

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Social Studies	Grade Level(s): 6th Grade
BOE Adoption Date: October 2018	Revision Date(s):

ABSTRACT

Students in grade six will enhance their understanding of geography with the introduction of course work focused on the interaction between humans and their environments in the ancient world. This unit begins with the examination of the Paleolithic and Neolithic Age where hunters and gathers adapted resources and technology to begin an agricultural revolution that formed the beginning of the societies we know today. Students will examine early river valley civilizations in Mesopotamia, Egypt, and the Indus River where people began to create a centralized system of government and advanced societies. During the unit, students will also examine classical civilizations of unprecedented size like Greece, Rome, India, and China where world religions emerged and legacies for future civilizations were born. Students will examine the emergence of empires in Asia, Africa, Europe, and the Americas which promoted interregional trade, urbanization, and centralized political organization. Throughout the unit, students will understand the relationship among physical geography, culture, history, economics, and politics of the past in order to make connections to current global events. Students will be able to combine the integration of technology with 21st century skills to analyze the early Western Hemisphere societies.

TABLE OF CONTENTS

Mission Statement	Page 3
Curriculum and Instruction Goals	Page 3
Philosophy of Shared Curriculum Service	Page 3
How to Read this Document	Page 4
Terms to Know	Page 4
Pacing Guide	Pages 6
Curriculum Units	Pages 27

Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in [G.R.E.A.T. Instruction](#), the following curriculum and instruction goals direct the conversation.

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of Shared Curriculum Service

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades Pre-K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJSLS). It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move to the middle and high school levels. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group

work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** *Accommodations* are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: 6th Grade Social Studies

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1: The Beginnings of Human Society: Paleolithic and Neolithic Ages	8 weeks	6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.C.1.a 6.2.8.C.1.b 6.2.8.D.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6.2.8.B.2.a 6.2.8.B.3.a 6.2.8.C.3.b 6.2.8.B.4.f 6.2.8.C.4.a 6.2.8.D.4.g 6.1.8.B.1.b NJSLS.W.6.9 NJSLS.RI.6.1 NJSLS.RI.6.2 NJSLS.RI.6.3 NJSLS.RI.6.4 NJSLS.SL.6.1 NJSLS.SL.6.4 NJSLS.L6.1 NJSLS.L.6.2	<ul style="list-style-type: none"> Students will understand the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. Students will understand the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. Students will understand the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations. Students will understand the impact of technological advancements on hunter/gatherer and agrarian societies. Students will understand pre-agricultural and post-agricultural periods in terms of relative length of time. Students will understand the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. Students will understand how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Students will understand the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. 	<ul style="list-style-type: none"> Students will be able to compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. Students will be able to explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. Students will be able to describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations. Students will be able to determine the impact of technological advancements on hunter/gatherer and agrarian societies. Students will be able to demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. Students will be able to describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. Students will be able to explain how archaeological discoveries are used to develop and enhance understanding of

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> Students will understand how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Students will understand 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. Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will understand 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). Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will understand the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will understand how to draw evidence from literary or informational texts to support 	<p>life prior to written records.</p> <ul style="list-style-type: none"> Students will be able to determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. Students will be able to determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Students will be able to 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. Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will be able to 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.,

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>analysis, reflection, and research.</p> <ul style="list-style-type: none"> Students will be able to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will understand how to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Students will understand how to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students will understand how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Students will understand how to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will understand how to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will understand how to demonstrate command of the conventions of standard 	<p>Europe, Asia, Americas).</p> <ul style="list-style-type: none"> Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will be able to analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will be able to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Students will be able to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students will be able to determine the

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Students will understand how demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p>meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <ul style="list-style-type: none"> Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Unit 2: Early Civilizations: Early River Valley Civilizations Early Civilizations and the Emergence of	10 weeks	6.2.8.D.1.b 6.2.8.D.1.c 6.2.8.A.2.a 6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c	<ul style="list-style-type: none"> Students will understand how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. Students will be able to explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Students will understand how/why different 	<ul style="list-style-type: none"> Students will be able to describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. Students will be able to explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Pastoral Peoples (4000-1000 BCE): Ancient River Valley Civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and Yellow River Valley in China)		6.2.8.D.2.d 6.2.8.A.3.d 6.2.8.A.3.e 6.2.8.B.3.a 6.2.8.C.3.b 6.2.8.D.3.d 6.2.8.D.3.e 6.2.8.A.4.a 6.2.8.B.4.a 6.2.8.B.4.e 6.2.8.B.4.f 6.2.8.D.4.a 6.2.8.D.4.g 6.1.8.B.1.b NJSLS.W.6.2 NJSLS.W.6.9 NJSLS.RI.6.1 NJSLS.RI.6.2 NJSLS.RI.6.3 NJSLS.RI.6.4 NJSLS.RI.6.6 NJSLS.SL.6.1 NJSLS.SL.6.4 NJSLS.L.6.1 NJSLS.L.6.2	early river valley civilizations developed similar forms of government and legal structures. <ul style="list-style-type: none"> Students will understand the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. Students will understand the difference in physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. Students will understand how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. Students will understand the impact of religion on daily life, government, and culture in various early river valley civilizations. Students will understand how the development of written language transformed all aspects of life in early river valley civilizations. Students will understand 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. Students will understand the importance and enduring legacy of the major achievements of the early river valley civilizations over time. 	<ul style="list-style-type: none"> Students will be able to explain how/why different early river valley civilizations developed similar forms of government and legal structures. Students will be able to determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. Students will be able to compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. Students will be able to explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. Students will be able to analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. Students will be able to explain how the development of written language transformed all aspects of life in early

