, upheaval, and war?
- How do people find the strength to fight back when there seems to be little hope?
- We see the very best and the very worst of humanity during genocide
- Resistance is seen through a variety of lenses and all have a tremendous impact on the individual, targeted group and society as a whole.
- Resistance during the Holocaust gives a window into human behavior and ethical responsibility as a human being.

### Skill and Knowledge Objectives

- Define and describe different types of resistance that may occur at different times and in different situations, such as physical, passive, economic, moral, spiritual, emotional, intellectual, etc.
- Analyze the nature of resistance.

- Demonstrate an understanding of the importance of making good moral choices.
- Demonstrate knowledge of the role that children and young people played in the resistance movements.
- Analyze why some people would risk their own lives to help protect and fight for themselves and others and what that says about humanity as a whole.

### **Assessments / Modifications**

- KWL Chart: Students will complete a KWL chart (Know, Want to know, Learned) about resistance and resilience during the Holocaust.
  - Know: What do you already know about how people resisted the Nazis and demonstrated resilience during the Holocaust?
  - Want to know: What do you want to learn about resistance and resilience in this context?
- Short Answer Questions:
  - What do you think resistance means in the context of the Holocaust?
  - Can you name any groups or individuals who resisted the Nazis?
  - What does resilience mean to you, and how do you think it was demonstrated during the Holocaust?

#### **Formative Assessment:**

Objective: To monitor students' understanding and progress throughout the unit.

Activities:

1. Discussion Participation: Regular participation in class discussions on resistance movements, such as the Warsaw Ghetto Uprising, and stories of individual resilience.
2. Exit Tickets: At the end of each lesson, students will write a brief response to a question such as, "What is one new thing you learned about resistance today?" or "How did [specific individual/group] show resilience during the Holocaust?"
3. Think-Pair-Share: During lessons, students will engage in think-pair-share activities to discuss key concepts and share insights with a partner before discussing with the class.

#### **Self-Reflection/Self-Assessment:**

Objective: To encourage students to reflect on their learning and understanding.

Activities:

1. Journal Entries: Students will keep a journal where they reflect on each lesson. Prompts may include:
  - What did you find most interesting or surprising about today's lesson?
  - How do you think the stories of resistance and resilience apply to your life?
  - What questions do you still have about resistance and resilience during the Holocaust?
2. Self-Assessment Checklist: At the end of the unit, students will complete a checklist evaluating their understanding and engagement with the topics discussed:
  - I understand what resistance means in the context of the Holocaust.
  - I can identify key examples of resistance movements and individuals.
  - I understand the concept of resilience and can provide examples from the Holocaust.

#### **Summative Assessment:**

Objective: To evaluate students' overall understanding and knowledge gained during the unit.

Activities:

1. **Research Project:** Students will choose a specific resistance movement or individual who demonstrated resilience during the Holocaust. They will conduct research and present their findings in a written report, poster, or multimedia presentation.
2. **Essay:** Students will write an essay on the following prompt:
  - Discuss the different forms of resistance during the Holocaust. How did these acts of resistance demonstrate resilience?
3. **Test/Quiz:** A comprehensive test covering key concepts, events, and individuals discussed in the unit. The test will include multiple-choice questions, short answers, and an essay question.

### Alternative Assessment:

Objective: To provide an assessment option that accommodates diverse learning styles and needs.

Activities:

1. **Creative Project:** Students can create a piece of art, music, or drama that represents an aspect of resistance or resilience during the Holocaust. They will accompany their project with a short explanation of its significance.
2. **Oral Presentation:** Students may choose to give an oral presentation on a specific act of resistance or a story of resilience. This can include reciting a poem, performing a monologue, or giving a speech.

### Benchmarks:

Objective: To set clear performance standards and milestones for the unit.

Benchmarks:

1. **Understanding Key Concepts:** By mid-unit, students should be able to explain the concepts of resistance and resilience and provide at least one example of each.
2. **Research Skills:** By the end of the third week, students should demonstrate the ability to conduct research using multiple sources and cite their sources correctly.
3. **Presentation Skills:** By the end of the unit, students should be able to present their findings in a clear and organized manner, whether in written or oral form.
4. **Engagement and Reflection:** Throughout the unit, students should actively participate in discussions and complete all self-reflection activities, demonstrating growth in their understanding and personal connection to the material.

