

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 6 Social Studies Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Social Studies

Curriculum Scope and Sequence

| | | | |
|---------------------|----------------|----------------------------------|-----------------------|
| Content Area | Social Studies | Course Title/Grade Level: | World History/Grade 6 |
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| | Topic/Unit Name | Suggested Pacing (Days/Weeks) |
|--------------------------------------|---|--------------------------------------|
| <u>Topic/Unit #1</u> | Era 1. The Beginnings of Human Society | 6 weeks |
| <u>Topic/Unit #2</u> | Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) | 6 weeks |
| <u>Topic/Unit #3</u> | Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) Ancient India | 6 weeks |
| <u>Topic/Unit #4</u> | Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) Ancient China | 6 weeks |
| <u>Topic/Unit #5</u> | Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) Ancient Greece | 6 weeks |
| <u>Topic/Unit #6</u> | Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) Ancient Rome | 6 weeks |

| Topic/Unit 1 Title | Era 1. The Beginnings of Human Society | Approximate Pacing | 6 weeks |
|---|--|--------------------|---------|
| STANDARDS | | | |
| NJSLS Social Studies | | | |
| <p>Performance Standards</p> <p>6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.</p> <p>6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).</p> <p>6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p> <p>6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p> <p>6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p> <p>6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records</p> <p>Companion Standards</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies</p> <p>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.</p> <p>RH.6-8.5. Describe how a text presents information (eg: sequentially, comparatively, causally)</p> <p>RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose (eg: loaded language, inclusion or avoidance of particular facts).</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>WHST.6-8.1. Write arguments focused on discipline-specific content:</p> | | | |

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - D. Establish and maintain a formal/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:
- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal style and objective tone.
 - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Connections:

Career Readiness, Life Literacies & Key Skills:

Standard

LS4.B: Natural Selection: *Natural* selection leads to the predominance of certain traits in a population, and the suppression of others. In *artificial* selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring.

LS4.C: Adaptation: Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes.

Diversity: N.J.S.A. 18A:35-4.36a**Activity**

Students participate in an scavenger hunt wherein they act as hunters and gatherers. They examine the flora for food and they complete a survey asking them to remember the whereabouts of each of the flora. Students then interpret the data collected from their answers to make connections that proves or disproves the theory that the roles of hunting and gathering were distinguished by gender.

Standard

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Activity 1

Following the evolution of the development of civilizations, students design their own cities which include infrastructure for social, cultural, and economic development.

Computer Science & Design Thinking:**Standard**

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Activity

After students participate in an outdoor scavenger hunt wherein they act as hunters and gatherers, they analyze the data they collected by creating a spreadsheet, and present their findings proving or disproving the theory that the roles of hunting and gathering were distinguished by gender.

Standard

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function.

8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Activity

Following the evolution of the development of civilizations, students design a comic book representing the differences between the Neolithic and Palolithic time period. Focusing on agriculture, shelters, establishing communities, development of jobs, and growth of trade.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**Essential Question:**

- What factors influenced the development of early/ancient civilizations?

Enduring Understanding:

- Geography and climate impacted the development of early civilizations in all of their aspects, including the shaping of societies, human understandings, cultures, and social structures.

STUDENT LEARNING OBJECTIVES**Key Knowledge*****Students will know:***

- How social scientists interpret the past
- What capabilities/skills, both mental and physical, helped hominids to survive
- How the development of agriculture changed daily life in the Neolithic Age
- How geographic challenges led to the rise of city-states in Mesopotamia
- Why historians classify ancient Sumer as a civilization
- What the most important achievements of the Mesopotamian empires were

Process/Skills/Procedures/Application of Key Knowledge***Students will be able to:***

- Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations;
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments;
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

- Compare and contrast differing interpretations of current and historical events;
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information;
- Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (ie: documents, letters, diaries, maps, images, etc.)