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> Students will understand the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. Students will understand 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. Students will understand how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Students will understand 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. Students will understand 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. Students will understand the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. 	<p>river valley civilizations.</p> <ul style="list-style-type: none"> Students will be able to 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. Students will be able to evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. Students will be able to compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. Students will be able to 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. Students will be able to determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Students will be able to explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> Students will understand the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. Students will understand 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. Students will understand the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will understand 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. Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will understand the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. 	<p>expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <ul style="list-style-type: none"> Students will be able to 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. Students will be able to determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. Students will be able to analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. Students will be able to 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. Students will be able to analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. Students will be able to explain how the

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> Students will understand how to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will understand how to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will understand how to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Students will understand how to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students will understand how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Students will understand how to determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Students will understand how to prepare for and participate effectively in a range of 	<p>geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p> <ul style="list-style-type: none"> Students will be able to 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. Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will be able to analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will be able to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to cite textual evidence and make relevant

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> Students will understand how to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will understand how to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will understand how to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p>connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> Students will be able to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Students will be able to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Students will be able to determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<p>organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Unit 3: Early Civilizations of India and China	10 weeks	6.2.8.D.1.c 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.d 6.2.8.A.3.a 6.2.8.A.3.d 6.2.8.A.3.e 6.2.8.B.3.a 6.2.8.C.3.b 6.2.8.D.3.a 6.2.8.D.3.b 6.2.8.D.3.c 6.2.8.D.3.d 6.2.8.D.3.e 6.2.8.B.4.a 6.2.8.B.4.f 6.2.8.D.4.a 6.2.8.D.4.g 6.1.8.B.1.b	<ul style="list-style-type: none"> Students will understand how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Students will understand the differences in physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. Students will understand how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. Students will understand the impact of religion on daily life, government, and culture in various early river valley civilizations. Students will understand the importance and enduring legacy of the major achievements of the early river valley civilizations over time. 	<ul style="list-style-type: none"> Students will be able to explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Students will be able to compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. Students will be able to explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. Students will be able to analyze the impact of religion on daily life,

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS.W.6.1 NJSLS.W.6.9 NJSLS.RI.6.1 NJSLS.RI.6.2 NJSLS.RI.6.3 NJSLS.RI.6.4 NJSLS.RI.6.6 NJSLS.RI.6.9 NJSLS.SL.6.1 NJSLS.SL.6.4 NJSLS.L.6.1 NJSLS.L.6.2	<ul style="list-style-type: none"> Students will understand 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. Students will understand the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. Students will understand the differences between the American legal systems with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system. Students will be able to determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Students will understand 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. Students will understand social hierarchies in classical civilizations as they relate to power, wealth, and equality. Students will understand common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. 	<p>government, and culture in various early river valley civilizations.</p> <ul style="list-style-type: none"> Students will be able to evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. Students will be able to 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. Students will be able to compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. Students will be able to 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. Students will be able to determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Students will be able to explain how classical civilizations used technology and

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> Students will understand the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. Students will understand 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. Students will understand the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. Students will understand 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. Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will understand 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. Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. 	<p>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> <ul style="list-style-type: none"> Students will be able to compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. Students will be able to determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. Students will be able to evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. Students will be able to 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. Students will be able to determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. Students will be able to explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> Students will understand the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will understand how to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will understand how to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will understand how to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Students will understand how to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students will understand how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Students will understand how to determine an author's point of view or purpose in a text 	<p>empires' relationships with other parts of the world.</p> <ul style="list-style-type: none"> Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will be able to 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. Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will be able to analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>and explain how it is conveyed in the text.</p> <ul style="list-style-type: none"> Students will understand how to compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Students will understand how to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will understand how to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will understand how to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> Students will be able to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will be able to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Students will be able to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Students will be able to determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Students will be able to compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Students will be able to prepare for and

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<p>participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Unit 4: The Classical Civilizations – Rome and Greece	10 weeks	6.2.8.D.1.c 6.2.8.A.2.b 6.2.8.B.2.b 6.2.8.D.2.a 6.2.8.D.2.d 6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.A.3.d 6.2.8.A.3.e 6.2.8.B.3.a 6.2.8.B.3.b 6.2.8.C.3.b	<ul style="list-style-type: none"> Students will understand how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Students will be able to determine the role of slavery in the economic and social structures of early river valley civilizations. Students will understand the difference between physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the 	<ul style="list-style-type: none"> Students will be able to explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Students will be able to determine the role of slavery in the economic and social structures of early river valley civilizations. Students will be able to compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		6.2.8.D.3.a 6.2.8.D.3.b 6.2.8.D.3.c 6.2.8.D.3.d 6.2.8.D.3.e 6.2.8.B.4.a 6.2.8.B.4.f 6.2.8.D.4.a 6.2.8.D.4.g 6.1.8.B.1.b NJSLS.W.6.7 NJSLS.W.6.8 NJSLS.W.6.9 NJSLS.RI.6.1 NJSLS.RI.6.2 NJSLS.RI.6.3 NJSLS.RI.6.4 NJSLS.RI.6.6 NJSLS.RI.6.9 NJSLS.SL.6.1 NJSLS.SL.6.4 NJSLS.L.6.1 NJSLS.L.6.2	<p>geopolitical impact of these civilizations, then and now.</p> <ul style="list-style-type: none"> Students will understand the impact of religion on daily life, government, and culture in various early river valley civilizations. Students will understand the importance and enduring legacy of the major achievements of the early river valley civilizations over time. Students will understand 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. Students will understand the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. Students will understand the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. Students will understand the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. Students will understand 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. Students will understand the geography and 	<p>Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <ul style="list-style-type: none"> Students will be able to analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. Students will be able to evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. Students will be able to 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. Students will be able to compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. Students will be able to determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. Students will be able to compare the status (i.e., political, economic, and social) of groups in the Ancient World to

