

Social Studies

Curriculum Guide

Grade 6 - Ancient World Civilizations

Department of Equity, Curriculum and
Instruction

Revised: July 2022

Approved by the Montclair Board of Education: August 2022



Montclair Public Schools

Course Title: Social Studies Grade 6 - Ancient World Civilizations

Curriculum Area: Social Studies **Credits:** N/A

Course Pre-Requisites: N/A

2022 Curriculum Writers

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Introduction

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high-quality instruction for all learners.

2020 New Jersey Student Learning Standards for Social Studies

New Jersey Student Learning Standards – Social Studies Introduction

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSL-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success.

Overview	Themes	Skills	Essential Questions	Applicable Standards by Strand
<u>Unit 1</u>	Beginnings of Human Society, Fertile Crescent, Ancient Egypt and Kush	<p>Compare and contrast forms of governance, belief systems, and family structures among early civilizations.</p> <p>Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.</p> <p>Explain how major events are related to one another in time.</p> <p>Select and use various geographic representations to compare information about people, places, regions, and environments.</p> <p>Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p>	<ul style="list-style-type: none"> • What are the consequences of technology? • What should governments do? • How much does geography affect people’s lives? • How are religion and culture connected? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? 	<p>6.2 World History / Global Studies A. Civics and Government and Human Rights</p> <p>6.2.8.CivicsPI.2.a: 6.2.8.CivicsHR.2.a:</p> <p>B. Geography, People and Environment</p> <p>6.2.8.GeoPP.1.a: 6.2.8.GeoPP.1.b: 6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a: 6.2.8.GeoGE.2.a:</p> <p>D. History, Culture, and Perspective</p> <p>6.2.8.HistoryCC.1.a: 6.2.8.HistoryCC.1.b: 6.2.8.HistoryCC.1.c: 6.2.8.HistoryCC.1.d: 6.2.8.HistorySE.1.a: 6.2.8.HistoryCC.2.a: 6.2.8.HistoryCC.2.b: 6.2.8.HistoryCC.2.c: 6.2.8.HistoryCA.2.a:</p>
	Themes	Skills	Essential Questions	Applicable Standards by Strand
<u>Unit 2</u>	Ancient India and China	<p>Compare and contrast forms of governance, belief systems, and family structures among early civilizations.</p> <p>Construct timelines of the events occurring during major eras including comparative</p>	<ul style="list-style-type: none"> • What are the consequences of technology? • What should governments do? 	<p>6.2 World History / Global Studies A. Civics and Government and Human Rights</p> <p>6.2.8.CivicsPI.2.a: 6.2.8.CivicsHR.2.a: 6.2.8.CivicsPI.3.a:</p>

		<p>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.</p>	<ul style="list-style-type: none"> • How much does geography affect people’s lives? • How are religion and culture connected? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? 	<p>6.2.8.CivicsHR.3.a:</p> <p>B. Geography, People and Environment</p> <p>6.2.8.GeoSV.2.a: 6.2.8.GeoHE.2.a: 6.2.8.GeoGE.2.a: 6.2.8.GeoPP.3.a: 6.2.8.GeoPP.3.b:</p> <p>C. Economics, Innovations, and Technology</p> <p>6.2.8.EconEM.3.a: 6.2.8.EconGE.3.a:</p> <p>D. History, Culture, and Perspective</p> <p>6.2.8.HistoryCC.2.a: 6.2.8.HistoryCC.2.b: 6.2.8.HistoryCC.2.c: 6.2.8.HistoryCA.2.a: 6.2.8.HistoryCC.3.a: 6.2.8.HistoryUP.3.a: 6.2.8.HistoryUP.3.b: 6.2.8.HistoryUP.3.c: 6.2.8.HistoryCA.3.a: 6.2.8.HistoryCA.3.b:</p>
	Themes	Skills	Essential Questions	Applicable Standards by Strand
<u>Unit 3</u>	Ancient Civilizations of East & West Africa, Islamic Civilizations, & Ancient Greece	<ul style="list-style-type: none"> • Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. 	<ul style="list-style-type: none"> • What is power? • Who should have power in societies? • How should we handle conflict? 	<p>A. Civics and Government and Human Rights</p> <p>6.2.8.CivicsDP.3.b 6.2.8.CivicsHR.3.a 6.2.8.CivicsPI.4.a</p>

