

Somerville Schools 2017
CURRICULUM MAP WITH SCOPE AND SEQUENCE

Course: History: Exploration and Imperialism		Subject Area: Social Studies		Grade Level: 7	
	Unit 1: (10 Days) Fall of the Roman Empire	Unit 2: (35 Days) Medieval Times/The Dark Ages	Unit 3: (30 Days) Europe/Renaissance and Reformation		
Enduring Understandings	<ol style="list-style-type: none"> 1. There were many factors that led to the fall of the Roman Empire. 2. Europe went into a time period known as the Dark Ages. 	<ol style="list-style-type: none"> 1. Feudalism set up a system of mutual benefit, but it was neither fair nor equal. 2. The Black Plague changed the political, social, religious, and economic landscape throughout Europe. 3. The Catholic Church was the most powerful institution in Europe during the Middle Ages. 	<ol style="list-style-type: none"> 1. When society forces change i.e the Church. 2. The political, economic, and religious impact of the Renaissance. 3. The political, economic, and religious impact of the Reformation. 4. Ideas can have a positive and negative impact on the lives of people. 5. Ideas sometimes have unforeseen consequences and unintended effects. 		
Essential Questions	<ol style="list-style-type: none"> 1. What factors lead to the downfall of empires? 2. How did the collapse of the Roman Empire affect Europe and Asia? 	<ol style="list-style-type: none"> 1. How does society change and evolve over time? 2. How did the feudal system affect class structure in the Middle Ages? 3. How did religion impact the Middle Ages? 4. What were the effects of the Crusades in Europe? 	<ol style="list-style-type: none"> 1. When should societies break with tradition? 2. How do new ideas change the way in which we live? 3. How does society change and evolve over time? 		
Major Skills	<ol style="list-style-type: none"> 1. Utilizing textual evidence to support a claim. 2. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes). 3. Researching and citing evidence to support a claim. 	<ol style="list-style-type: none"> 1. Utilizing textual evidence to support a claim 2. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes). 3. Researching and citing evidence to support a claim. 	<ol style="list-style-type: none"> 1. Utilizing textual evidence to support a claim 2. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes). 3. Researching and citing evidence to support a claim. 		

	4. Assessing how point of view shapes the content and meaning of text.	4. Assessing how point of view shapes the content and meaning of text.	4. Assessing how point of view shapes the content and meaning of text.
Performance Based Assessments	<p>DBQ Overview: Teacher will model how to read and evaluate a variety of primary and secondary documents with the purpose of supporting a claim. Some possible topics include:</p> <ul style="list-style-type: none"> ○ Fall of Rome 	<p>DBQ Overview: Teacher will model how to read and evaluate a variety of primary and secondary documents with the purpose of supporting a claim. Some possible topics include:</p> <ul style="list-style-type: none"> ○ The role the church played in people's lives ○ How the plague affected European society 	<p>Social media project: Create a social media account for a person during the renaissance or reformation utilizing Twitter, Instagram or Facebook, school appropriate web applications.</p>
Digital Platforms	<p>Chromebooks Newsela Discovery Education Streaming Smithsonian Nat Geo</p>	<p>Chromebooks Newsela Discovery Education Streaming Smithsonian Nat Geo</p>	<p>Chromebooks Newsela Discovery Education Streaming Smithsonian Nat Geo</p>
Sources: Instructional Materials	<ul style="list-style-type: none"> ● Chromebooks ● Pens ● Pencils ● Paper ● Anchor Charts ● SMARTboard ● Teacher Laptop 	<ul style="list-style-type: none"> ● Chromebooks ● Pens ● Pencils ● Paper ● Anchor Charts ● SMARTboard ● Teacher Laptop 	<ul style="list-style-type: none"> ● Chromebooks ● Pens ● Pencils ● Paper ● Anchor Charts ● SMARTboard ● Teacher Laptop

