Cranford Schools Curriculum Unit

Name of Course: 8th Grade Social Studies

Unit 1

Fall of Rome Review/Introduction: Are there set patterns on how a civilization falls?

1. Summary
 Students will trace the internal and external factors that impact civilizations in both negative and positive ways. Students will analyze a variety of sources to draw conclusions and make reasoned judgments about why civilizations decline.

Introduction: In this unit, students will review the factors that led to the growth and decline of Rome. Students will then analyze primary and secondary sources using "HIPP" analysis strategies to develop a depth of understanding concerning why civilizations rise and fall. Students will create a reasoned judgment about why civilizations decline.

Revision Date: September 2019

Time Frame: 1-2 Weeks

Standards: (NJSLS, ELA/Social Studies, CRP, NJSLS9, Technology, Interdisciplinary)

(**delete the standards that don't apply)**

Social Studies Standards:

CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
SOC.6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers

	of Rome, China, and India to control and unify their expanding empires.
SOC.6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
SOC.6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
SOC.6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
SOC.6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

CRP

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

SEL

SEL.PK-12.3.1 - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.3 - Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.5.2 - Utilize positive communication and social skills to interact effectively with others.

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2. Essential Questions
Are there set patterns on how a civilization falls?

Are there connections of the "Fall of Rome" to life in the United States today

   Enduring Understandings
Students will be introduced to aspects in societies which lead to a rise or decline of a civilization.
Students will make connections to how a classical civilization "fell" to present day issues in the United States.
Students will evaluate a source discussing historical points of view regarding the Fall of Rome.

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3. Objectives

Learners will know:

there are common trends when a civilization rises, falls, or is stable.

three similarities and three differences between the Fall of Rome and life in the United States today.

Learners will be skilled at:

using Historical Analysis, Intended Audience, Purpose, and Point of View (HIPP) when evaluating a document.
identifying "common language" from Cranford Public Schools Social Studies Department K-12 and will able to apply when evaluating a document.

4. Learning Plan:

Use of learning stations and/or hands on materials and pictures when making connections between the Fall of Rome and the United States today.

Use of "HIPP" and other "common language" from Cranford Schools in evaluating the "Fall of Rome" secondary documents from Teachers' Curriculum Institute.

Use of "HIPP" and other "common language" from Cranford Schools in evaluating written and graphic sources about the United States today (in comparing the Fall of Rome).

Use of "HIPP" and other "common language" from Cranford Schools in evaluating sources about the fall of a civilization.

5. Assessment

Formative Assessment: Individual and/or group presentations demonstrating connections between the Fall of Rome and the United States today.
Summative Assessment: Successful analysis of portions of the Fall of Rome secondary document from Teachers' Curriculum Institute.
Summative Assessment: Honors students will apply and integrate the Fall of Civilizations materials to a "What is History" article analysis assignment.

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6. Materials
Student textbook: Journey Across Time

Technology, as applicable/available

Ten Theories on the Fall of Rome article (Teachers' Curriculum Institute)

https://docs.google.com/document/d/1IqKxUscT9Wjr_xubc0JijZLknuKmU6HEJLz97NP-lC4/edit

Excerpts from Jared Diamond's Collapse: How Societies Choose to Fail or Succeed

Selected clips from Jared Diamond's Ted-Talk: "Why Societies Collapse"
(https://www.ted.com/talks/jared_diamond_on_why_societies_collapse?language=en)

Guide for HIPP Analysis (for use with primary and secondary source analysis, Document Based Essay writing, etc.)

"Common Language" materials being used with the Cranford Schools Social Studies Department, Grades K-12.

What is History? Edwin Fenton.
https://www.elizabethschooldistrict.org/cms/lib/CO02201754/Centricity/Domain/167/What%20Is%20History.pdf

7. Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s (Type = Suggested Strategies for Modification)

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please use QSAC form in separate document and complete, 1 document per course not unit

Cranford Schools Curriculum Unit
Name of Course: 8th Grade Social Studies
Unit 2: The Golden Age of China

1. Summary: **Using selected events of the Sui, Tang, Song, and especially the Mongol and Ming Dynasties, learners will examine the geographic, political, economic, religious, social, intellectual, and artistic aspects of the "Golden Age" of China to compare with the Middle Ages in other parts of the world.**

Introduction: Learners will examine selected events of the Sui, Tang, and Song Dynasties, the Mongol Empire, and the Ming Dynasty, and will continue to investigate the internal and external factors that impact civilizations in both negative and positive ways. Students will analyze a variety of sources to draw conclusions and make reasoned judgments about why civilizations succeed or decline with special emphasis on the Mongols and the Ming. Students will write Document Based Essays about the Mongols and will compare the "Fall of Roman Empire" (the introductory unit) and the "Fall of the Ming Dynasty."

Revision Date: September 2019

Time Frame: 8 Weeks

Standards: (NJSLS, ELA/Social Studies, CRP, NJSLS9, Technology, Interdisciplinary)

Language Arts/ Social Studies Standards:

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

CCSS.ELA-Literacy.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.

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

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

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

CCSS.ELA-Literacy.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).

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

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

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

SOC.6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

SOC.6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

SOC.6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

SOC.6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

SOC.6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

SOC.6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

SOC.6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

CRP

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

SEL

SEL.PK-12.3.1 - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.3 - Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.5.2 - Utilize positive communication and social skills to interact effectively with others.

Essential Questions

Does geography influence history and the spread of ideas or does history and the spread of ideas influence geography?

Should a civilization value intrinsic or extrinsic learning?

Does advancement of a civilization justify violent aggressions?

Should a civilization engage with other lands or stay isolated?

Enduring Understandings

There is a relationship between geography and the development of a society.

Students will understand the value of extrinsic and intrinsic learning and connections to educational practices relative to China's past and present and the United States today.

Positive and negative leadership approaches can have an impact on the livelihood and productivity of a society and/or institution.

It is debatable on whether a country should engage and explore faraway lands or focus resources and ideas on the home country itself.