		<ul style="list-style-type: none"> • Use maps and other documents to explain the integration of various civilizations, and the growth of economic and political systems. • Construct a Venn diagram comparing and contrasting different forms of government, and the roles of individuals in society. • Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. • Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. • Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. • Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. • 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). • 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 	<ul style="list-style-type: none"> • What should governments do? • Why do people move? • How does geography shape culture? 	<p>B. Geography, People and Environment</p> <p>6.2.8.GeoHP.4.a 6.2.8.GeoHP.4.b 6.2.8.GeoHE.4.c 6.2.8.GeoGI.4.a 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b 6.2.8.GeoHE.4.a</p> <p>C. Economics, Innovations, and Technology</p> <p>6.2.8.EconEM.3.a. 6.2.8.EconGE.3.a</p> <p>D. History, Culture, and Perspective</p> <p>6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.b 6.2.8.HistoryUP.3.c 6.2.8.HistoryCA.3.a 6.2.8.HistoryCC.4.f 6.2.8.HistoryCC.4.g</p>
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		<p>expansion, and their responses to the current challenges of globalization.</p> <ul style="list-style-type: none"> •Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people. •Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. 		
	Themes	Skills	Essential Questions	Applicable Standards by Strand
<u>Unit 4</u>	Ancient Rome & Medieval Civilizations of Asia & Europe	<ul style="list-style-type: none"> • Write a DBQ essay about the lasting influences of the Greeks and Romans. • Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. • Use maps and other documents to explain the growth of trade and technological advancement of various groups. • Use maps and other documents to explain the integration of various civilizations, and the growth of economic and political systems, as well as the spread of religion. • Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of 	<ul style="list-style-type: none"> • How are religion and culture connected? • What are the consequences of trade? •What are the consequences of technology? • What distinguishes one culture from another? • How did cultures from around the world connect with one another? 	<p>A. Civics and Government and Human Rights</p> <p>6.2.8.CivicsPL.3.a 6.2.8.CivicsDP.3.a 6.2.8.CivicsDP.3.b 6.2.8.CivicsHR.3.a 6.2.8.CivicsDP.4.a</p> <p>B. Geography, People and Environment</p> <p>6.2.8.GeoHP.4.c 6.2.8.GeoHE.4.b 6.2.8.GeoSV.4.a 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b</p> <p>C. Economics, Innovations, and Technology</p>

		<p>Rome, China, and India to control and unify their expanding empires.</p> <ul style="list-style-type: none"> • 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). • Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution. • Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary). • 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. • Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts. • Compare and contrast the Japanese and European systems of feudalism and the 		<p>6.2.8.EconGE.3.a 6.2.8.EconNE.4.a</p> <p>D.History, Culture, and Perspective</p> <p>6.2.8.HistoryCC.4.a: 6.2.8.HistoryCC.4.b 6.2.8.HistoryCC.4.c 6.2.8.HistoryCC.4.d. 6.2.8.HistoryCC.4.e 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a. 6.2.8.HistoryUP.3.c 6.2.8.HistoryCA.3.a 6.2.8.HistoryCA.3.b</p>
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		<p>effectiveness of each in promoting social, economic, and political order.</p> <ul style="list-style-type: none"> • 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. • 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><u>Suggested Open Educational Resources</u></p>	<p>USHistory.org - free online ancient civilization textbook - https://www.ushistory.org/civ/</p> <ul style="list-style-type: none"> • NJ Amistad Curriculum: http://www.njamistadcurriculum.net/ • Holocaust Curriculum: https://www.nj.gov/education/holocaust/curriculumn/materials/ • Newsela https://newsela.com/ • Civics https://www.icivics.org/ • BrainPop https://www.brainpop.com/ • Echoes & Reflections: https://echoesandreflections.org/ • Asian American Pacific Islander Heritage: https://asianpacifiheritage.gov/ • Native American Heritage: https://nativeamericanheritagemonth.gov/ 			