<p>NJSLS Standards</p>	<p>6.2.8.A.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.D.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire.</p> <p>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.</p> <p>Support Standards: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R8. 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. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Technology Standards: 8.1.8.B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.2.8.D.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.</p> <p>6.2.8.D.4.d: Determine which events led to the rise and eventual decline of European feudalism.</p> <p>6.2.8.D.4.f: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p> <p>Support Standards: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual</p>	<p>6.2.12.B.2.a: Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.</p> <p>6.2.12.D.2.a: Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.</p> <p>6.2.12.D.2.b: Determine the factors that led to the Reformation and the impact on European politics.</p> <p>6.2.12.D.2.d: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.D.2.e: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>Support Standards: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a</p>
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	<p>College and Career Readiness/CRP Standards: 9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.</p> <p>CRP1 - Act as a responsible and contributing citizen an employee. CRP2 - Apply appropriate academic and technical skills. CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them. CRP12 - Work productively in teams while using cultural global competence.</p>	<p>evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R8. 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. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed</p> <p>Technology Standards: 8.1.8.B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p> <p>College and Career Readiness/CRP Standards: 9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.</p> <p>CRP1 - Act as a responsible and contributing citizen an employee CRP2 - Apply appropriate academic and technical skills CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP12 - Work productively in teams while using cultural global competence.</p>	<p>text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed</p> <p>Technology Standards: 8.1.8.B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p> <p>College and Career Readiness/CRP Standards: 9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.</p> <p>CRP1 - Act as a responsible and contributing citizen an employee. CRP2 - Apply appropriate academic and technical skills. CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them. CRP12 - Work productively in teams while using cultural global competence.</p>
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<p>Accommodations/Modifications</p>	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted interventions are 3 of the resources suggested in the curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners. <ul style="list-style-type: none"> ● Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room, Newsela.com ● Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts. 	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted interventions are 3 of the resources suggested in the curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners. <ul style="list-style-type: none"> ● Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room, Newsela.com ● Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts. 	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted interventions are 3 of the resources suggested in the curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners. <ul style="list-style-type: none"> ● Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room, Newsela.com ● Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts.
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<p>Course: History: Exploration and Imperialism</p>		<p>Subject Area: Social Studies</p>		<p>Grade Level: 7</p>	
	<p>Unit 4: (10 Days) Russia</p>	<p>Unit 5: (25 Days) Africa</p>	<p>Unit 6: (15 Days) Genocide</p>		

Enduring Understandings	<ol style="list-style-type: none"> 1. Russia was isolated from Europe both geographically and through foreign occupation. 2. Russia did not colonize as a result of its lack of connection to Europe and the world. 	<ol style="list-style-type: none"> 1. The political, social, and economic motives of European nations that led to the conquest of Africa. 2. Effects of Imperialism had on the development of Africa. 	<ol style="list-style-type: none"> 1. Perspective plays a role in how we understand history, which is why we look at multiple sources. 2. There are discernable stages to a holocaust/ genocide. 3. That countries respond to global conflict differently.
Essential Questions	<ol style="list-style-type: none"> 1. How and why is Russia different than the other European nations we have discussed? 2. How would you describe the relationship Russia has had with the rest of the world throughout history? 	<ol style="list-style-type: none"> 1. What does it mean to civilized? 2. Why did European nations feel the need to colonize? 3. Are the reasons for colonization justifiable? 4. What issues still face African nations since they got their Independence? 5. What is history? Who writes it? How do we decide what to believe? How does our perspective on historical events change over time? 	<ol style="list-style-type: none"> 1. What is history? Who writes it? How do we decide what to believe? How does our perspective on historical events change over time? 2. How can a holocaust/ genocide happen? 3. What is the responsibility of the global community regarding genocide? 4. How might our knowledge of the past genocides help us to understand current instances of genocide?
Major Skills	<ol style="list-style-type: none"> 1. Utilizing textual evidence to support a claim. 2. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes). 3. Researching and citing evidence to support a claim. 4. Assessing how point of view shapes the content and meaning of text. 	<ol style="list-style-type: none"> 1. Utilizing textual evidence to support a claim. 2. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes). 3. Researching and citing evidence to support a claim. 4. Assessing how point of view shapes the content and meaning of text. 5. Determining cause and effect. 	<ol style="list-style-type: none"> 1. Utilizing textual evidence to support a claim. 2. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes). 3. Researching and citing evidence to support a claim. 4. Assessing how point of view shapes the content and meaning of text. 5. Determining cause and effect.
Performance Based Assessments	Russian Geography Map Project: Students identify the reasons Russia was secluded from the western world	DBQ Overview: Teacher will model how to read and evaluate a variety of primary and secondary documents with the	Research project on the Holocaust or a modern genocide.

	and the specific geography that contributed to its isolation.	purpose of supporting a claim. Some possible topics include: <ul style="list-style-type: none"> ○ The Scramble for Africa ○ Colonization ○ Social and Economic issues in Africa 	
Digital Platforms	Chromebooks Newsela Discovery Education Streaming Smithsonian Nat Geo	Chromebooks Newsela Discovery Education Streaming Smithsonian Nat Geo	Chromebooks Newsela Discovery Education Streaming Smithsonian Nat Geo
Sources: Instructional Materials	<ul style="list-style-type: none"> ● Chromebooks ● Pens ● Pencils ● Paper ● Anchor Charts ● SMARTboard ● Teacher Laptop 	<ul style="list-style-type: none"> ● Chromebooks ● Pens ● Pencils ● Paper ● Anchor Charts ● SMARTboard ● Teacher Laptop 	<ul style="list-style-type: none"> ● Chromebooks ● Pens ● Pencils ● Paper ● Anchor Charts ● SMARTboard ● Teacher Laptop
NJSLS Standards	<p>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.</p> <p>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</p> <p>Support Standards: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific</p>	<p>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.</p> <p>6.2.12.B.1.b: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p>6.2.12.D.1.a: Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans</p> <p>6.2.12.C.3.e: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</p>	<p>6.2.12.A.5.b: Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.</p> <p>6.2.12.A.5.d: Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.</p> <p>6.2.12.A.5.e: Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>6.2.12.A.6.d: Assess the effectiveness of responses by</p>