3. Objectives:

Learners will know:

how China physically expanded in size with the Sui, Tang, Song, Mongol, and Ming Dynasties. (Does geography influence history and the spread of ideas or does history and the spread of ideas influence geography?)

after the Warring States period, the Sui and Tang dynasties reunited, expanded, and strengthened China. (Does geography influence history and the spread of ideas or does history and the spread of ideas influence geography?)

how Confucianism, Taoism, Buddhism, and Neo-Confucianism played an important role with government, politics and education, with Empress Wu, Genghis Khan, Kublai Khan, and others. (Does advancement of a civilization justify violent aggressions?)

the brutal violence mixed with progressive reforms of Empress Wu, Genghis Khan, Kublai Khan, and others are often under controversy and can be compared to other figures in history. (Does advancement of a civilization justify violent aggressions?)

there were many different inventions and innovations in dynasties from the Sui to the Ming including the Grand Canal, use of coal and iron, the printing process, Tang Poetry, Song Paintings, the Silk Road, gunpowder, porcelain, the magnetic compass, and ships with rudders and sails. (Does advancement of a civilization justify violent aggressions?)

the strengths and weaknesses of Neo-Confucianism civil service examinations can be compared to the Chinese Gaokao Examination today and educational practices around the world. (Should a civilization value intrinsic or extrinsic learning?)

the evidence regarding the travels of Marco Polo and the voyages of Zheng He are under debate by modern scholarship. (Should a civilization engage with other lands or stay isolated?)

interaction between China and the outside world increased as Chinese fleets (the Zheng He voyages) went to faraway lands and European ships came to China. However, voyages ended due to conflicts with Confucian, xenophobic, and ethnocentric policies. (Should a civilization engage with other lands or stay isolated?)

Learners Will be Skilled At:
the use of PERSIA (Political, Economic, Religious, Social, Intellectual/Artistic, and Area) acronym when classifying information about the Sui, Song, Song, Mongols, and Ming. (Does geography influence history and the spread of ideas or does history and the spread of ideas influence geography? Should a civilization value intrinsic or extrinsic learning? Does advancement of a civilization justify violent aggressions? Should a civilization engage with other lands or stay isolated?)

using presentation skills when "selling" Chinese inventions and innovations. (Does advancement of a civilization justify violent aggressions?)

using of STAT (Students Taking Action Together) processes when evaluating past and present Chinese and worldwide intrinsic and extrinsic educational methods. (Should a civilization value intrinsic or extrinsic learning?)

using HIPP and other Cranford Public Schools Document Analysis "Common Language" when evaluating documents about Empress Wu, the Mongols, Marco Polo, Zheng He, and the Ming Dynasty. (Does geography influence history and the spread of ideas or does history and the spread of ideas influence geography? Should a civilization value intrinsic or extrinsic learning? Does advancement of a civilization justify violent aggressions? Should a civilization engage with other lands or stay isolated?)

developing essay writing skills with five paragraph essays about the Mongols. (Does advancement of a civilization justify violent aggressions?)

Learning Plan
Appropriate uses of timelines to enable students to gain an understanding of the sequence of events, cause and effect.
Students will make outline maps technologically or by paper demonstrating knowledge of the challenges of Asia's geography.
Students will use skits and/or "Shark Tank" type of presentations when researching and evaluating various Chinese inventions and innovations.
Reinforce PERSIA style and/or Cornell Style notes (teacher guided and student driven) throughout the study of Sui, Tang, and Song Dynasties; the Mongols; and the Ming Dynasty.
Use of STAT strategies when evaluating the value of intrinsic and extrinsic learning with evaluating the Neo-Confucianist Civil Service examination, the present day Chinese Gaokao Examination, and other educational practices around the world.

Use of HIPP and other Cranford Public Schools Document Analysis "Common Language" when studying documents about Empress Wu. Students will write practice "reasoned judgement" paragraphs evaluating the rule of Empress Wu.
Use of HIPP and other Cranford Public School Document Analysis "Common Language" when developing historical thesis and studying documents about the Mongols. Students will write five paragraph essays making a historical thesis and reasoned judgements about the extent to which the Mongols were civilized..
Use of HIPP and other Cranford Public School Document Analysis "Common Language" when making a reasoned judgement on whether Marco Polo really went on his travels and/or whether Zheng He traveled from China to the Americas. Students will use "blended learning" and/or learning stations when evaluating documents.
Use of HIPP and other Cranford Public School Document Analysis "Common Language" when comparing the "Fall of the Ming Dynasty" to the "Fall of Rome". Students will construct open-ended questions about how civilizations fall for whole class and/or socratic discussion.
Honors level learners will analyze and synthesize primary and secondary source material in an effort to recreate components of the textbook, applying their learning to update course materials reflecting violations of and/or the upholding human rights.

Assessment

Formative and Interim Assessments: Appropriate quizzes on the Sui, Tang, Song

Formative Assessment: Successful individual and/or group presentations of Chinese inventions and innovations.

Formative Assessment: Mastery of "self guided" PERSIA notes which can be applied to paragraph organization for 5 paragraph essays.

Formative Assessment: Participation and "closing" assignment of STAT project when evaluating Civil Service Examinations and Gaokao Examinations.

Interim Assessment: Essay test related to Chinese Civil Service Examinations and Gaokao Examinations.

Formative Assessment: Practice "Reasoned Judgement" paragraphs evaluating Empress Wu.

Formative Assessment: Critiquing a student written Mongols essay for upcoming writing. (Begin with the end in mind.)

Summative Assessment (Benchmark) : 5 Paragraph Essays making a "Historical Thesis" and "Reasoned Judgements" on how civilized or uncivilized the Mongols were.

Formative Assessment: Practice "Reasoned Judgement" closure assignments with "blended learning" or learning stations about Marco Polo and/or Zheng He.

Formative Assessment: Successful participation in socratic discussion and closure assignment comparing the Fall or Rome to the Fall of the Ming Dynasty.

Formative Assessment: Honors level learners will analyze and synthesize primary and secondary source material in an effort to recreate components of the textbook, applying their learning to update course materials reflecting violations of and/or the upholding human rights.

Summative Assessment: Final test on the Mongols and Ming including connections to Jarod Diamond's "Rise and Fall of a Civilization" theme being used all year.