ASSESSMENT OF LEARNING

| | |
|---|---|
| Summative Assessment (Assessment at the end of the learning period) | <ul style="list-style-type: none"> • Chapter Tests • Projects • Choice Board on the Epic of Gilgamesh |
| Formative Assessments (Ongoing assessments during the learning period to inform instruction) | <ul style="list-style-type: none"> • K-W-L charts, compare/contrast charts, Venn diagrams, T-charts, quiz-quiz-trade, ongoing assessments during the learning period including Online Reading Challenges, Preview and Processing in Interactive Notebooks, class activities and discussion, and/or teacher observation |
| Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency) | <ul style="list-style-type: none"> • Movie poster or comic strip incorporating all elements of ancient civilizations |
| Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year) | <ul style="list-style-type: none"> • Chapter Tests • Projects • Choice Board on the Epic of Gilgamesh |

RESOURCES

Core instructional materials:

Teacher Resources: History Alive! The Ancient World: Teachers' Curriculum Institute: 2023

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| Student Resources: Interactive Notebook; History Alive! Online Textbook |
| Supplemental materials: Discovery Education Social Studies Techbook |
| Modifications for Learners |
| See appendix |

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|-----------------------------|---|---------------------------|----------------|
| Topic/Unit 2 Title | Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) | Approximate Pacing | 6 weeks |
| STANDARDS | | | |
| NJSLS Social Studies | | | |

Performance Standards

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China)
- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- 6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline

Companion Standards

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
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- WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

| Interdisciplinary Connections: | Career Readiness, Life Literacies & Key Skills: |
|---|--|
| <p>ACM: N.J.S.A 18A 52:16A-88 - The centuries of accomplishments by African Americans in the building and development in the areas of industry, military, government.</p> | <p>Standard 9.4.8.CI.3: Examine challenges that may exist in the adoption of new</p> |

and professions.

Activity

Based on the Egyptian social pyramid, the students create a character that represents themselves in a role within ancient Egyptian society, paying special attention to the power and/or lack of power in each social class. (Pharaoh to slave)

HCM: N.J.S.A 18A 35-28

Emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens

ACM: N.J.S.A. 18A 52:16A-88

Activity 1

Students write a compare and contrast analysis of the Exodus led by Moses with the Civil Rights Movement led by Dr. Martin Luther King.

Diversity: N.J.S.A. 18A:35-4.36a

Activity 2

Students discuss the current conflict between the Israelis and Palestinians over the ancient land of Canaan.

ideas.

Activity

Students will research the basic tenets of Judaism, Hinduism, Buddhism, and Christianity. Students will work together to create a digital slideshow presentation to describe similarities and differences between the core religions of ancient times.

Standard

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short and long-term effects to determine the most plausible option

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Activity

Students perform a simulation wherein they attempt to solve the conflict between Israelis and the Palestinians over the ancient land of Canaan.

**Computer Science & Design Thinking:
Technology Standards**

Standard

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Activity

Students examine environmental problems faced by the ancient Egyptians and research the technologies they created to overcome those problems, students discuss the effect of those technologies on the survival and success of ancient Egypt.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Question:

- What factors influenced the development of early settlements and civilizations in ancient Egypt and the Middle East?

Enduring Understanding:

- Geographical, political, economic and environmental factors influenced the early settlements and the ancient kingdoms of Egypt and the Middle East in all of their aspects, including the shaping of societies, human understandings, cultures, and social structures

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- How social scientists interpret the past
- What capabilities/skills, both mental and physical, helped hominids to survive
- How the development of agriculture changed daily life in the Neolithic Age
- How geographic challenges led to the rise of city-states in Mesopotamia
- Why historians classify ancient Sumer as a civilization
- What the most important achievements of the Mesopotamian empires were

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations;
- explain how major events are related to one another in time.
- select and use various geographic representations to compare information about people, places, regions, and environments;
- use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- compare and contrast differing interpretations of current and historical events;
- assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information;
- analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (ie: documents, letters, diaries, maps, images, etc.)

- select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format;
- present information in a logical manner using evidence and reasoning while demonstrating presentation skills (eg: eye contact, adequate volume, clear pronunciation).