- Hispanic Heritage: <https://www.hispanicheritagemonth.gov/>
- Women’s History: <https://womenshistorymonth.gov/>
- African American History: <https://blackhistorymonth.gov/>
- Learning for Justice (formerly Teaching Tolerance) - <https://www.learningforjustice.org/>
- LGBTQIA- <https://www.glsen.org/resources/educator-resources>

Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	6	
Marking Period	1	Unit Title:	Beginnings of Human Society, Fertile Crescent, Ancient Egypt and Kush	Pacing:	10 Weeks

Overview

Big Ideas:

- Early settlement was heavily influenced by geography, as most ancient settlements began along a major river.
- The development of farming and technology led to an increased food supply and helped the population grow.
- Empires grew and expanded from Sumerian advances in technology, farming, and writing.
- Religion, technology, and government shaped the culture of early civilizations in unique ways.
- The Nile River provided Egyptians with water for farming and enabled ample food to be grown to support a complex society.
- Farmers, artisans, priests, scribes, and enslaved people all contributed to the growth of Egypt in unique ways.
- Ideas and culture spread between Egypt and Nubia through trade.

Essential Questions:

- What are the consequences of technology?
- What should governments do?
- How much does geography affect people’s lives?
- How are religion and culture connected?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nation

Enduring Understandings:

- Geography had a major influence on the development of early civilization
- Chronological sequencing helps us understand the interrelationship of historical events.
- The physical and human characteristics of places and regions are connected to human identities and cultures.
- Social and political systems have protected and denied human rights (to varying degrees) throughout time.
- Economic interdependence is impacted by increased specialization and trade.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

NJSLS

Standards	Critical Knowledge and Skills	Depth of Knowledge
<p>6.2 World History / Global Studies</p> <p>Era 1. The Beginnings of Human Society</p> <p>Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.</p> <p>Era 2. Early Civilizations and the Emergence of Pastoral Peoples:</p> <p>Early River Valley Civilizations (4000–1000 BCE) Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.</p>	<p>A. Civics and Government and Human Rights</p> <p>6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.</p> <p>B. Geography, People and Environment</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.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).</p> <p>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.</p> <p>C. Economics, Innovations, and Technology</p> <p>6.2.8.EconGE.2.a: Explain how technological advancements led to greater economic</p>	<p>DOK 2- Basic Reasoning</p> <p>DOK 3- Complex Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 1- Recalling Information</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 2- Basic Reasoning</p>

	<p>D.History, Culture, and Perspective</p>	<p>specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</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>6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p> <p>6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p>6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley</p>	<p>DOK 3- Complex Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 3- Complex Reasoning</p> <p>DOK 1- Recalling Information</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 3- Complex Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 3- Complex Reasoning</p>
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civilizations and determine whether there was a common pattern of growth and decline.

Instructional Plan

Formative Assessment Plan

Exit Tickets
 Quick Polls
 Thumbs up, middle, or down
 Red Card/Green Card
 Self-Assessments or Peer-Assessments
 Illustrations
 Teacher Observations
 Writing activities
 Performance questions

Summative Assessment Plan

Quizzes
 Chapter Test
 Unit Test
 Final Project
 Research Paper
 Essay Performance
 Presentation
 Debates

Texts

World History: myWorld Interactive Early Ages Middle Grades

- Topic 1 - Origins of Civilization
- Topic 2 - Civilizations and Peoples of the Fertile Crescent
- Topic 3 - Ancient Egypt and Kush

Supplementary Resources

- USHistory.org - free online ancient civilization textbook - <https://www.ushistory.org/civ/>
- NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>
- Holocaust Curriculum: <https://www.nj.gov/education/holocaust/curriculum/materials/>
- Newsela <https://newsela.com/>
- BrainPop <https://www.brainpop.com/>
- Echoes & Reflections: <https://echoesandreflections.org/>
- Asian American Pacific Islander Heritage: <https://asianpacificheritage.gov/>

- Learning for Justice (formerly Teaching Tolerance) - <https://www.learningforjustice.org/>
- Facing History and Ourselves- <https://www.facinghistory.org/>

Instructional Best Practices and Exemplars

This is a place to capture standards integration and instructional best practices.