Materials

Journey Across Time, (Textbook).
Selected Source on China Gaokao Examinations:
NY Times, Scholastic Upfront Issue, March 30, 2015. "China's cram schools: students desperate to pass China's do-or-die college entrance exam flock to schools that eliminate all distractions with military precision."
https://www.thefreelibrary.com/China%27s+cram+schools%3A+students+desperate+to+pass+China%27s+do-or-die...-a0410137469
NY Times Video on the Gaokao:
https://www.nytimes.com/video/world/asia/100000001634755/the-exam.html?emc=eta1

Selected Empress Wu sources:
        Women in the World History Curriculum, http://www.womeninworldhistory.com/heroine6.html
        Smithsonian Magazine,

https://www.smithsonianmag.com/history/the-demonization-of-empress-wu-20743091/

Mongols DBQ Packet: https://www.dbqproject.com/wp-content/uploads/2016/09/sample-mongols.pdf
Selected clips from National Geographic documentary "The Quest for Genghis Khan's Lost Tomb" with Albert
    Lin: https://video.nationalgeographic.com/video/0000014e-1c07-d37e-a7de-bf872c110000
Various sources on Marco Polo including Did Marco Polo Really Go to China? (Wood).
    http://afe.easia.columbia.edu/mongols/pop/polo/mp_essay.htm
1421: The Year China Discovered the World, Book and Video by Gavin Menzies. Related sources.
Sources for the Fall of the Ming Dynasty including
https://courses.lumenlearning.com/boundless-worldhistory/chapter/the-ming-dynasty/
from Boundless World History site. To be used with source used in introduction, Ten Theories on the Fall of Rome,
(Teachers Curriculum Institute).
Excerpts from Jared Diamond's Collapse: How Societies Choose to Fail or Succeed.

7. Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s (Type = Suggested Strategies for Modification)

Suggested Strategies for Modifications

Cranford Schools Curriculum Unit

Name of Course: 8th Grade Social Studies

Unit 3 (Human Rights)

1. Summary: Students will investigate a human rights issue, creating an independent research project. Students will present their findings to the class and propose ways to help or potential solutions utilizing problem-solving techniques.

Introduction: This is an independent research project with regard to Human Rights issues in our modern world. Students will focus on areas of interest to them based on the Universal Declaration of Human Rights and then study a location that is a hotbed of violations of their chosen human right. The long-term study culminates with a structured presentation of their topic with the intent to raise awareness of Human Rights issues and the intent of proposing a potential solution utilizing specific problem-solving steps influenced by the STAT (Students Taking Action Together) method.

Revision Date: September 2019

Time Frame: 3 Weeks

Standards: (NJSLS, ELA/Social Studies, CRP, NJSLS9, Technology, Interdisciplinary)

Language Arts /Social Studies Standards

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

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

CCSS.ELA-LITERACY.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

6.2 All students will acquire the knowledge and skills necessary 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.A.3.d Compare the status (i.e. political, economic and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 UN Declaration of Human Rights.

CRP

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

SEL

SEL.PK-12.3.1 - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.3 - Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.5.2 - Utilize positive communication and social skills to interact effectively with others.

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2. Essential Questions
What are Human Rights?
How have human rights been threatened or violated historically?
Why are individual defenders of human rights important to building a more equitable and just global society?
How can agents of change help to achieve a more equitable and just global society?

Enduring Understandings

Learners will:
develop an understanding of what human rights are.
appreciate the meaning and significance of the Universal Declaration of Human Rights.
identify human rights issues on a local, national and global scale.
analyze who is responsible for upholding human rights.
apply the concepts of human rights to their own lives.

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3. Objectives:

Learners will know:

human rights are the fundamental freedoms most essential to living a full life. (What are Human Rights? Why are individual defenders of human rights important to building a more equitable and just global society?)
regardless of your gender, race, ethnicity, national origin, economic status or sexual orientation, human rights belong to all people. (Why are individual defenders of human rights important to building a more equitable and just global society?)
throughout history and in the modern day, not everyone enjoys the full realization of human rights.(How have human rights been threatened or violated historically?)
individuals can affect change through civic engagement. (Why are individual defenders of human rights important to building a more equitable and just global society? How can agents of change help to achieve a more equitable and just global society?)

Learners Will be Skilled At:

identifying human rights issues at a local, national and global level. (What are Human Rights?)
developing compelling questions and compiling sound, relevant and valid research to address their compelling questions on the subject matter chosen for their research.
discussing the history of their human rights issue, places impacted by this issue in the modern day, and the duration, depth and intensity of their issue. (How have human rights been threatened or violated historically?)
discussing solutions to their human rights issue (proposed or in place) and evaluating the level of success of such solutions. (Why are individual defenders of human rights important to building a more equitable and just global society? How can agents of change help to achieve a more equitable and just global society?)

creating a presentation (format to be decided by the learner), that will promote awareness for their particular human rights issue. (How can agents of change help to achieve a more equitable and just global society?)
working collaboratively and applying the STAT (Students Taking Action Together) problem-solving strategies. (How can agents of change help to achieve a more equitable and just global society?)

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4. Learning Plan

Learners will take the "Human Rights Temperature" of their school. Learners will complete the needs assessment: "Take the Human Rights Temperature of Your School" activity. This introductory activity will allow learners to reflect on and identify human rights issues within their school and local community, while familiarizing themselves with the enumerated rights of the UN Universal Declaration of Human Rights.

Student exploration and analysis of the Universal Declaration of Human Rights through primary sources and visual media.

Learners will develop compelling questions. Encourage learners to develop personalized, research-driven questions with regard to Human Rights. These questions should be open-ended and may lead to more avenues for research.

Learners will research their human rights issue. Research will be framed around their compelling question(s) and findings will be communicated in a presentation format of the learner's choosing.

Learners will create an infographic reflective of their research to accompany their presentation.

Learners will work collaboratively towards evaluating and/or developing solutions to the issues they researched using the STAT (Students Taking Action Together) strategies. Learners will collaborate in groups organized based on similarities in their chosen topics.

Human Rights Expert Panels - Learners will present their findings in groupings based on similarities in topics.

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5. Assessment

Formative Assessment: Quiz on primary source and visual media regarding human rights

Interim/Informal Assessment: Learner reflections on progress with regard to their human rights research project including, but not limited to, Google Forms (digital check in) and individual conferences with students to track progress with regard to learning goals.

Summative Assessment: Successful completion of a human rights project, demonstrating an understanding of the United Nations Universal Declaration of Human Rights, its impact historically and in the modern day.

Formative Assessment: Demonstrated proficiency with research, evaluating sources and integration of facts, data and analysis into a coherent project format. Project format may include use of the SOLVED format, (State the problem as you see it, Open the discussion to other points of view, List appropriate solutions together, Veto solutions unacceptable to someone involved, Evaluate and Eliminate any unacceptable solutions, and Do the one most acceptable.) Lions-Quest, Conflict Resolution OR Gordon Allport's "Ladder of Prejudice.