ASSESSMENT OF LEARNING

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|---|--|
| Summative Assessment (Assessment at the end of the learning period) | <ul style="list-style-type: none"> • Chapter Tests • Character sketch of a member of the Egyptian social pyramid incorporating all elements of the class |
| Formative Assessments (Ongoing assessments during the learning period to inform instruction) | <ul style="list-style-type: none"> • K-W-L charts, compare/contrast charts, venn diagrams, T-charts, quiz-quiz-trade, Ongoing assessments during the learning period including Online Reading Challenges, Preview and Processing in Interactive Notebooks, and/or teacher observation |
| Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency) | <ul style="list-style-type: none"> • R.A.F.T.s, simulation tasks, document based questions |
| Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year) | <ul style="list-style-type: none"> • Character sketch of a member of the Egyptian social pyramid incorporating all elements of the class |

RESOURCES

Core instructional materials:

Teacher Resources: History Alive! The Ancient World: Teachers' Curriculum Institute: 2023

Student Resources: Interactive Notebook; History Alive! Online Textbook

Supplemental materials:

Discovery Education Social Studies Techbook

Media Center texts for religion research

Modifications for Learners

See [appendix](#)

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| Topic/Unit 3 Title | Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) Ancient India | Approximate Pacing | 6 weeks |
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| STANDARDS |
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| NJSLS Social Studies |
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| Performance Standards |
| <p>6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).</p> <p>6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.</p> <p>6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</p> <p>6.2.8.EconEM.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.</p> <p>6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor</p> <p>6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations</p> <p>6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality</p> <p>6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social)</p> <p>6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization</p> |

6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China

Companion Standards

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

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies

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.

RH.6-8.5. Describe how a text presents information (eg: sequentially, comparatively, causally)

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (eg: loaded language, inclusion or avoidance of particular facts).

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

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

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

WHST.6-8.1. Write arguments focused on discipline-specific content:

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style and objective tone.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

| Interdisciplinary Connections: | Career Readiness, Life Literacies & Key Skills: |
|--|---|
| <p>Standards: Visual Performing Art: 1.5.8.Cr2c 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p> <p>Activity Students create a scroll based on the beliefs of Daoism, Confucianism, and Legalism. They analyze the way of thinking and write a paragraph explaining the thoughts of each belief. Sharing in small group the belief of their philosophy, so students are familiar with all three methods of thinking.</p> | <p>Standard 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>Activity Through the exploration of Buddhism, students learn the importance of tolerance for all and the benefits of pacifism and diplomacy making connections with Gandhi’s civil disobedience and Dr. Martin Luther King’s non-violent resistance.</p> |
| Computer Science & Design Thinking: | |

Technology Standards

Standard

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Activity

Students participate in a digital simulation wherein they are to settle a region of the Indian subcontinent which is divided between specific geographic regions resulting in the students understanding that creation and survival of civilizations is dependent on the climate and environment.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Question:

- What environmental/geographic factors influenced the development of civilization in ancient India?

Enduring Understanding:

- Geographical, political, economic and environmental factors influenced the development of ancient India in all of its aspects, including the shaping of societies, human understandings, cultures, and social structures.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- how the geography affected early settlements in India
- What artifacts can tell us about daily life in Mohenjodaro
- The origins and beliefs of Hinduism
- The main beliefs and teaching of Buddhism
- How Ashoka unified the Mauryan Empire and spread Buddhist values
- Why the period of the Gupta Empire is known as a “golden age”

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations;
- explain how major events are related to one another in time.
- select and use various geographic representations to compare information about people, places, regions, and environments;
- use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

- compare and contrast differing interpretations of current and historical events;
- assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information;
- analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (ie: documents, letters, diaries, maps, images, etc.)
- select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format;
- present information in a logical manner using evidence and reasoning while demonstrating presentation skills (eg: eye contact, adequate volume, clear pronunciation).

ASSESSMENT OF LEARNING

| | |
|---|--|
| Summative Assessment (Assessment at the end of the learning period) | <ul style="list-style-type: none"> ● Chapter Tests ● Projects |
| Formative Assessments (Ongoing assessments during the learning period to inform instruction) | <ul style="list-style-type: none"> ● K-W-L charts, compare/contrast charts, venn diagrams, T-charts, quiz-quiz-trade, Ongoing assessments during the learning period including Online Reading Challenges, Preview and Processing in Interactive Notebooks, and/or teacher observation |
| Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency) | <ul style="list-style-type: none"> ● R.A.F.T.s, simulation tasks, document based questions |
| Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year) | <ul style="list-style-type: none"> ● See units 1, 2, 4, and 5 |

| RESOURCES | |
|--|--|
| Core instructional materials: | |
| Teacher Resources: History Alive! The Ancient World: Teachers' Curriculum Institute: 2023 Student Resources: Interactive Notebook; History Alive! Online Textbook | |
| Supplemental materials: Discovery Education Social Studies Techbook | |
| Modifications for Learners | |
| See appendix | |

| | | | |
|-------------------------------|---|---------------------------|----------------|
| Topic/Unit 4 Title | Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) Ancient China | Approximate Pacing | 6 weeks |
| STANDARDS | | | |
| NJSLS Social Studies | | | |