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments <ul style="list-style-type: none"> ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

<ul style="list-style-type: none"> ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics ● NJDOE Resources 			
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CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education: <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology

Technology Infusion

<https://docs.google.com/document/d/1-5eI3ajDd9j0WIJGA2gdtKQ8jwwwuOCP98vx5zzJI6s/edit?usp=sharing>

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Smart Board Applications

enVision applications

Evidence of Student Learning

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Social Studies			Grade:	6
Marking Period	2	Unit Title:	Ancient India and China	Pacing:	10 Weeks

Overview

Big Ideas:

- The geography of India helped shape the civilization of the Indus Valley.
- The Indus Valley civilizations had many similarities to other ancient river valley civilizations.
- Castes in India helped shape the lives of their members by determining their job, interests, and marriage partner.
- Hinduism is the dominant religion of India and has spread throughout the world.
- The two core beliefs of Hinduism are there is one supreme force known as Brahman, and every person is born with a soul.
- Buddhism teaches that it is morally wrong to lie, kill, steal, harm living things, or make hurtful statements.
- The numeric system developed in India paved the way for modern advances in science and technology.
- The Shang dynasty had achievements in government, writing, and metalworking.
- The invention of coins made trade easier because they could be used instead of bartering.
- There are five relationships of Confucianism.
- Shi Huangdi created harsh laws, but unified his empire.
- The Silk Road was crucial to China, as it provided a network of trade routes connecting China to Central and Southwest Asia.
- Paper was such an important invention because it allowed for the spread of ideas.

Essential Questions:

- How much does geography affect people’s lives?
- How are religion and culture connected?
- What should governments do?
- Why do people move?

Enduring Understandings:

- Governments have different structures which impact development (expansion) and civic participation
- Social and political systems have protected and denied human rights (to varying degrees) throughout time.
- Relationships between humans and environments impact spatial patterns of settlement and movement.

- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Historical contexts and events shaped and continue to shape people’s perspectives

NJSLS

Standards	Critical Knowledge and Skills	Depth of Knowledge
<p>6.2 World History / Global Studies</p> <p>Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.</p> <p>Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p>	<p>A. Civics and Government and Human Rights</p> <p>6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.</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>B. Geography, People and Environment</p> <p>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).</p> <p>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.</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</p>	<p>DOK 2- Basic Reasoning</p> <p>DOK 3- Complex Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 1- Recalling Information</p>

		<p>civilizations and determine whether there was a common pattern of growth and decline.</p> <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.</p> <p>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</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.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>	<p>DOK 3- Complex Reasoning</p> <p>DOK 3- Complex Reasoning</p> <p>DOK 3- Complex Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 2- Basic Reasoning</p>
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Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
Exit Tickets Quick Polls Thumbs up, middle, or down Red Card/Green Card Self-Assessments or Peer-Assessments Illustrations Teacher Observations Writing activities Performance questions	Quizzes Chapter Test Unit Test Final Project Research Paper Essay Performance Presentation Debates

Texts	Supplementary Resources
<p><i>World History: myWorld Interactive Early Ages Middle Grades</i></p> <ul style="list-style-type: none"> • Topic 4 - Early Civilizations of India • Topic 5 - Early Civilizations of China 	<ul style="list-style-type: none"> • NJ Amistad Curriculum: http://www.njamistadcurriculum.net/ • Holocaust Curriculum: https://www.nj.gov/education/holocaust/curriculum/materials/ • Newsela https://newsela.com/ • BrainPop https://www.brainpop.com/ • Echoes & Reflections: https://echoesandreflections.org/ • Asian American Pacific Islander Heritage: https://asianpacificheritage.gov/ • Learning for Justice (formerly Teaching Tolerance) - https://www.learningforjustice.org/ • Facing History and Ourselves- https://www.facinghistory.org/
Instructional Best Practices and Exemplars	
<p><i>This is a place to capture standards integration and instructional best practices.</i></p>	