Summative Assessment: Learners successfully communicate/present their findings to an audience of their peers and actively participate in problem-solving sessions using the STAT (Students Taking Action Together) strategy framework.

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6. Materials
- Technology, as applicable and available.

- Youth for Human Rights Curriculum Materials: https://www.youthforhumanrights.org/request-info/free-portfolio.html
- Assessing the Human Rights Temperature of Your School: *http://hrlibrary.umn.edu/edumat/hreduseries/hrhandbook/activities/18.htm*
- The Universal Declaration of Human Rights: https://www.un.org/en/universal-declaration-human-rights/
- The Universal Declaration of Human Rights, simplified: http://www.humanrights.com/home.html
- Visual Media to increase understanding of the UN UDHR: http://ed.ted.com/on/SrD8n6To and https://www.youtube.com/watch?v=oh3BbLk5UIQ
- Excerpts from We Are Displaced: My Journey and Stories from Refugee Girls Around the World, by Malala Yousafzai
- Sample case studies from Global Issues: Human Rights by National Geographic Learning
- Relevant articles from NY Times Upfront Magazine (classroom subscription)
- Suggested websites for Infographics: https://www.canva.com https://www.easel.ly https://infogr.am
- STAT (Students Taking Action Together) Strategies: https://www.secdlab.org/about-stat

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7. Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s (Type = Suggested Strategies for Modification)

Suggested Strategies for Modifications

Cranford Schools Curriculum Unit

Name of Course: 8th Grade Social Studies

Unit 4 (Medieval Europe)

1. Summary

Students will analyze the geographic, political, economic, religious, social and intellectual structures of medieval European societies and their legacies, impacting later history.

Introduction:

During this unit, learners will focus on Europe during the Middle Ages (500 CE to 1450 CE). Learners will examine the feudal system and its influence on societal structure. Learners will also examine the development of governments and their impact on later constitutional governments. Additionally, the influence of the Catholic church on the government in Europe will be investigated. Learners will continue to investigate the internal and external factors that impact civilizations in both negative and positive ways. Learners will draw conclusions and make reasoned judgments about why societies succeed or decline with special emphasis on the Carolingian Renaissance and a Document Based Essay on Charlemagne. The legacies of the Middle Ages will be considered as learners will evaluate the lasting contributions and impacts of the time period.

Revision Date: September 2019

Time Frame: 8 Weeks

Standards: (NJSLS, ELA/Social Studies, CRP, NJSLS9, Technology, Interdisciplinary)

Language Arts /Social Studies Standards

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

CCSS.ELA-Literacy.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.

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

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

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

CCSS.ELA-Literacy.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).

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

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

SOC.6.2.8.D.4.a   *Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.*

SOC.6.2.8.D.3.d *Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.*

SOC.6.2.8.D.4.c *Assess the demographic, economic, and religious impact of the plague on Europe.*

SOC.6.2.8.D.3.e *Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.*

SOC.6.2.8.A.4.a *Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.*

SOC 6.2.8.A.4.c *Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.*

SOC 6.2.8.C.4.b *Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.*

SOC 6.2.8.D.4.a *Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.*

SOC 6.2.8.D.4.b *Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.*

SOC 6.2.8.D.4.c *Assess the demographic, economic, and religious impact of the plague on Europe.*

CRP

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

SEL

SEL.PK-12.3.1 - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.3 - Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.5.2 - Utilize positive communication and social skills to interact effectively with others.

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2. Essential Questions

How did the distribution of wealth affect societal structure and the quality of life for populations during Medieval times?

How did religion influence/impact society and government during Medieval times?

How does geography, movement and trade impact societies?

How were the roots of modern history established in the MIddle Ages?

Enduring Understandings

Learners will:

demonstrate knowledge of how European kingdoms and their systems of government developed in the Middle Ages. (How did religion influence/impact society and government during Medieval Times? How does geography, movement and trade impact societies? How were the roots of modern history established in the MIddle Ages?)

understand how religion influences the development of a civilization. (How did religion influence/impact society and government during Medieval Times?)

discuss how Medieval European society was shaped by disease, warfare, and class structure. (How did the distribution of wealth affect societal structure and the quality of life for populations during Medieval Times? how does geography, movement and trade impact societies? How were the roots of modern history established in the MIddle Ages?)

understand how intolerance impacted various populations/the role of intolerance as a catalyst for war. (How did religion influence/impact society and government during Medieval Times? How were the roots of modern history established in the MIddle Ages?)

understand the influence of geography on trade, movement and cultural diffusion. (How does geography, movement and trade impact societies?)
recognize and defend the idea that the roots of the modern day are evident in the medieval period. (How were the roots of modern history established in the Middle Ages?)

gain an appreciation for a unified Europe today with a study of current events and the present day European Union. (How were the roots of modern history established in the MIddle Ages?)

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3. Objectives

Learners Will Know

feudalism developed in Medieval Europe in response to the fall of the Western Roman Empire as a political and social order that reinforced social class divisions while relying on an exchange of loyalty based on mutual obligations. (How did the distribution of wealth affect societal structure and the quality of life for populations during Medieval Times? How does geography, movement and trade impact societies?)

the geography of the feudal manor provided protection for all members of the political and social order as medieval castles reflected the prevalence of decentralized governments in the early Medieval period. (How did the distribution of wealth affect societal structure and the quality of life for populations during Medieval Times? How does geography, movement and trade impact societies?)

intolerance and persecution (particularly due to religious differences) led to many conflicts/wars in the time period and influenced later persecutorial periods of history, including the Holocaust. (How did religion influence/impact society and government during Medieval Times? How were the roots of modern history established in the MIddle Ages?)

the spread of Christianity and the emergence of the church as a governing structure influenced European society politically, economically, socially and culturally. (How did religion influence/impact society and government during Medieval Times?)

the foundations of modern government were introduced in Medieval European societies, including legal concepts (trial by jury, grand jury systems) and governing concepts (representative governments, i.e. parliamentary systems and constitutional frameworks, i.e. Magna Carta).(How were the roots of modern history established in the MIddle Ages?)

the Crusades impacted Medieval Europe due to increased movement, trade and cultural diffusion, particularly among Christian and Islamic communities. (How did religion influence/impact society and government during Medieval Times? How does geography, movement and trade impact societies?)