Performance Standards

- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
- 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.EconEM.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.
- 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor
- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality
- 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social)
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China

Companion Standards

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies

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.

RH.6-8.5. Describe how a text presents information (eg: sequentially, comparatively, causally)

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (eg: loaded language, inclusion or avoidance of particular facts).

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

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

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

WHST.6-8.1. Write arguments focused on discipline-specific content:

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style and objective tone.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

| Interdisciplinary Connections: | Career Readiness, Life Literacies & Key Skills: |
|--------------------------------|---|
|--------------------------------|---|

Standard
Visual Performing Art: 1.5.8.Cr2c
 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

Diversity: N.J.S.A. 18A:35-4.36a

Activity:
 By studying Confucianism and Taoism, students learn about the importance of tolerance, merit and good character. Students create graffiti and/or a meme based on the sayings of the three main philosophers of ancient China which are displayed throughout the building. **(AAPI)**

Activity:
 To demonstrate the principles espoused by Confucius, students participate in a game called Star Power wherein they experience the uses of power over other groups.

Standard
 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

Activity
 Students will sketch a drawing of an achievement that most contributed to the Han expansion and sketch a drawing of an achievement that most improved the daily lives of the people in China. Under each achievement, the students will write a paragraph explaining their reasons for picking the achievement.

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| Computer Science & Design Thinking: Technology Standards |
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Standard

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Activity

Students choose a specific invention of ancient China and demonstrate how it still benefits the modern world.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Question:

- What factors influenced the development of civilization in ancient China?

Enduring Understanding:

- Geographical, political, economic and environmental factors influenced the development of ancient China in all of its aspects, including the shaping of societies, human understandings, cultures, and social structures.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- How geography affected life in ancient China
- What Shang artifacts reveal about this civilization
- How Confucianism, Daoism, and Legalism influenced political rule in ancient China
- How the Emperor of Qin was an effective and/or ineffective leader
- Ways the Han dynasty improved government and daily life in China
- How the Silk Road promoted an exchange of goods and ideas

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations;
- explain how major events are related to one another in time.
- select and use various geographic representations to compare information about people, places, regions, and environments;
- use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- compare and contrast differing interpretations of current and historical events;
- assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information;

- analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (ie: documents, letters, diaries, maps, images, etc.)
- select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format;
- present information in a logical manner using evidence and reasoning while demonstrating presentation skills (eg: eye contact, adequate volume, clear pronunciation).

ASSESSMENT OF LEARNING

| | |
|---|--|
| Summative Assessment (Assessment at the end of the learning period) | <ul style="list-style-type: none"> ● Chapter tests ● Projects |
| Formative Assessments (Ongoing assessments during the learning period to inform instruction) | <ul style="list-style-type: none"> ● K-W-L charts, compare/contrast charts, venn diagrams, T-charts, quiz-quiz-trade, Ongoing assessments during the learning period including Online Reading Challenges, Preview and Processing in Interactive Notebooks, and/or teacher observation |
| Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency) | <ul style="list-style-type: none"> ● R.A.F.T.s, simulation tasks, document based questions |
| Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year) | <ul style="list-style-type: none"> ● Having chosen one of the three main Chinese philosophers, students respond to scenarios as his/her philosopher would. |

RESOURCES

Core instructional materials:

Teacher Resources: History Alive! The Ancient World: Teachers' Curriculum Institute: 2023
Student Resources: Interactive Notebook; History Alive! Online Textbook

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| Supplemental materials: Discovery Education Social Studies Techbook |
| Modifications for Learners |
| See appendix |