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>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> <ul style="list-style-type: none"> Students will understand how geography and the availability of natural resources led to both the development of Greek city-states and to their decline. Students will understand 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. Students will understand social hierarchies in classical civilizations as they relate to power, wealth, and equality. Students will understand the common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. Students will understand the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. Students will understand 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. Students will understand the extent to which religion, economic issues, and conflict shaped 	<p>those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.</p> <ul style="list-style-type: none"> Students will be able to 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. Students will be able to determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Students will be able to explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline. Students will be able to 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. Students will be able to compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. Students will be able to determine common factors that contributed to the

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>the values and decisions of the classical civilizations.</p> <ul style="list-style-type: none"> Students will understand 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. Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will understand 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. Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will understand the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will understand how to conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. Students will understand how to gather relevant information from multiple print and 	<p>decline and fall of the Roman Empire, Gupta India, and Han China.</p> <ul style="list-style-type: none"> Students will be able to evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. Students will be able to 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. Students will be able to determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. Students will be able to 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. Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will be able to analyze the role of religion and economics in shaping each empire's social hierarchy, and

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <ul style="list-style-type: none"> Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will understand how to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will understand how to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Students will understand how to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students will understand how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Students will understand how to determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Students will understand how to compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's 	<p>evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <ul style="list-style-type: none"> Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will be able to analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will be able to conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. Students will be able to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <ul style="list-style-type: none"> Students will understand how to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will understand how to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will understand how to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will understand how to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p>inferences drawn from the text.</p> <ul style="list-style-type: none"> Students will be able to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Students will be able to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Students will be able to determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Students will be able to compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<p>and persuasively.</p> <ul style="list-style-type: none"> Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit: 1 The Beginnings of Human Society: Paleolithic and Neolithic Ages	Recommended Duration: 8 weeks
<ul style="list-style-type: none"> Unit Description: This Unit introduces the development of early man from the stages of hunter-gatherer to farmer including the dependence on favorable geographic conditions, the growth of agriculture through domesticating plants and animals, the advance of technology through inventing and refining tools, and the creation of religion. 	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How did geography impact the development of the beginning of human society? How did the adaptation of their physical environment lead hunters/gathers to develop the technological advances that lead to the beginning of human society? 	<ul style="list-style-type: none"> Through the study of archaeology and anthropology, it has been shown that early man developed according to a favorable environment. The development of agriculture, technology and religion are the building blocks of civilization.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.C.1.a 6.2.8.C.1.b 6.2.8.D.1.a 6.2.8.D.1.b 6.2.8.D.1.c 6.2.8.B.2.a 6.2.8.B.3.a 6.2.8.C.3.b 6.2.8.B.4.f 6.2.8.C.4.a 6.2.8.D.4.g 6.1.8.B.1.b	<ul style="list-style-type: none"> Students will understand the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. Students will understand the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. Students will understand the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations. Students will understand the impact of technological advancements on hunter/gatherer and agrarian societies. Students will understand pre-agricultural and post-agricultural periods in terms of relative length of time. 	<ul style="list-style-type: none"> Students will be able to compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. Students will be able to explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. Students will be able to describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations. Students will be able to determine the impact of technological advancements on hunter/gatherer and agrarian societies. Students will be able to demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.W.6.9</p> <p>NJSLS.RI.6.1</p> <p>NJSLS.RI.6.2</p> <p>NJSLS.RI.6.3</p> <p>NJSLS.RI.6.4</p> <p>NJSLS.SL.6.1</p> <p>NJSLS.SL.6.4</p> <p>NJSLS.L6.1</p> <p>NJSLS.L.6.2</p>	<ul style="list-style-type: none"> Students will understand the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. Students will understand how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Students will understand the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. Students will understand how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Students will understand 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. Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will understand 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). Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will understand the world in spatial terms (e.g., 	<p>length of time.</p> <ul style="list-style-type: none"> Students will be able to describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. Students will be able to explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Students will be able to determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. Students will be able to determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Students will be able to 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. Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will be able to 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). Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.</p> <ul style="list-style-type: none"> • Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. • Students will be able to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will understand how to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • Students will understand how to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • Students will understand how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • Students will understand how to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • Students will understand how to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Students will understand how to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 	<ul style="list-style-type: none"> • Students will be able to analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. • Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. • Students will be able to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will be able to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • Students will be able to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Students will be able to demonstrate command of the