Charlemagne's role in history is complicated (as many leaders throughout history) as he played a pivotal role in the cultural and intellectual revival of Europe as a result of the Carolingian Renaissance and his role in the mass murder of the Saxons. (How did religion influence/impact society and government during Medieval Times? How were the roots of modern history established in the MIddle Ages?)

Medieval European society was shaped by disease, warfare and class structure. (How did the distribution of wealth affect societal structure and the quality of life for populations during Medieval Times? How does geography, movement and trade impact societies? How were the roots of modern history established in the MIddle Ages?)

Medieval Europe was influenced by geography and cultural diffusion produced by access to trade and proximity or distance to societies. (How does geography, movement and trade impact societies?)
the European Union plays an important role in diplomacy, the observation of Human Rights, trade and development. (How does geography, movement and trade impact societies? How were the roots of modern history established in the MIddle Ages?)

Learners Will be Skilled At

demonstrating proficiency on quizzes and tests.
analyzing past events and making relevant connections to the modern day.
taking notes using the PERSIA style/Cornell style notes regarding Medieval Europe.
utilizing the PERSIA (Political, Economic, Social, Intellectual/Artistic, and Area) acronym to classify information about the Crusades and related concepts.
identifying and citing from valid sources, both primary and secondary, for the purposes of research.

analyzing primary and secondary source documents using the "HIPP" Analysis framework and similar document analysis strategies.
determining the chronology of events while recognizing and identifying patterns of change and/or interaction.
application of HIPP and other Cranford Public Schools Document Analysis "Common Language" when evaluating documents to construct a coherent, evidence-based argumentative writing piece that supports a historical thesis and clearly communicates a reasoned judgment relative to concepts pertaining to Medieval Europe.
evaluating sources when making reasoned judgements about effective leadership and the rise and fall of civilizations.
developing essay writing skills with five paragraph essays about Charlemagne and his role in history.
learners will connect evidence from both maps and primary sources to show patterns of trade, interaction and cultural diffusion in the medieval period.

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4. Learning Plan

Preview the essential questions and connect them to learning throughout the unit of study.
Reinforce PERSIA style and/or Cornell Style notes (teacher guided and student driven) throughout the study of Medieval Europe.
 Appropriate uses of timelines to enable students to gain an understanding of the sequence/chronology of events, cause and effect.
 Learners will evaluate the cause and effect of feudalism as a social and economic construct of the Medieval period, demonstrating their understanding of its overall importance to the historical period.

 Learners will complete a research-based task regarding Medieval castles or feudal manors and their role in European society.

 Learners will review the intolerance and persecution evident in Europe during the Medieval period (Jewish expulsions, Spanish Inquisition, the Crusades, assorted other conflicts) and will make connections to other persecutorial instances in history, including the holocaust.

 Learners will complete a project-based assessment on the instruments of government developed in Medieval Europe that remain relevant and influential in the modern day (i.e. Magna Carta, trial by jury, use of a grand jury, parliamentary/representative government, etc.).

Use of learning stations (physical or digital in a "blended learning" format) to facilitate a deeper understanding of the Crusades and their overall impact on Europe, as well as the Christian and Islamic communities of the Middle Ages.

Use of learning stations (physical or digital in a "blended learning" format) to facilitate a deeper understanding Charlemagne's reign and overall impact on Europe (Holy Roman Empire) in preparation for a 5 paragraph Document Based Essay regarding Charlemagne's role in European history.

 Use of "HIPP" and other "common language" from Cranford Schools in evaluating primary and secondary sources to be used to construct an argumentative essay/document-based essay with regard to Charlemagne and his role in Medieval Europe.

Use of learning stations (physical or digital in a "blended learning" format) to facilitate a deeper understanding of the Black Death and its overall impact on Europe with an emphasis on the social, political, economic and cultural effects of the plague. Analysis and synthesis of primary and secondary sources will be demonstrated in learner creation of an encyclopedia entry or informative article on the Black Death articulating the effects of the plague and prevention of outbreaks in the modern day.

 Use of "HIPP" and other "common language" from Cranford Schools in evaluating primary and secondary sources to be used periodically throughout the unit of study..

Creation and analysis of maps showing the geography relevant to medieval European societies, as well as connections to the Five Themes of Geography.
 Continued reference to the Rise and Fall of Civilizations activity introduced during the unit on the Fall of Rome, including a document-based essay framed around this and connected to the study of the Middle Ages as a whole.
Use of Quizzes, tests and alternate assessments as appropriate.
Use of sources from the European Union for students to gain an appreciation of a united Europe today and understanding of its challenges.

Honors level learners will analyze and synthesize primary and secondary source material in an effort to recreate components of the textbook applying their learning to update course materials reflections violations of and/or the upholding of human rights.

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5. Assessment

Formative, Interim and Summative Assessments: Quizzes, tests and alternate assessments used, as appropriate, to demonstrate mastery of concepts.

Formative Assessment: Mastery of "self-guided" PERSIA notes which can be applied to paragraph organization for 5 paragraph essays.

Formative Assessment: Creation of an annotated timeline to demonstrate chronology of events, knowledge of cause of effect.

Summative Assessment: Completion of a research-based project on a medieval castle or the role of the castle within the feudal manor to demonstrate mastery of research skills as well as an understanding of the role of feudalism in medieval European society.

Formative Assessment: Individual and/or group projects demonstrating connections between Medieval Europe and more modern history with regard to the development of centralized governments, functions of the government and the development of core principles that would later influence the US government and its founding principles and documents.

Summative (Benchmark) Assessment: Successful completion of a 5 paragraph Document-Based Essay on Charlemagne, reflecting the use of the "HIPP" Analysis framework.

Formative Assessment: Encyclopedia entry or informative article on the effects of the Black Death and the importance of preventative measures exercised in the modern day.

Formative Assessment: Creation and analysis of maps demonstrating the impact of the 5 themes of geography on the growth and expansion of European societies, as well as the centralization and decentralization of governments over time.

Summative Assessment: Document-Based Essay framed around the Rise and Fall of Civilizations activity and connected to the study of the Middle Ages as a whole.

Summative Assessment: Honors level learners will analyze and synthesize primary and secondary source material in an effort to recreate components of the textbook, applying their learning to update course materials reflecting violations of and/or the upholding human rights (emphasis will be placed on religious persecution and intolerance - i.e. the Crusades, Spanish Inquisition influencing later history including the holocaust).