	<p>textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R8. 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. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed</p> <p>Technology Standards: 8.1.8.B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p> <p>College and Career Readiness/CRP Standards: 9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.</p> <p>CRP1 - Act as a responsible and contributing citizen an employee CRP2 - Apply appropriate academic and technical skills CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP12 - Work productively in teams while using cultural global competence.</p>	<p>Support Standards: 6.2.12.D.3.d: Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives. 6.2.12.D.1.b: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas 6.2.12.D.1.c: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. 6.2.12.C.5.d: Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p> <p>Support Standards: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R8. 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. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>College and Career Readiness/CRP Standards:</p>	<p>governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>Support Standards: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R8. 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. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed</p> <p>Technology Standards: 8.1.8.B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p> <p>9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.</p> <p>CRP1 - Act as a responsible and contributing citizen an employee CRP2 - Apply appropriate academic and technical skills</p>
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		<p>9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.</p> <p>Technology Standards: 8.1.8.B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p> <p>CRP1 - Act as a responsible and contributing citizen an employee CRP2 - Apply appropriate academic and technical skills CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP12 - Work productively in teams while using cultural global competence.</p>	<p>CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP12 - Work productively in teams while using cultural global competence.</p>
<p>Accommodations/Modifications</p>	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted interventions are 3 of the resources suggested in the curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners. <ul style="list-style-type: none"> ● Instructional Level - Teachers will utilize texts that stretch the students’ instructional level. Differentiated materials may be found in the 	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted interventions are 3 of the resources suggested in the curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners. <ul style="list-style-type: none"> ● Instructional Level - Teachers will utilize texts that stretch the students’ instructional level. Differentiated materials 	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted interventions are 3 of the resources suggested in the curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners. <ul style="list-style-type: none"> ● Instructional Level - Teachers will utilize texts that stretch the students’ instructional level.

	<p>book room, Newsela.com</p> <ul style="list-style-type: none"> • Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts. 	<p>may be found in the book room, Newsela.com</p> <ul style="list-style-type: none"> • Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts. 	<p>Differentiated materials may be found in the book room, Newsela.com</p> <ul style="list-style-type: none"> • Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts.
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	Unit 7: The Age of Exploration
Enduring Understandings	<ol style="list-style-type: none"> 1. Imperialism has altered the way of life for native people in a positive and negative way. 2. Competition for resources impacts economic relationships between people and nations. 3. The political, social, and economic motives of European nations that led to the conquest of North and South America.
Essential Questions	<ol style="list-style-type: none"> 1. What drives countries to explore new lands? 2. How has exploration impacted the world? How has Colonization changed

	<p>the lives of native people throughout history?</p> <ol style="list-style-type: none"> How has European imperialism caused conflict the start of the global age? What is history? Who writes it? How do we decide what to believe? How does our perspective on historical events change over time?
Major Skills	<ol style="list-style-type: none"> Utilizing textual evidence to support a claim. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes). Researching and citing evidence to support a claim. Assessing how point of view shapes the content and meaning of text. Determining cause and effect.
Performance Based Assessments	<p>Gallery Walk: Google Slides, Prezi, Emaze, Powtoons, scratch etc.</p> <p>Students will create a presentation in small groups. Each group will include the region colonized, why it was colonized, when was it colonized who colonized it etc. The focus of each project will be on a region selected by each group. One group will focus on how colonization/ Imperialism affected the native people living there.</p>
Digital Platforms	<p>Chromebooks Newsela Discovery Education Streaming Smithsonian Nat Geo</p>
Sources: Instructional Materials	<ul style="list-style-type: none"> Chromebooks Pens Pencils Paper

	<ul style="list-style-type: none"> ● Anchor Charts ● SMARTboard ● Teacher Laptop
<p>NJSLS Standards</p>	<p>6.1.8.A.2.a: Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.B.2.a: Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b: Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>6.1.8.D.2.a: Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.D.2.b: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>6.2.12.B.1.b: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p>6.2.12.C.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.</p> <p>6.2.12.C.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p>

	<p>Support Standards: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R8. 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. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed</p> <p>College and Career Readiness/CRP Standards: 9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.</p> <p>Technology Standards: 8.1.8.B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p> <p>CRP1 - Act as a responsible and contributing citizen an employee CRP2 - Apply appropriate academic and technical skills CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP12 - Work productively in teams while using cultural global competence.</p>
Accommodations/Modifications	Intervention - Teachers will address

intervention needs by using the following tools:

- Newsela Leveled Reading Materials
- Text to Speech (Speak It!)
- Discovery Education Techbook (English/Spanish)
- *Please note – The noted

interventions are 3 of the resources suggested in the curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners.

- Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room, Newsela.com
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