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> Students will understand how demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	conventions of standard English capitalization, punctuation, and spelling when writing.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Results to On-Demand Writing tasks given in September Answers to text dependent questions 	<ul style="list-style-type: none"> Text dependent questions – to be developed throughout the unit Teacher developed quizzes Pearson’s end of the unit assessments 	<ul style="list-style-type: none"> Dramatization: Students will recreate a pivotal moment in the development of agriculture, technology and religion. 	<ul style="list-style-type: none"> Weekly text dependent questions – to be developed throughout the unit

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> More time on assessments Bank of sentence starters Read test passages aloud (if assessing reading comprehension) Small group testing Use of graphic organizers (for writing tasks) No penalties for spelling errors Chunking of assessments 	<ul style="list-style-type: none"> Oral testing (if assessing reading comprehension/writing skills) Allow answers to be dictated Chunking of assessments Grade spelling phonetically Allow pictures and diagrams within responses 	<ul style="list-style-type: none"> Opportunities for review of assessments Additional follow up questions to expand on responses Chunking assessments 	<ul style="list-style-type: none"> Researching their own materials (i.e. internet and informational texts) for writing assignments

Instructional Strategies: (List and describe.)
<ul style="list-style-type: none"> Modeling answering text dependent questions: Model demonstrating how to cite text evidence and explain your answer as students learn by observing. Shared writing answering text dependent questions: Teacher and students compose answer together, with both contributing their thoughts and ideas to the

Instructional Strategies: (List and describe.)			
<p>process, while the teacher acts as scribe.</p> <ul style="list-style-type: none"> • R.A.C.E.: R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain. • Cooperative learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. • Read-aloud: Read aloud a text to student to students in texts that they might not be able to read. In the process, we expand their imaginations, provide new knowledge, support language acquisition, build vocabulary, and promote reading as a worthwhile, enjoyable activity. • Accountable talk: Accountable talk is talk in which students exert effort to explain their thinking with evidence and to listen and respond constructively to others' ideas. 			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Clarification of questions • Completed copy of notes • Additional time for assignments • Use of checklists • Immediate Feedback • Books on tape • Study guide prior to assessments 	<ul style="list-style-type: none"> • Extra visual cues • Build prior knowledge with pictures and videos • Study guide prior to assessments 	<ul style="list-style-type: none"> • Questions scaffolded by DOK levels • Use of mnemonics • Study guide prior to assessments 	<ul style="list-style-type: none"> • Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

Unit Vocabulary:
<p>Essential: anthropology, archaeologist, hunter-gatherer, evidence, conclude, environment, adapt, populate, domesticate, revolution, reliable, surplus, economy, specialization, benefit, civilization</p> <p>Non-Essential: prehistory, fossil, artifact, geologist, culture, migration, complex, network, animism, nomad, potential, accumulate, resource, religion, social class, manage</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.6.9, NJSLS.RI.6.1, NJSLS.RI.6.2, NJSLS.RI.6.3, NJSLS.RI.6.4, NJSLS.SL.6.1, NJSLS.SL.6.4, NJSLS.L.6.1, NJSLS.L.6.2	SAMR: Substitution: <ul style="list-style-type: none"> Online news sources (Newsela, DOGO News, CNN 10 Student News): Online news sources can be used to replace newspapers. Augmentation: <ul style="list-style-type: none"> Google Classroom: Google Classroom is a web service used to differentiate work to students and assign questions and use them as forums. Modification: <ul style="list-style-type: none"> Backchanneling: Backchanneling is an online conversation that takes place alongside an activity or event. Back channels or back-channeling can be used to discuss various presentations in real time. Redefinition: <ul style="list-style-type: none"> Blogging – students will post videos of their dramatization on a blog for others to view and comment. 	Global Awareness: In this unit, students will understand the environmental, social, cultural, political, and economic issues around the world.	Information Literacy: Students will evaluate information critically and competently and use information accurately and creatively for the problem at hand. Critical Thinking & Problem Solving: Students will identify and ask significant questions that clarify various points of view. Students will gram, analyze and synthesize information in order to solve problems and answer questions. Communication & Collaboration: Students will demonstrate the ability to work effectively with diverse teams. Students will assume shared responsibility for collaborative work.

Resources:

Texts/Materials: “My World” by Pearson – grade 6 Middle School

Unit: 2 Early Civilizations: Early River Valley Civilizations	Recommended Duration: 10 weeks
Unit Description: This unit will trace the events that lead to the development of the first civilization and the subsequent development of the first empire, and how the environment played an essential role.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How did a centralized government lead to the development of empires in Early River Valley Civilizations? How did geography impact the advancement of the Early River Valley Civilizations? Why were some Early River Valley civilizations more successful than others? How did the development of religion lead to unification of early civilizations? 	<ul style="list-style-type: none"> The first early River Valley civilizations were dependent on their environment which became essential to the development of religion and technology which, in turn, lead to emerging government and, ultimately, the first empire.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.2.8.D.1.b 6.2.8.D.1.c 6.2.8.A.2.a 6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d 6.2.8.A.3.d 6.2.8.A.3.e 6.2.8.B.3.a 6.2.8.C.3.b	<ul style="list-style-type: none"> Students will understand how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. Students will be able to explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Students will understand how/why different early river valley civilizations developed similar forms of government and legal structures. Students will understand the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. Students will understand the difference in physical and 	<ul style="list-style-type: none"> Students will be able to describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. Students will be able to explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Students will be able to explain how/why different early river valley civilizations developed similar forms of government and legal structures. Students will be able to determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. Students will be able to compare and contrast physical and