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible 	<ul style="list-style-type: none"> ● Denote key ideas and vocabulary such as highlighting or underlining ● Limit the number of items on tests or homework ● Explain concepts in simple language ● Rephrase all directions and content ● Make connections for ELL home spoken language with vocabulary ● Have students verbally restate and reword directions for activities <ul style="list-style-type: none"> ● Allow electronic translator ● Reword, repeat, and clarify directions. ● Determine student knowledge and level of understanding. ● Research instruction that best matches the needs of the student. ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

Global Awareness
 Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills: Bold all that apply

Creativity & Innovation
 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
 Information Literacy

Technology Infusion

<https://docs.google.com/document/d/1-5eI3ajDd9j0WIJGA2gdtKQ8jwwwuOCP98vx5zzJI6s/edit?usp=sharing>

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Smart Board Applications
enVision applications

Evidence of Student Learning

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	6	
Marking Period	3	Unit Title:	Ancient Civilizations of East & West Africa, Islamic Civilizations, & Ancient Greece	Pacing:	10 Weeks

Overview

Big Ideas:

- The continent of Africa is divided into five regions: Northern, Central or Middle, Southern, Eastern, and Western Africa.

- Africa is a continent with rich natural resources and diverse land.
- Iron working and the gold salt trade helped the development of the African empires.
- Trade wealth helped rulers in Ghana create a powerful West African empire.
- Mansa Musa was the greatest ruler of the gold rich kingdom of Mali and made a famous pilgrimage to Mecca.
- After its rulers converted to Islam, Mali became a center of Muslim culture.
- The prophet of Islam was Muhammad, who preached his beliefs to the people of Mecca, his hometown.
- Islam is a monotheistic religion that requires believers to perform five basic duties known as the Five Pillars of Islam.
- Muslims became divided over the issue of who should follow Muhammad as the leader of the Muslim community.
- Under the Songhai empire, Islam and the Arabic language spread across West Africa.
- East African city-states played a key role in ocean trade.
- Ethiopia became a center of Christianity in East Africa.
- After the fall of Kush, Axum became an important trading kingdom
- Society in West Africa was based on kinship and caste.
- African religions varied from place to place but shared certain features.
- Oral tradition played a key role in preserving African history and culture.
- The physical geography of Greece helped to shape Greek culture.
- The Mediterranean Sea was essential to the ancient Greeks.
- The basic political unit of ancient Greece was the city-state.
- Early Greek history was marked by frequent warfare among small city-states.
- Women had clear roles and few rights in the Greek city-states.
- Greek society was divided according to wealth and legal status.
- Athenian democracy and the responsibilities of citizenship developed gradually over many years.
- Sparta differed greatly from Athens in terms of education, citizenship, and women’s roles.
- Rivalry between Athens and Sparta led to a series of wars that weakened all of Greece.
- Greek art and architecture have remained influential to the present day.
- Greek scholars made important contributions in both philosophy and history.
- The ancient Greeks pioneered scientific and medical discoveries by examining nature.

Essential Questions:

- What is power? Who should have power in societies?
- What are the consequences of trade?
- How should we handle conflict?
- What should governments do?

- Why do people move?
- How does geography shape culture?

Enduring Understandings:

- Political and civil institutions impact all aspects of people’s lives.
- Social and political systems have protected and denied human rights (to varying degrees) throughout time.
- Factors such as language, religion, leisure, scholarship, affluence, social systems, and governments combine to define a society’s culture.
- Cultural patterns and economic decisions influence environments and the daily lives of people.
- The production and consumption of goods and services influence economic growth, well-being, and quality of life.
- Chronological sequencing helps us understand the interrelationship of historical events.
- Political, economic, social, and cultural factors both change and stay the same over time.