Summative Assessment: Final test on Medieval Europe including connections to Jared Diamond's "Rise and Fall of a Civilization" theme being used all year.

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6. Materials

Student textbook: Journey Across Time

Technology, as applicable/available

Use of the song "War Is A Science" from the Musical Pippin as one "tool" for analyzing Charlemagne and the Carolingian Empire.

Use of videos from Global Regents - Feudalism:
https://www.youtube.com/watch?v=Tz5J9EFMjpg&list=PL01C23262E114F6EF

Guide for HIPP Analysis (for use with primary and secondary source analysis, Document Based Essay writing, etc.)

"Common Language" materials being used with the Cranford Schools Social Studies Department, Grades K-12.

Overview of the Middle Ages: https://youtu.be/6EAMqKUimr8

Selected clips from "Digging for the Truth: Vikings"https://www.youtube.com/watch?v=DalQsFVK-fk

Teacher created learning stations (Topics include Charlemagne, the Crusades, and the Black Death)

Teacher created Google Drive activities (Topics include Medieval Castles and forms of defense; William the Conqueror, the Battle of Hastings and the Bayeaux Tapestry)

Teacher created Document Based tasks/Document Based Essay tasks

Follow up with Jared Diamond's materials on the Rise and Fall of Civilizations from previous units.

Materials from European Union:
https://europa.eu/learning-corner/learning-materials_en?keyword=&topic=All&age_group%5B%5D=83&=Envoyer

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7. Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s (Type = Suggested Strategies for Modification)

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please use QSAC form in separate document and complete, 1 document per course not unit

Cranford Schools Curriculum Unit

Name of Course: 8th Grade Social Studies

Unit 5 (Medieval Africa--Mali Civilization)

Summary: Students will study the development of government, the influence of religion, society, and culture in Medieval Africa with a focus on the Mali Civilization.

Introduction: Students will study the development of government, the influence of religion, society, and culture in Medieval Africa with a focus on the Mali Civilization. Students will continue developing use of HIPP skills when analyzing documents and will develop an awareness of a civilization to compare to previous study of the Golden Age of China and the Middle Ages of Europe. Learners will also reinforce study of the "rise and fall of civilizations" theme for the year.

Revision Date: September, 2019

Time Frame: 3 Weeks

Standards: (NJSLS, CRP, NJSLS9, Technology, Interdisciplinary) Standards must be added using the standards tab

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Language Arts /Social Studies Standards

CCSS.ELA-L   Cite specific textual evidence to support analysis of primary and secondary
iteracy.RH.6-   sources.
8.1
CCSS.ELA-L   Determine the central ideas or information of a primary or secondary source;
iteracy.RH.6-   provide an accurate summary of the source distinct from prior knowledge or
8.2   opinions.
CCSS.ELA-L   Identify key steps in a text's description of a process related to history/social
iteracy.RH.6-   studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
8.3
CCSS.ELA-L   Determine the meaning of words and phrases as they are used in a text, including
iteracy.RH.6-   vocabulary specific to domains related to history/social studies.
8.4
CCSS.ELA-L   Describe how a text presents information (e.g., sequentially, comparatively,
iteracy.RH.6-   causally).
8.5
CCSS.ELA-L   Identify aspects of a text that reveal an author's point of view or purpose (e.g.,
iteracy.RH.6-   loaded language, inclusion or avoidance of particular facts).
8.6
CCSS.ELA-L   Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps)
iteracy.RH.6-   with other information in print and digital texts.
8.7

CCSS.ELA-L iteracy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-L iteracy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
SOC.6.2.8.A .4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.2.8.B .4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.2.8.B .4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
SOC.6.2.8.B .4.c	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
SOC.6.2.8.B .4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

CRP

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

SEL

SEL.PK-12.3.1 - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.3 - Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.5.2 - Utilize positive communication and social skills to interact effectively with others.

2. Essential Questions/Enduring Understandings (Type = Essential Questions)

Essential Questions

Does geography control people or do people control geography?

What influences the rise or decline of an empire?

How can economic activity lead to the exchange of cultural, economic, religious, and political ideas?

How and why is history and culture preserved?

Enduring Understandings

Historians can often judge civilized or uncivilized life by how people control or can be controlled by geography.

Positive and negative leadership approaches and productive natural resources can have an impact on the livelihood and productivity of a society and/or institution.
Economic interdependence between regions, kingdoms, or empires is both important and fragile.

Thoughtful analysis is important when studying written, oral, and graphic historical sources.

3. Objectives (Type = Students Will Know/Students Will be Skilled At)

Students will know…..

Africa has a varied landscape (forests, savannahs, deserts) which can both promote and restrict movement and communication. (Does geography control people or do people control geography? How can economic activity lead to the exchange of cultural, economic, religious, and political ideas?)

trans-Saharan caravan trade played a role in changing religious and cultural characteristics of West Africa at the influence of Islamic beliefs, ethics, and law. (What influences the rise or decline of an empire? How can economic activity lead to the exchange of cultural, economic, religious, and political ideas?)

trade was essential to the growth of African Civilizations including the Mali Civilization. (What influences the rise or decline of an empire? How can economic activity lead to the exchange of cultural, economic, religious, and political ideas?)

Mansa Musa strongly influenced the spread of Islam and had considerable wealth. (What influences the rise or decline of an empire? How can economic activity lead to the exchange of cultural, economic, religious, and political ideas?)

the Artifacts of the Mali Civilization are at tremendous risk of being endangered today. (How and why is history and culture preserved?)

Students will be skilled at…..

making outline maps which demonstrate the forests, savannas, deserts, mountains, and other landforms in Africa. (Does geography control people or do people control geography? How can economic activity lead to the exchange of cultural, economic, religious, and political ideas?)

using HIPP and other Cranford Public Schools "common language" to evaluate primary and secondary sources related to trans-Saharan caravan trade, the Mali Civilization, and Mansa Musa. (How can economic activity lead to the exchange of cultural, economic, religious, and political ideas? What influences the rise or decline of an empire? How and why is history and culture preserved?)