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.2.8.D.3.d 6.2.8.D.3.e 6.2.8.A.4.a 6.2.8.B.4.a 6.2.8.B.4.e 6.2.8.B.4.f 6.2.8.D.4.a 6.2.8.D.4.g</p> <p>6.1.8.B.1.b</p> <p>NJSLS.W.6.2 NJSLS.W.6.9 NJSLS.RI.6.1 NJSLS.RI.6.2 NJSLS.RI.6.3 NJSLS.RI.6.4 NJSLS.RI.6.6</p> <p>NJSLS.SL.6.1 NJSLS.SL.6.4</p> <p>NJSLS.L6.1 NJSLS.L.6.2</p>	<p>political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <ul style="list-style-type: none"> • Students will understand how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. • Students will understand the impact of religion on daily life, government, and culture in various early river valley civilizations. • Students will understand how the development of written language transformed all aspects of life in early river valley civilizations. • Students will understand 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. • Students will understand the importance and enduring legacy of the major achievements of the early river valley civilizations over time. • Students will understand the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. • Students will understand 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. • Students will understand how geography and the availability of natural resources influenced the development of the 	<p>political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <ul style="list-style-type: none"> • Students will be able to explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. • Students will be able to analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. • Students will be able to explain how the development of written language transformed all aspects of life in early river valley civilizations. • Students will be able to 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. • Students will be able to evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. • Students will be able to compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. • Students will be able to 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. • Students will be able to determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <ul style="list-style-type: none"> • Students will understand 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. • Students will understand 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. • Students will understand the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. • Students will understand the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. • Students will understand 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. • Students will understand the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. • Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. • Students will understand the role of religion and economics in 	<p>classical civilizations and provided motivation for expansion.</p> <ul style="list-style-type: none"> • Students will be able to 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. • Students will be able to 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. • Students will be able to determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. • Students will be able to analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. • Students will be able to 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. • Students will be able to analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. • Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. • Students will be able to analyze the role of religion and economics in shaping each empire's social hierarchy, and

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <ul style="list-style-type: none"> Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will understand the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will understand how to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will understand how to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will understand how to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Students will understand how to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students will understand how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 	<p>evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <ul style="list-style-type: none"> Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will be able to analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will be able to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will be able to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Students will be able to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Students will be able to determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> Students will understand how to determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Students will understand how to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will understand how to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will understand how to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will understand how to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Benchmark assessments Answers to text dependent questions 	<ul style="list-style-type: none"> Text dependent questions – to be developed throughout the unit Lucy Calkins' Information Writing Rubric Teacher developed quizzes Pearson's end of Unit assessments 	<ul style="list-style-type: none"> Brochure: Students create a brochure highlighting one of the Early River Valley civilizations. 	<ul style="list-style-type: none"> Weekly text dependent questions – to be developed throughout the unit

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> More time on assessments Follow up questions to expand on responses Small group testing Graphic organizers provided for writing tasks 	<ul style="list-style-type: none"> Oral testing (if assessing reading comprehension/writing skills) Allow for oral follow up to written responses 	<ul style="list-style-type: none"> Chunking material of assignment Use of a checklist as a timeline tool 	<ul style="list-style-type: none"> Have students investigate any questions they come across (research)

Instructional Strategies: *(List and describe.)*

- **Cooperative learning:** Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- **Student goal setting:** Students create SMART goals for answering text dependent questions. SMART is an acronym that stands for goals that are Specific, Measurable, Attainable, Realistic, and Time-bound.
- **R.A.C.E.:** R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain.
- **Analysis of student work:** Students will analyze answers to text dependent questions by using a TDQ rubric (to be developed).
- **Modeling answering text dependent questions:** Model demonstrating how to cite text evidence and explain your answer as students learn by observing.
- **Shared writing answering text dependent questions:** Teacher and students compose answer together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe.
- **Close reading:** Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc.
- **Summarizing and note taking:** Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.
- **Accountable talk:** Accountable talk is talk in which students exert effort to explain their thinking with evidence and to listen and respond constructively to others' ideas.
- **Flexible/strategic grouping:** Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.
- **Peer teaching/collaboration:** Peer learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Directions repeated/clarified Simplified notes Audio books for grade level texts Graphic organizers Provide opportunities for movement Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Pre-teach vocabulary demonstrate concepts Use graphic organizers 	<ul style="list-style-type: none"> Chunking assignments Review directions individually 	<ul style="list-style-type: none"> Provide learning centers where students are in charge of their learning.

Unit Vocabulary:

Essential: Fertile Crescent, Mesopotamia, irrigate, city-state, barter, polytheism, empire, Hammurabi's code, rule of law, tribute, elite, cultural diffusion, profit, monotheism, covenant, Diaspora, pharaoh, dynasty, hieroglyphic

Non-Essential: ziggurat, cuneiform, prosper, ally, cultural trait, abundant, govern, cavalry, standing army, stele, reform, import, export, navigation, assembly, ethics, Torah, Exodus, commandment, compel, prophet, rabbi, Talmud, righteousness, Sabbath, commentary, judge, exile, synagogue, commission, cataract, delta, artisan, bureaucracy, mummy, environmental, devotion, papyrus, pyramid, sculpture, anatomy