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|--|---|---------------------------|----------------|
| Topic/Unit 5 Title | Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) Ancient Greece | Approximate Pacing | 6 weeks |
| STANDARDS | | | |
| NJSLS Social Studies | | | |
| Performance Standards | | | |
| 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires. | | | |
| 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). | | | |
| 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution. | | | |
| 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. | | | |

- 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.EconEM.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.
- 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor
- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality
- 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social)
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China

Companion Standards

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies
- 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.
- RH.6-8.5. Describe how a text presents information (eg: sequentially, comparatively, causally)
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (eg: loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
- WHST.6-8.1. Write arguments focused on discipline-specific content:

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - D. Establish and maintain a formal/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:
- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal style and objective tone.
 - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Connections:

Career Readiness, Life Literacies & Key Skills:

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| <p>Diversity: N.J.S.A. 18A:35-4.36a</p> <p>Activity As students read, they will stop and jot to participate in a discussion of historical figures of the time period, such as Alexander the Great, students discover that seeing oneself positively contributes to greater likelihood of positive outcomes.</p> <p>Activity Students discuss how the Greeks developed democracy due to the ruling class's abuse of power over society.</p> | <p>Standard 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.</p> <p>Activity Students choose one of the topics about ancient Greece that they studied, research the topic, and create a multimedia presentation answering focus questions for the topic; topics include government, science, math, art, and literature of ancient Greece; the students then create activities appropriate to their topic in order to teach their peers.</p> <p>Standard 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.</p> <p>Activity Students discuss the steps that lead the Greeks to develop the idea of democracy and the challenges to maintaining it.</p> |
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**Computer Science & Design Thinking:
Technology Standards**

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|---|
| <p>Standard 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time</p> <p>Activity Students examine the technologies adopted by the Greeks from earlier civilizations and discuss how ancient Greece improved upon those technologies and how those technologies have been used over time.</p> |
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

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| <p>Essential Question:</p> <ul style="list-style-type: none"> • What factors influenced the development of civilization in ancient Greece? |
|--|

Enduring Understanding:

- Geographical, political, economic and environmental factors influenced the development of ancient Greece in all of its aspects, including the shaping of societies, human understandings, cultures, and social structures.

STUDENT LEARNING OBJECTIVES**Key Knowledge*****Students will know:***

- How geography influenced settlement and way of life in ancient Greece
- How democracy developed in ancient Greece
- The major differences between Athens and Sparta
- What factors influenced the outcome of the Persian wars
- The major cultural achievements of Athens
- How Alexander built his empire
- How ancient Greece contributed to the modern world

Process/Skills/Procedures/Application of Key Knowledge***Students will be able to:***

- construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations;
- explain how major events are related to one another in time.
- select and use various geographic representations to compare information about people, places, regions, and environments;
- use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- compare and contrast differing interpretations of current and historical events;
- assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information;
- analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (ie: documents, letters, diaries, maps, images, etc.)
- select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format;
- present information in a logical manner using evidence and reasoning while demonstrating presentation skills (eg: eye contact, adequate volume, clear pronunciation).

ASSESSMENT OF LEARNING

| | |
|---|--|
| Summative Assessment (Assessment at the end of the learning period) | <ul style="list-style-type: none"> chapter tests projects |
| Formative Assessments (Ongoing assessments during the learning period to inform instruction) | <ul style="list-style-type: none"> K-W-L charts, compare/contrast charts, venn diagrams, T-charts, quiz-quiz-trade, Ongoing assessments during the learning period including Online Reading Challenges, Preview and Processing in Interactive Notebooks, and/or teacher observation |
| Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency) | <ul style="list-style-type: none"> R.A.F.T.s, simulation tasks, document based questions |
| Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year) | <ul style="list-style-type: none"> Students choose one of the topics about ancient Greece that they studied, research the topic, and create a multimedia presentation answering focus questions for the topic; topics include government, science, math, art, and literature of ancient Greece; the students then create activities appropriate to their topic in order to teach their peers. |

RESOURCES

Core instructional materials:

Teacher Resources: History Alive! The Ancient World: Teachers' Curriculum Institute: 2023

Student Resources: Interactive Notebook; History Alive! Online Textbook

Supplemental materials:

Discovery Education Social Studies Techbook

Modifications for Learners

See [appendix](#)

| | | | |
|--|---|---------------------------|----------------|
| Topic/Unit 6 Title | Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) Ancient Rome | Approximate Pacing | 6 weeks |
| STANDARDS | | | |
| NJSLS Social Studies | | | |
| <p>Performance Standards</p> <p>6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).</p> <p>6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.</p> <p>6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</p> | | | |

6.2.8.EconEM.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.