4. Learning Plan (Type = Learning Plan)

Students will make outline maps technologically or by paper demonstrating knowledge of the challenges of Africa's geography.
Practice paragraphs evaluating primary and secondary sources using HIPP and other Cranford Public Schools "common language" when analyzing a document. Documents will be used as part of a final Document Based Essay written in June.
Student made "First Person" accounts by Mansa Musa, other Kings, and other people observing or living during the Mali Civilization.
Review of the issues and conflicts facing the Mali Civilization's artifacts today.

5. Assessment (Type = Evidence/Performance Tasks)

Formative Assessment: Student made maps (paper or use of technology) showing physical and political aspects of Africa.

Formative Assessment: Document based paragraphs and/or essays using Mali Civilization material.

Formative Assessment: First person accounts.

Formative and/or Summative Assessment: Student made questions and STAT/class discussion/Socratic discussion/closure follow up to materials related to the dangers affecting Mali Civilization's artifacts today.

Summative Assessment: Test on the Mali Civilization.

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6. Materials (Type = Materials)

Journey Across Time, (Textbook)
Use of materials from the British Museum in studying the Mali Civilization:
 https://www.britishmuseum.org/pdf/KingdomOfMali_StudentsWorksheets.pdf
 https://www.britishmuseum.org/pdf/KingdomOfMali_TeachersNotes.pdf

Use of video from John Green, "Mansa Musa and Islam in Africa" in studying Mansa Musa's influence on the Mali Civilization: https://www.youtube.com/watch?v=jvnU0v6hcUo

 Use of Smithsonian Magazine article, "The Race to Save Mali's Priceless Artifacts" in studying methods of researching the Mali Civilization:
https://www.smithsonianmag.com/history/Race-Save-Mali-Artifacts-180947965/

Clips from "Hidden Planet" with Richard Engel, episode titled "Journey to Timbuktu, Lost City of Gold" in studying methods of researching the Mali Civilization: https://vimeo.com/79915766

Selected clips from "Digging for the Truth: Timbuktu" documentary in studying methods of researching the Mali Civilization: https://www.youtube.com/watch?v=kbzf7EMgHgY

Excerpts from Jared Diamond's Collapse: How Societies Choose to Fail or Succeed.

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7. Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s (Type = Suggested Strategies for Modification)

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please use QSAC form in separate document and complete, 1 document per course not unit

Cranford Schools Curriculum Unit
Name of Course: 8th Grade Social Studies
Unit 6 (Japan)

1. Summary: Learners will study Middle Ages Japan with emphasis on the historical and geographic challenges of being an "island" civilization during the Shotoku Reforms and a comparison of Japanese and European Feudalism during the Japanese Shogun and Daimyo Periods.

Introduction: Learners will study about the historical and geographic challenges of Japan being an island civilization, how it "borrowed" from other civilizations, and how aspects are "unique". Learners will continue with practicing the analysis of documents when using HIPP and other Cranford Public Schools "common language" with use of the Shotoku Constitution and materials comparing Japanese Feudalism and European Feudalism. Unit will conclude with year long theme on how a civilization can rise and fall.

Revision Date: September 2019

Time Frame: 3 Weeks

Standards: (NJSLS, CRP, NJSLS9, Technology, Interdisciplinary)   Standards must be added using the standards tab

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Language Arts /Social Studies Standards

CCSS.ELA-LCite specific textual evidence to support analysis of primary and secondary
iteracy.RH.6-sources.
8.1

CCSS.ELA-Literacy.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.

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

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

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

CCSS.ELA-Literacy.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).

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

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

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

SOC.6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

SOC.6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

SOC.6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

SOC.6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

SOC.6.2.8.D.4.a Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

CRP

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

SEL.PK-12.3.1 - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.3 - Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.5.2 - Utilize positive communication and social skills to interact effectively with others.

2. Essential Questions/Enduring Understandings (Type = Essential Questions)

Essential Questions:
Does geography influence history and the spread of ideas or does history and the spread of ideas influence geography? (Spiral with previous units.)

How can trust and loyalty be developed between a leader and a people?

How can a civilization rise and fall?

How did the distribution of wealth affect societal structure and the quality of life for population?

Enduring Understandings:

Geographically, there are aspects of an island civilization which can influence civilization and there are borrowed elements of lands which help people adapt to the challenges of an island civilization.

Understanding beliefs, practices, values, and similarities and differences with the world's major religions can help a leader unite a civilization and promote peace.

It is debatable whether a strong central government or more independent regional governments are best for the livelihood of people.

Medieval Japanese class structure was influenced by military leadership and belief systems.

3. Objectives (Type = Students Will Know/Students Will be Skilled At)

Students will know…..

that Japan's geography (mountains and islands) made it a very independent society. (Does geography influence history and the spread of ideas or does history and the spread of ideas influence geography?)

that Japan has relied on cultural borrowing/diffusion for its political, economic, religious, social, intellectual, and artistic lifestyles. (Does geography influence history and the spread of ideas or does history and the spread of ideas influence geography?)

that under Prince Shotoku, Japan was influenced by China's central government, constitution, Confucianism, and Buddhism. (How can trust and loyalty be developed between a leader and a people? How can a civilization rise and fall?)

that unlike China, Japan's government was based more on nepotism. (How can trust and loyalty be developed between a leader and a people? How can a civilization rise and fall?)

Shintoism is based on nature spirits. (How can trust and loyalty be developed between a leader and a people? How can a civilization rise and fall?)

Japanese emperors lost power to nobles and their samurai armies. Yoritomo, the Shogun eventually ruled the country. (How can a civilization rise and fall? How did the distribution of wealth affect societal structure and the quality of life for population?)

that by the 1400's and 1500's, the daimyo divided Japan into independent states. (How can a civilization rise and fall? How did the distribution of wealth affect societal structure and the quality of life for population?)

that the hierarchy of European Feudalism and Japanese Feudalism is similar but the role of the monarchy and where merchants fall on the hierarchy are different. (How can a civilization rise and fall? How did the distribution of wealth affect societal structure and the quality of life for population?)

with feudalism in Japan, the samurai promised to serve the daimyo militarily for land. (How can a civilization rise and fall? How did the distribution of wealth affect societal structure and the quality of life for population?)

Students will be skilled at…..

preparing and recognizing an outline map showing the geographic features of Japan and to evaluate the past and present challenges of an island economy. (Does geography influence history and the spread of ideas or does history and the spread of ideas influence geography?)

continuing use of HIPP and other Cranford Public Schools "common language" when evaluating documents, (especially with the Shotoku Constitution and comparing Japanese Feudalism and European Feudalism). (How can trust and loyalty be developed between a leader and a people? How can a civilization rise and fall? How did the distribution of wealth affect societal structure and the quality of life for population?)