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.6.2, NJSLS.W.6.9, NJSLS.RI.6.1, NJSLS.RI.6.2, NJSLS.RI.6.3, NJSLS.RI.6.4, NJSLS.RI.6.6, NJSLS.SL.6.1,	<p>SAMR:</p> <p>Substitution:</p> <ul style="list-style-type: none"> Online news sources (Newsela, DOGO News, CNN 10 Student 	Financial, Economic, Business, & Entrepreneurial Literacy: In this unit, students will understand the role of the economy in society.	Creativity & Innovation: Students demonstrate originality and inventiveness in work. Students communicate new ideas to others.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
NJSLS.SL.6.4, NJSLS.L6.1, NJSLS.L.6.2	<p>News): Online news sources can be used to replace newspapers.</p> <p>Augmentation:</p> <ul style="list-style-type: none"> • Virtual Field Trips <p>Modification:</p> <ul style="list-style-type: none"> • Padlet: Padlet is an online bulletin board. Students can answer text dependent questions and see their classmates' answers. Students can create their own post-it to show their annotations. Students can collaborate and plan group projects. <p>Redefinition:</p> <ul style="list-style-type: none"> • Commercials: Students film a commercial based on the brochure created to highlight one of the Early River Valley civilizations. 		<p>Information Literacy: Students will be able to evaluate information critically and competently and use information accurately and creatively for the problem at hand.</p>

Resources:

Texts/Materials: "My World" by Pearson – grade 6 Middle School

Unit: 3 Early Civilizations of India and China	Recommended Duration: 10 weeks
Unit Description: This unit traces the development of the ancient civilizations of India and China and also explains what geographical influences led to the independent progression of their cultures.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> What geographical conditions lead to the development of civilizations in India and China? How did the development of religion impact social status? 	<ul style="list-style-type: none"> While Ancient India and Ancient China grew to develop government, society, and religion, as the previous empires had, geography was not only essential, but led to the cultural isolation of these ancient empires.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.2.8.D.1.c 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.d 6.2.8.A.3.a 6.2.8.A.3.d 6.2.8.A.3.e 6.2.8.B.3.a 6.2.8.C.3.b 6.2.8.D.3.a 6.2.8.D.3.b 6.2.8.D.3.c 6.2.8.D.3.d 6.2.8.D.3.e 6.2.8.B.4.a 6.2.8.B.4.f 6.2.8.D.4.a	<ul style="list-style-type: none"> Students will understand how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Students will understand the differences in physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. Students will understand how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. Students will understand the impact of religion on daily life, government, and culture in various early river valley civilizations. Students will understand the importance and enduring legacy 	<ul style="list-style-type: none"> Students will be able to explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Students will be able to compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. Students will be able to explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. Students will be able to analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. Students will be able to evaluate the importance and

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.2.8.D.4.g</p> <p>6.1.8.B.1.b</p> <p>NJSLS.W.6.1</p> <p>NJSLS.W.6.9</p> <p>NJSLS.RI.6.1</p> <p>NJSLS.RI.6.2</p> <p>NJSLS.RI.6.3</p> <p>NJSLS.RI.6.4</p> <p>NJSLS.RI.6.6</p> <p>NJSLS RI.6.9</p> <p>NJSLS.SL.6.1</p> <p>NJSLS.SL.6.4</p> <p>NJSLS.L6.1</p> <p>NJSLS.L.6.2</p>	<p>of the major achievements of the early river valley civilizations over time.</p> <ul style="list-style-type: none"> Students will understand 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. Students will understand the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. Students will understand the differences between the American legal systems with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system. Students will be able to determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Students will understand 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. Students will understand social hierarchies in classical civilizations as they relate to power, wealth, and equality. Students will understand common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. Students will understand the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. Students will understand the tenets of various world religions 	<p>enduring legacy of the major achievements of the early river valley civilizations over time.</p> <ul style="list-style-type: none"> Students will be able to 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. Students will be able to compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. Students will be able to 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. Students will be able to determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Students will be able to 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. Students will be able to compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. Students will be able to determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. Students will be able to evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>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> <ul style="list-style-type: none"> • Students will understand the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. • Students will understand 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. • Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. • Students will understand 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. • Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. • Students will understand the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. • Students will understand how to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. • Students will understand how to cite textual evidence and 	<ul style="list-style-type: none"> • Students will be able to 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. • Students will be able to determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. • Students will be able to 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. • Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. • Students will be able to 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. • Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. • Students will be able to analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. • Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> Students will understand how to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Students will understand how to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students will understand how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Students will understand how to determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Students will understand how to compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Students will understand how to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will understand how to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 	<p>research.</p> <ul style="list-style-type: none"> Students will be able to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will be able to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Students will be able to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Students will be able to determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Students will be able to compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> Students will understand how to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Results of Lucy Calkins On Demand in September- Opinion Writing – https://www.heinemann.com/ Benchmark assessments Answers to text dependent questions 	<ul style="list-style-type: none"> Text dependent questions – to be developed throughout the unit Lucy Calkins Opinion Writing rubric – https://www.heinemann.com/ Teacher developed quizzes Pearson’s end of Unit assessment Benchmark assessments like On-Demand Writing Prompts – end of the unit assessment 	<ul style="list-style-type: none"> Classroom debate 	<ul style="list-style-type: none"> Weekly text dependent questions– to be developed throughout the unit Opinion Essay

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> More time on assessments Follow up questions to expand on responses 	<ul style="list-style-type: none"> Oral testing Have student read assessment out loud to you 	<ul style="list-style-type: none"> Have students verbally summarize question or task before completing 	<ul style="list-style-type: none"> Allow students to complete extension activity that goes beyond the assessment