NJSLS

Standards		Critical Knowledge and Skills	Depth of Knowledge
<p>6.2 World History/ Global Studies:</p> <p>Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p>	<p>A. Civics and Government and Human Rights</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.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>	<p>DOK 3- Complex Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 4- Extended Reasoning</p>

	<p>B. Geography, People and Environment</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.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.</p> <p>• 6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).</p> <p>6.2.8.GeoHE.4.c: 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.GeoGI.4.a: Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.</p> <p>C. Economics, Innovations, and Technology</p>		<p>DOK 1- Recalling Information</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 3- Complex Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 3- Complex Reasoning</p>
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	<p>D.History, Culture, and Perspective</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.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> <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.</p> <p>6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p>	<p>DOK 4- Extended Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 3- Complex Reasoning</p> <p>DOK 4- Extended Reasoning</p>
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		<p>6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p>	<p>DOK 3- Complex Reasoning</p>
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Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
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Exit Tickets
 Quick Polls
 Thumbs up, middle, or down
 Red Card/Green Card
 Self-Assessments or Peer-Assessments
 Illustrations
 Teacher Observations
 Writing activities
 Performance questions

Quizzes
 Chapter Test
 Unit Test
 Final Project
 Research Paper
 Essay Performance
 Presentation
 Debates

Texts

Pearson, myWorld History, Early Ages

Supplementary Resources

- NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>
- Holocaust Curriculum: <https://www.nj.gov/education/holocaust/curriculum/materials/>
- Newsela <https://newsela.com/>
- BrainPop <https://www.brainpop.com/>
- Echoes & Reflections: <https://echoesandreflections.org/>
- Asian American Pacific Islander Heritage: <https://asianpacificheritage.gov/>
- Learning for Justice (formerly Teaching Tolerance) - <https://www.learningforjustice.org/>
- Facing History and Ourselves- <https://www.facinghistory.org/>

Instructional Best Practices and Exemplars	
<p>Research topics from the Islamic, Africa, and/or Asian civilizations and present information in various forms (i.e. orally, written, poster, video, etc.). Leaders, forms of government, technology, major events, language, etc. Create a map illustrating the different cultural aspects of a given civilization. Migration, trade, spread of religion, etc.</p>	

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Prioritize instruction ● Differentiated readings or images for students. ● Provide a choice for students regarding primary and secondary sources for reading. ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student's heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULAR RESOURCES

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NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

Global Awareness
 Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills: Bold all that apply

Creativity & Innovation
 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
 Information Literacy
 Information, Communication & Technology

Technology Infusion

<https://docs.google.com/document/d/1-5el3ajDd9j0WIJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing>

select from the list above/copy and paste

Smart Board Applications

enVision applications

Evidence of Student Learning

- Common benchmark
- DRA continuum
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- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	6	
Marking Period	4	Unit Title:	Ancient Rome & Medieval Societies	Pacing:	10 weeks

Overview

Big Ideas:

- The Italian Peninsula and the area around Rome provided many natural advantages.
- In the Roman republic, power was divided among many different people so that no one person could become too powerful.
- The Roman republic influenced later republics, including the United States.
- Life was very different for different classes of Romans.
- Wealth and power led to problems in Roman society and government.
- The Roman republic was torn apart by civil war and replaced by the rule of the emperors.
- Long-distance trade helped make the Roman empire wealthy.
- Greco- Roman culture spread across the Roman empire.
- The Romans made many achievements in art, literature, and science.
- Roman law influenced the legal systems of many modern countries.
- Jesus' followers founded Christianity and spread it to many people, despite Roman persecution.
- Christians believe that it is important to follow Jesus' ethical teachings.
- Problems including civil wars and foreign invasions led to the decline of the Roman empire.
- Europe's varied geography of plains, mountains, and rivers has attracted many different peoples.
- The Byzantine empire developed its own culture while maintaining the Greco- Roman legacy.
- The Frankish emperor Charlemagne united a large part of Western Europe
- Feudalism brought social and political order to Europe.
- The Magna Carta limited the monarch's power and helped establish rights that Americans enjoy today.
- During the Crusades, persecution of Jews, Muslims, and Christian heretics increased.
- The Crusades failed but had lasting economic and cultural effects.
- The Black Death helped destroy the medieval social order.
- The Mongols established the largest empire the world had ever seen.
- The Mongol empire allowed trade to flourish along the Silk Road.
- As the power of the emperor faded, rival clans battled for control.
- Feudal Japan was marked by a strict social order and military values.