### Resources

- Supplementary Instructional Materials: [Discovery Education](#), Brain POP, [Newsela](#), [Junior Scholastic](#), Big Ideas History, Scholastic, IXL, [NJDOE](#)

### Standards

#### **NJ Student Learning Standards for (Content Area):**

- **8A:30-28:** Instruction on Holocaust, and genocides required in elementary, and secondary school curriculum

#### **NJSLS Standards - Technology and other content areas**

##### **Standard 8.1 - Educational Technology:**

- **Integration of Technology:** Integrate technology tools and resources effectively to enhance student learning in the study of the Causes of the American Revolution.
- **Digital Literacy:** Develop students' digital literacy skills by using online resources, databases, and digital archives to access historical information

### Social and Emotional Competencies - activities/topics [optional]

- Empathy Exercises:
  - Engage students in discussions and activities that promote empathy, encouraging them to consider the perspectives of different groups. This could involve role-playing scenarios or creating empathy journals.
- Conflict Resolution:
  - Explore historical conflicts and resolutions, emphasizing the importance of diplomacy and compromise during this time. Discuss how these principles can be applied in resolving conflicts in their own lives.

<b>Lesson 1: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)	<b>Lesson 2: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)	<b>Lesson 3: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)	<b>Lesson 4: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)	<b>Lesson 5: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)
<b>Lesson 6: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)	<b>Lesson 7: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)	<b>Lesson 8: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)	<b>Lesson 9: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)	<b>Lesson 10: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)
<b>Lesson 11: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)	<b>Lesson 12: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)	<b>Lesson 13: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)	<b>Lesson 14: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)	<b>Lesson 15: Title</b> <b>Materials:</b> ● <b>Activities:</b> 1)

**Differentiate instruction, depending on individual student needs (students with an IEP, ELL Students; Students At Risk; Gifted Students), by:**

**Presentation Accommodations**

- Use alternate texts at lower readability level (IEPs, if stated, Google Translate for MLLs)
- Work with fewer items per page or line and/or materials in a larger print size (students with an IEP, ELL Students)
- Use a magnification device, screen reader, or Braille / Nemeth Code (students with an IEP, Intervention Plan)
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) (students with an IEP or Intervention Plan)
- Be given a written list of instructions (students with an IEP or Intervention Plan; ELL Students)
- Record a lesson, instead of taking notes (students with an IEP or Intervention Plan)

- Have another student share class notes with him (students with an IEP or Intervention Plan; ELL Students; Students At Risk)
- Be given an outline of a lesson (students with an IEP; ELL Students; Students At Risk)
- Be given a copy of the teacher's lecture notes (students with an IEP)
- Be given a study guide to assist in preparing for assessments (students with an IEP, ELL Students; Students At Risk; Gifted Students)
- Use visual presentations of verbal material, such as word webs and visual organizers (students with an IEP; ELL Students)
- Use manipulatives to teach or demonstrate concepts (students with an IEP, ELL Students)

#### Response Accommodations

- Use sign language, a communication device, Braille, other technology, or a native language other than English (ELL Students)
- Dictate answers to a scribe (students with an IEP, ELL Students)
- Capture responses on an audio recorder (students with an IEP, ELL Students)
- Use a spelling dictionary or electronic spell-checker (students with an IEP, ELL Students)
- Use a word processor to type notes or give responses in class (students with an IEP, ELL Students)

#### Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions (students with an IEP, Students At Risk)
- Sit where he learns best (for example, near the teacher & away from distractions) (students with an IEP, Students At Risk)
- Use special lighting or acoustics (students with an IEP)
- Take a test in small group setting (students with an IEP)
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) (students with an IEP)
- Use noise buffers such as headphones, earphones, or earplugs (students with an IEP, ELL Students)

#### Timing Accommodations

- Take more time to complete a task or a test (students with an IEP, ELL Students; Students At Risk)
- Have extra time to process oral information and directions (students with an IEP, ELL Students)
- Take frequent breaks, such as after completing a task (students with an IEP, ELL Students; Students At Risk)

#### Scheduling Accommodations

- Take more time to complete a project (students with an IEP, ELL Students; Students At Risk)
- Take a test in several timed sessions or over several days (students with an IEP, ELL Students)
- Take sections of a test in a different order (students with an IEP)
- Take a test at a specific time of day (students with an IEP)

#### Organization Skills Accommodations

- Use an alarm to help with time management (students with an IEP)
- Mark texts with a highlighter (students with an IEP, ELL Students)

#### Assignment Modifications

- Answer fewer or different test questions (students with an IEP, ELL Students; Students At Risk)
- Create alternate projects or assignments (students with an IEP, ELL Students; Students At Risk; Gifted Students)

#### Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill) (students with an IEP, ELL Students; Students At Risk; Gifted Students)
- Get graded or assessed using a different standard than the one for classmates (students with an IEP, ELL Students; Students At Risk; Gifted Students)

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## Accommodations/Modifications for special populations including 504 plans:

Differentiate Instruction, depending on individual student needs (students with a 504) by:

### Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

### Response Accommodations

- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

### Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earplugs, or earplugs

### Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

### Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sections or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

### Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

### Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

### Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmates