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Small group testing Graphic organizers provided for writing tasks 	<ul style="list-style-type: none"> Scaffold test questions 		

Instructional Strategies: *(List and describe.)*

- **Debate:** A debate is a discussion or structured contest about an issue or a resolution. A formal debate involves two sides: one supporting a resolution and one opposing it.
- **Cooperative learning:** Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- **Student goal setting:** Students create SMART goals for answering text dependent questions. SMART is an acronym that stands for goals that are Specific, Measurable, Attainable, Realistic, and Time-bound.
- **R.A.C.E.:** R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain.
- **Analysis of student work:** Students will analyze answers to text dependent questions by using a TDQ rubric (to be developed).
- **Modeling answering text dependent questions:** Model demonstrating how to cite text evidence and explain your answer as students learn by observing.
- **Shared writing answering text dependent questions:** Teacher and students compose answer together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Model expectations for notes/activity Use of graphic organizers Read information orally 	<ul style="list-style-type: none"> Use manipulatives Have students clarify/summarize directions 	<ul style="list-style-type: none"> chunking assignments individual writing conferences 	<ul style="list-style-type: none"> Invite students to explore different points of view on a topic of study and compare the two.

Unit Vocabulary:

Essential: subcontinent, monsoon, citadel, Veda, caste, Brahmanism, karma, enlightenment, nirvana, Buddhism, loess, oracle bone, Mandate of Heaven, philosophy, Legalism, civil service

Unit Vocabulary:

Non-Essential: river system, granary, achievement, evidence, varna, jati, migrate, status, guru, Brahman, reincarnation, dharma, ahimsa, moksha, issue, devote, meditate, monastery, consequences, dike, pictograph, logograph, warlord, chaos, minor, filial piety, income, stable, Great Wall, standardize, censor, Silk Road

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.6.1, NJSLS.W.6.9, NJSLS.RI.6.1, NJSLS.RI.6.2, NJSLS.RI.6.3, NJSLS.RI.6.4, NJSLS.RI.6.6, NJSLS.RI.6.9, NJSLS.SL.6.1, NJSLS.SL.6.4, NJSLS.L.6.1, NJSLS.L.6.2	SAMR: Substitution: <ul style="list-style-type: none">Online news sources (Newsela, DOGO News, CNN 10 Student News): Online news sources can be used to replace newspapers. Augmentation: <ul style="list-style-type: none">Google form instead of pencil and paper quiz Modification: <ul style="list-style-type: none">Google docs – digital feedback on writing from teacher and classmates Redefinition: Skype: Skype with other students across the country to debate opinion	Financial, Economic, Business, & Entrepreneurial Literacy: In this unit, students will understand the role of the economy in society. Global Awareness: In this unit, students will understand the environmental, social, cultural, political, and economic issues around the world.	Information Literacy: Students will evaluate information critically and competently and use information accurately and creatively for the problem at hand. Critical Thinking & Problem Solving: Students will identify and ask significant questions that clarify various points of view. Students will gram, analyze and synthesize information in order to solve problems and answer questions. Communication & Collaboration: Students will demonstrate the ability to work effectively with diverse teams. Students will assume shared responsibility for collaborative work.

Resources:

Texts/Materials: “My World” by Pearson – grade 6 Middle School

Unit: 4 The Classical Civilizations of the Mediterranean World – Rome and Greece	Recommended Duration: 10 weeks
Unit Description: This unit will explore the reasons that Rome and Greece were able to become world empires and the cause of their eventual decline. This unit will also present the governmental ideas that influence the world as well as the United States.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How does social status impact the refinement of government? How did Ancient Greece and Ancient Rome become world empires? What impact do the Classical civilizations have on our lives today? What lead to the decline of world empires? 	<ul style="list-style-type: none"> After the decline of the great empires of Ancient Greece and Rome, the world continues to appreciate their legacies of social status, large and small government including republic, oligarchy, and democracy and the evidence of this legacy on our government today.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.2.8.D.1.c 6.2.8.A.2.b 6.2.8.B.2.b 6.2.8.D.2.a 6.2.8.D.2.d 6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.A.3.d 6.2.8.A.3.e 6.2.8.B.3.a 6.2.8.B.3.b 6.2.8.C.3.b 6.2.8.D.3.a 6.2.8.D.3.b 6.2.8.D.3.c 6.2.8.D.3.d 6.2.8.D.3.e	<ul style="list-style-type: none"> Students will understand how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Students will be able to determine the role of slavery in the economic and social structures of early river valley civilizations. Students will understand the difference between physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. Students will understand the impact of religion on daily life, government, and culture in various early river valley civilizations. Students will understand the importance and enduring legacy of the major achievements of the early river valley civilizations over time. Students will understand the methods (i.e., autocratic rule, 	<ul style="list-style-type: none"> Students will be able to explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Students will be able to determine the role of slavery in the economic and social structures of early river valley civilizations. Students will be able to compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. Students will be able to analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. Students will be able to evaluate the importance and enduring legacy of the major achievements of the early river valley