6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations

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

6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social)

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

6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China

Companion Standards

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

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies

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.

RH.6-8.5. Describe how a text presents information (eg: sequentially, comparatively, causally)

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (eg: loaded language, inclusion or avoidance of particular facts).

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

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

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

WHST.6-8.1. Write arguments focused on discipline-specific content:

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - D. Establish and maintain a formal/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:
- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal style and objective tone.
 - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

| Interdisciplinary Connections: | Career Readiness, Life Literacies & Key Skills: |
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| <p>HCM - N.J.S.A 18A 35-28</p> <p>Activity Students compare and contrast the Roman conquest of the Jews in Canaan and the Druids and Celts of ancient Europe. They will analyze</p> | <p>Standard 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education. 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data</p> |

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| <p>the differences/similarities and write a paragraph with their analysis of the Jews and Celts of ancient Europe.</p> | <p>sets, identify relationships, and facilitate data-based decision-making</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>Activity Based on the simulation called Smethwick Man, students compile evidence using a spreadsheet to determine his ethnicity, perpetrator, and the circumstances of Smethwick Man’s demise.</p> <p>Standard 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.</p> <p>Activity Students compare and contrast the social structures of the ancient Brits and the Romans.</p> |
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**Computer Science & Design Thinking:
Technology Standards**

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| <p>Standard</p> <p>8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>8.2.8.ITH.2: Compare how technologies have influenced society over time</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p> <p>Activity</p> <p>Students examine the technologies adopted by the Romans from earlier civilizations and discuss how ancient Rome improved upon those technologies and how those technologies have been used over time.</p> |
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Question:

- What factors influenced the development of civilization in ancient Rome?

Enduring Understanding:

- Geographical, political, economic and environmental factors influenced the development of ancient Roman in all of its aspects, including the shaping of societies, human understandings, cultures, and social structures.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- How the Etruscans and Greeks influenced the development of Rome
- The characteristics of the Roman Republic and how they changed over time
- Whether the benefits of Roman expansion outweighed the costs
- How wealth affected daily life in the Roman Empire
- How Christianity originated and spread
- How Christians' lives are shaped by the beliefs and practices of Christianity
- To what extent ancient Rome influences us today

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations;
- explain how major events are related to one another in time.
- select and use various geographic representations to compare information about people, places, regions, and environments;
- use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- compare and contrast differing interpretations of current and historical events;
- assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information;
- analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (ie: documents, letters, diaries, maps, images, etc.)
- select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format;

- present information in a logical manner using evidence and reasoning while demonstrating presentation skills (eg: eye contact, adequate volume, clear pronunciation).

ASSESSMENT OF LEARNING

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| Summative Assessment (Assessment at the end of the learning period) | <ul style="list-style-type: none"> • Chapters Tests • Simulation Results |
| Formative Assessments (Ongoing assessments during the learning period to inform instruction) | <ul style="list-style-type: none"> • K-W-L charts, compare/contrast charts, venn diagrams, T-charts, quiz-quiz-trade, Ongoing assessments during the learning period including Online Reading Challenges, Preview and Processing in Interactive Notebooks, and/or teacher observation |
| Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency) | <ul style="list-style-type: none"> • R.A.F.T.s, simulation tasks, document based questions |
| Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year) | <ul style="list-style-type: none"> • See units 1, 2, 4, and 5 |

RESOURCES

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| <p>Core instructional materials:</p> <p>Teacher Resources: History Alive! The Ancient World: Teachers' Curriculum Institute: 2023 Student Resources: Interactive Notebook; History Alive! Online Textbook</p> |
| <p>Supplemental materials:</p> <p>Discovery Education Social Studies Techbook</p> |

Modifications for Learners

See [appendix](#)