4. Learning Plan (Type = Learning Plan)

Learners will be introduced to the archipelago of Japan with class readings, maps, and exercises evaluating Japan's present dense population and cultural borrowing.
Learners will complete technological or paper map describing the islands, mountains, and coastline of Japan in order to study its challenges of being an island civilization.
Learners will use the Prince Shotoku Constitution as a document evaluating the influence of Buddhism and Confucianism in Japan and as an example of cultural borrowing.
Learners will compare European Feudalism and Japanese Feudalism and evaluate the similarities and differences.
Learners will use documents to compare European Knights and Japanese Samurai. Students will use HIPP and other Cranford Public Schools "common language" when evaluating documents. Documents will be used for final 5 Paragraph Essay.
Learners will make final year long conclusions with the theme on the rise and fall of Civilizations with class socratic type of discussion and final 5 Paragraph Essay. (See previous units.)

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5. Assessment (Type = Evidence/Performance Tasks)

Formative and Summative Assessments: Quizzes and tests.

Formative Assessment: Outline map of Japan with emphasis on landforms and population.

Formative Assessment: Brief skits showing differences and similarities between European Knights and Japanese Samurai.

Formative Assessment: Practice evaluating documents relating to Prince Shotoku and Japanese Feudalism (as a comparison to European Feudalism). Continued use of HIPP and Cranford Public Schools "Common Language".

Summative Assessment: Use of Shotoku and Feudalism as part of final 5 paragraph essay which will also evaluate thesis writing.

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6. Materials (Type = Materials)

Journey Across Time, (Textbook)

Sources for Japan's Geography:

Use of the reading "12 Chairs, How Big is Big?" when comparing the population and land availability of Japan and Montana, (Asia Society). https://asiasociety.org/education/how-big-big

 Reading giving examples of "cultural borrowing"/"cultural diffusion" with a modern day Japanese Baseball Game. https://docs.google.com/document/d/1fV5GdWnvWWb0cg_xyx4r6zwG__I67S1FZ4OKLfZoNpQ/edit

Source for Prince Shotoku:

Primary Source copy of the Prince Shotoku Constitution as an example of "cultural borrowing"/"cultural diffusion" from Columbia.edu. http://afe.easia.columbia.edu/ps/japan/shotoku.pdf

Sources for comparing Japanese and European Feudalism:

    Global Regents video comparing Japanese Feudalism and European Feudalism:
https://www.youtube.com/watch?v=aZ4k4dtRgPw

    Use of documents comparing Samurai and Knights:
http://mrcooperwh.weebly.com/uploads/7/3/8/6/73867581/samurai_vs_knights_packet.pdf

Source for concluding course and final 5 paragraph essay:

Excerpts from Jared Diamond's Collapse: How Societies Choose to Fail or Succeed.

7. Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s (Type = Suggested Strategies for Modification)

please use QSAC form in separate document and complete, 1 document per course not unit

Cranford Schools Curriculum Unit

Name of Course:

Unit 7 (unit name please fill in)

1. Summary (Type = Brief Summary of Unit)

Introduction: Write a paragraph that describes the goals of the unit; be certain to include important content

Revision Date: Include month and year

Standards: (NJSLS, CRP, NJSLS9, Technology, Interdisciplinary) Standards must be added using the standards tab

delete the standards that don't apply

Social Studies Standards:

Math Practice Standards

MA.K-12.1 - [Standard] - *Make sense of problems and persevere in solving them.*

MA.K-12.2 - [Standard] - *Reason abstractly and quantitatively.*

MA.K-12.3 - [Standard] - *Construct viable arguments and critique the reasoning of others.*

MA.K-12.4 - [Standard] - *Model with mathematics.*

MA.K-12.5 - [Standard] - *Use appropriate tools strategically.*

MA.K-12.6 - [Standard] - *Attend to precision.*

MA.K-12.7 - [Standard] - *Look for and make use of structure.*

MA.K-12.8 - [Standard] - *Look for and express regularity in repeated reasoning.*

21st Century and Career Readiness

CAEP.9.2.12.C.1 - *[Standard] - Review career goals and determine steps necessary for attainment.*

CAEP.9.2.12.C.2 - *[Standard] - Modify Personalized Student Learning Plans to support declared career goals*

CAEP.9.2.12.C.3 - *[Standard] - Identify transferable career skills and design alternate career plans.*

CAEP.9.2.12.C.4 - *[Standard] - Analyze how economic conditions and societal changes influence employment trends and future education.*

CAEP.9.2.12.C.5 - *[Standard] - Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.*

CAEP.9.2.12.C.6 - *[Standard] - Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.*

CAEP.9.2.12.C.7 - *[Standard] - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.*

CAEP.9.2.12.C.8 - *[Standard] - Assess the impact of litigation and court decisions on employment laws and practices.*

CAEP.9.2.12.C.9 - *[Standard] - Analyze the correlation between personal and fin*

CRP.K-12.CRP1 - *[Practice] - Act as a responsible and contributing citizen and employee.*

CRP.K-12.CRP2 - *[Practice] - Apply appropriate academic and technical skills.*

CRP.K-12.CRP4 - *[Practice] - Communicate clearly and effectively and with reason.*

CRP.K-12.CRP5 - *[Practice] - Consider the environmental , social and emotional impacts of decisions*

CRP.K-12.CRP6 - *[Practice] - Demonstrate creativity and innovation ntal, social and economic impacts of decisions*

CRP.K-12.CRP7 - *[Practice] - Employ valid and reliable research strategies.*

CRP.K-12.CRP8 - *[Practice] - Utilize critical thinking to make sense of problems and persevere in solving them.*

CRP.K-12.CRP11 - *[Practice] - Use technology to enhance productivity*

Language Arts /Social Studies Standards

2. Essential Questions/Enduring Understandings (Type = Essential Questions)

3. Objectives (Type = Students Will Know/Students Will be Skilled At)

Students will know…..

Students will be skilled at…..

4. Learning Plan (Type = Learning Plan)

5. Assessment (Type = Evidence/Performance Tasks)

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6. Materials (Type = Materials)

Core Book List 2019-2020

7. Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s (Type = Suggested Strategies for Modification)

please use QSAC form in separate document and complete, 1 document per course not unit