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>6.2.8.B.4.a 6.2.8.B.4.f 6.2.8.D.4.a 6.2.8.D.4.g</p> <p>6.1.8.B.1.b</p> <p>NJSLS.W.6.7 NJSLS.W.6.8 NJSLS.W.6.9</p> <p>NJSLS.RI.6.1 NJSLS.RI.6.2 NJSLS.RI.6.3 NJSLS.RI.6.4 NJSLS.RI.6.6 NJSLS RI.6.9</p> <p>NJSLS.SL.6.1 NJSLS.SL.6.4</p> <p>NJSLS.L6.1 NJSLS.L.6.2</p>	<p>philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <ul style="list-style-type: none"> Students will understand the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. Students will understand the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. Students will understand the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. Students will understand 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. Students will understand the geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Students will understand how geography and the availability of natural resources led to both the development of Greek city-states and to their decline. Students will understand 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. Students will understand social hierarchies in classical civilizations as they relate to power, wealth, and equality. 	<p>civilizations over time.</p> <ul style="list-style-type: none"> Students will be able to 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. Students will be able to compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. Students will be able to determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. Students will be able to compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. Students will be able to 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. Students will be able to determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Students will be able to explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline. Students will be able to 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

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> Students will understand the common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. Students will understand the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. Students will understand 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. Students will understand the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. Students will understand 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. Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will understand 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. Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will understand the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. 	<p>greater division of labor.</p> <ul style="list-style-type: none"> Students will be able to compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. Students will be able to determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. Students will be able to evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. Students will be able to 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. Students will be able to determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. Students will be able to 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. Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will be able to 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. Students will be able to evaluate the importance and enduring

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> Students will understand how to conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. Students will understand how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will understand how to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will understand how to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Students will understand how to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students will understand how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Students will understand how to determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Students will understand how to compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, 	<p>legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p> <ul style="list-style-type: none"> Students will be able to analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will be able to conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. Students will be able to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will be able to determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Students will be able to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Students will be able to determine an author's point of view

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <ul style="list-style-type: none"> Students will understand how to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will understand how to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will understand how to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will understand how to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p>or purpose in a text and explain how it is conveyed in the text.</p> <ul style="list-style-type: none"> Students will be able to compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Answers to text dependent questions 	<ul style="list-style-type: none"> Text dependent questions – to be developed throughout the unit Teacher developed quizzes Pearson's end of unit assessments 	<ul style="list-style-type: none"> Student created text dependent questions 	<ul style="list-style-type: none"> Weekly text dependent questions – to be developed throughout the unit

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Oral testing More time on assessments Have students annotate/highlight as teacher reads aloud 	<ul style="list-style-type: none"> Have students read test aloud to teacher Student clarifies what the task is asking before completing 	<ul style="list-style-type: none"> Have students refer to a checklist/rubric to independently self-assess before turning in assessments 	<ul style="list-style-type: none"> Have student research and investigate a problem discussed within the unit/assessment to deepen understanding about how it works and connects to the world

Instructional Strategies: (List and describe.)
<ul style="list-style-type: none"> Jigsaw: Jigsaw is an efficient way to learn the course material in a cooperative learning style. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Student self-assessment – Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly. Cooperative learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. R.A.C.E.: R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain. Flexible/strategic grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Repeated directions Small group mini-lessons for review Additional time for assignments Study guide before assessments 	<ul style="list-style-type: none"> Extra visual cues Encourage asking a peer questions 	<ul style="list-style-type: none"> Fountas and Pinnell LLI Program Small group mini-lessons for review 	<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Unit Vocabulary:

Unit Vocabulary:

Essential: polis, citizen, politics, aristocracy, oligarchy, tyranny, democracy, military state, authority, tenant farmer, slavery, mythology, forum, republic, diplomacy, constitution, veto, patriarchal society, minority

Non-Essential: acropolis, phalanx, citizenship, lecturer, ephor, helot, innovation, metic, legion, magistrate, consul

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.6.7, NJSLS.W.6.8, NJSLS.W.6.9, NJSLS.RI.6.1, NJSLS.RI.6.2, NJSLS.RI.6.3, NJSLS.RI.6.4, NJSLS.RI.6.6, NJSLS.RI.6.9, NJSLS.SL.6.1, NJSLS.SL.6.4, NJSLS.L6.1, NJSLS.L.6.2	SAMR: Substitution: <ul style="list-style-type: none">Digital Primary Sources – website like https://www.archives.gov/education/research/primary-sources Augmentation: <ul style="list-style-type: none">Kahoot – administer quizzes, discussions or surveys. It is a game based classroom response system played by the whole class in real time. Multiple-choice questions are projected on the screen. Students answer the questions with their smartphone, tablet or computer. Modification: <ul style="list-style-type: none">Polleverywhere - invite students to quickly share their interests, knowledge, questions and even hopes around a content area in real time. Redefinition: <ul style="list-style-type: none">Vlog: A journalistic video documentation	Global Awareness: Civic Literacy: In this unit, students will understand the environmental, social, cultural, political, and economic issues around the world.	Creativity & Innovation: Students demonstrate originality and inventiveness in work. Students communicate new ideas to others. Information Literacy: Students will evaluate information critically and competently and use information accurately and creatively for the problem at hand. Critical Thinking & Problem Solving: Students will identify and ask significant questions that clarify various points of view. Students will gram, analyze and synthesize information in order to solve problems

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
			<p>and answer questions.</p> <p>Communication & Collaboration: Students will demonstrate the ability to work effectively with diverse teams. Students will assume shared responsibility for collaborative work.</p>

Resources:
<p>Texts/Materials: “My World” by Pearson – grade 6 Middle School</p>