Essential Questions:

- How are religion and culture connected?
- What are the consequences of trade?
- How much does geography affect people's lives?
- What are the consequences of technology?
- What distinguishes one culture from another?

- How did cultures from around the world connect with one another?
- How does geography impact culture?

Enduring Understandings:

- Civic participation and deliberation are the responsibility of every member of society.
- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- The well-being of democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity.
- Global changes in population distribution patterns affect changes in land use in particular places.
- The physical and human characteristics of places and regions are connected to human identities and cultures.
- The environmental characteristics of places and production of goods influences the spatial patterns of world trade
- Economic interdependence is impacted by increased specialization and trade
- Historical events may have single, multiple, and direct and indirect causes and effects.

NJSLS

Standards		Critical Knowledge and Skills	Depth of Knowledge
<p>6.2 World History/ Global Studies:</p> <p>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.</p>	<p>A. Civics and Government and Human Rights</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</p>	<p>DOK 2- Basic Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 3- Complex Reasoning</p>

	<p>D. History, Culture, and Perspective</p>	<p>innovation and impacted science, thought, and the arts.</p> <p>6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</p> <p>6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p> <p>6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</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.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> <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.</p>	<p>DOK 2- Basic Reasoning</p> <p>DOK 4- Extended Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 3- Complex Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 3- Complex Reasoning</p>
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		<p>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.</p> <p>6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.</p> <p>6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</p> <p>6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.</p> <p>6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <p>6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe</p>	<p>DOK 3- Complex Reasoning</p> <p>DOK 3- Complex Reasoning</p> <p>DOK 2- Basic Reasoning</p> <p>DOK 3- Complex Reasoning</p> <p>DOK 4- Extended Reasoning</p> <p>DOK 3- Complex Reasoning</p>
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Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
Exit Tickets Quick Polls Thumbs up, middle, or down Red Card/Green Card Self-Assessments or Peer-Assessments Illustrations Teacher Observations Writing activities Performance questions	Quizzes Chapter Test Unit Test Final Project Research Paper Essay Performance Presentation Debates
Texts	Supplementary Resources

Pearson, myWorld History, Early Ages

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- Holocaust Curriculum: <https://www.nj.gov/education/holocaust/curriculum/materials/>
- Newsela <https://newsela.com/>
- BrainPop <https://www.brainpop.com/>
- Echoes & Reflections: <https://echoesandreflections.org/>
- Asian American Pacific Islander Heritage: <https://asianpacificheritage.gov/>
- Learning for Justice (formerly Teaching Tolerance) - <https://www.learningforjustice.org/>
- Facing History and Ourselves- <https://www.facinghistory.org/>
- LBGTQIA- <https://www.glsen.org/resources/educator-resources>

Instructional Best Practices and Exemplars

Research topics from the Ancient Greek and Roman civilizations and present information in various forms (i.e. orally, written, poster, video, etc.).
Leaders, forms of government, technology, major events, language, etc.
Create a presentation comparing and contrasting the government of Ancient Greece and Rome to that of contemporary governments.
Create a map illustrating the different cultural aspects of a given civilization.
Migration, trade, spread of religion, etc.

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

<ul style="list-style-type: none"> ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics ● NJDOE Resources 			
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CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology

Technology Infusion

<https://docs.google.com/document/d/1-5eI3ajDd9j0WIJGA2gdtKQ8jwwwuOCP98vx5zzJI6s/edit?usp=sharing>

select from the list above/copy and paste

Smart Board Applications

enVision applications

Evidence of Student Learning

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes