

East Newark Public School
Social Studies Curriculum
Grade 6



Revised 2022

Equity Statement:

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

Philosophy:

The East Newark Public School District strives to prepare our twenty-first century students with the historical knowledge to analyze change--they must understand that history is a key to their future. In an interdependent world, it is necessary that our students learn about the common qualities that unite people, cultures, societies and economic systems and recognize the political and cultural barriers that impede dialogue. The social studies curriculum provides preparation and practice for lifelong citizenship skills. Citizenship in a democratic society requires the development of skills for critical thinking, decision-making, and participation. In a democratic society, citizens of all ages make decisions that affect themselves, their families, their communities, their nations, and the world. The social studies curriculum is designed to interact with learning from other disciplines. It integrates history, geography, economics, civics and contemporary issues with the other curricular areas. Social studies should allow students to experience topics in depth rather than covering a lot of material at the surface level. The curriculum will help develop well-informed, responsible citizens who will be productive members of society, and who have learned to work actively and cooperatively with others.

Introduction:

The curriculum has been developed to enhance and expand instruction by providing teachers with a framework for instruction that is aligned to the 2020 New Jersey Student Learning Standards. In this age of information, emphasis is placed not only on content, but on behavior that emphasizes reasoning and responsibility. In structuring learning experiences, the educator must assist students in making connections to real world experiences that make the learning relevant. Learning experiences should be active and inquiry based, with a variety of print and technology to encourage the adolescent learner to question and seek answers.

Current Events:

Current events are a key component of instruction and should be a regular component of every unit. Examination of the past and the connection it has to the present is critical. Students will be aware of current events on a state, national, and international level. To learn how these events affect them, students will watch and analyze news broadcasts by relating current events to classroom topics. Newspapers, periodicals, and other forms of digital media will be used to review events. Students will be encouraged to evaluate current events using higher order thinking skills such as analysis, synthesis, and evaluation. Students will

understand how past experiences have influenced and continue to influence the present day.

Writing Across the Curriculum:

In order for students to be successful writers, writing must take place in all content areas. Communication with the language arts teacher regarding the writing genres they have taught is crucial so that expectations for students are consistent across the content areas. Students should utilize their knowledge about writing to write about social studies content. The Social Studies teacher will provide regular opportunities for students to respond to topics related to the content in the forms of: Outlines, Captions, Political cartoons, Summaries, Journal entries, Open-ended questions, Essays, and Research projects.

Best Practices:

Best practices come from research-based, effective methodologies in presenting material in a manner to engage all students in the learning process. Thorough planning and collaborative discussions about instructional practices are part of the ongoing practice of teachers. Student activities and practices that reflect effective methodology include, but are not limited to providing students with:

- Regular opportunities to investigate topics in depth
- The ability to exercise choice and responsibility by choosing their own topics
- Opportunities for active participation in the classroom and the community
- Exploration of open-ended questions that challenge their thinking
- Opportunities for reading, writing, observing, discussing, and debating ideas
- Activities that include independent inquiry and cooperative learning
- Assessment of student learning that promotes lifelong responsible citizenship rather than the sole memorization of facts
- Strategies and tools to read and comprehend informational text

Amistad Commission and Holocaust Education:

In order to meet the newly instated Amistad Commission Mandates, teachers and students will utilize <http://www.njamistadcurriculum.net/> as an online curriculum resource throughout the World Civilizations/Civics course. Instructors will also utilize online curricular materials from the New Jersey Commission on Holocaust Education from <https://www.nj.gov/education/holocaust/curriculum/> throughout this sixth grade course.

Heritage, History, and Awareness Months:

In efforts to celebrate, study, and respect diversity, East Newark Public School encourages social studies teachers to develop lessons, activities, or experiences related to the following Heritage, History, and Awareness Months: **Hispanic-Latino, Disabled, Native American, Black American, Women, Autistic, Asian American and Pacific Islander, and LGBTQ+ history are American history.**

Month	Heritage, History, Awareness
September	Hispanic-Latino Heritage Month (September 15- October 15) Deaf Awareness Month
October	Learning Disabilities Awareness Month
November	Native American Heritage Month
February	Black History Month
March	Women's History Month
April	Autism Awareness Month
May	Asian-American and Pacific Islander History Month
June	LGBTQ+ Pride Month

Grade 6 Scope and Sequence:

Unit	Estimated Pacing
Geography	Approximately 2 weeks
Agricultural Revolution and The Fertile Crescent	Approximately 4 weeks
Ancient Egypt and Kush	Approximately 5 weeks
Ancient Israelites	Approximately 3 weeks
Classical Civilizations of India and Early China	Approximately 4 weeks
Classical Civilizations of Ancient Greece and Ancient Rome	Approximately 9 weeks
Islamic and African Civilizations	Approximately 4 weeks
Medieval Europe	Approximately 4 weeks

Marking Period		Unit Title	Recommended Instructional Days
1		Geography	2 weeks
<p align="center">NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</p>	
		<p>Essential Question/s:</p> <ol style="list-style-type: none"> How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? How have scientific and technological developments over the course of history changed the way people live and economies and governments function? <p>Activity Description:</p> <ul style="list-style-type: none"> Determine student understanding of geographical terms (latitude, longitude, etc.) by tracking hurricanes and utilizing maps Determine the Themes of Geography by analyzing landforms and researching climate change. Create a Venn diagram to compare and contrast the different types of maps and how to use them. <p>Interdisciplinary Connections: Content: NJSLS#:</p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies. 	
<i>Core Ideas:</i>	<i>Performance Expectation:</i>		
Relationships between humans and environments impact spatial patterns of settlement and movement.	<ul style="list-style-type: none"> 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas. 		
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none"> 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). 		
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the 		

	sustainability of early river valley civilizations.	<ul style="list-style-type: none"> RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <p>Writing Standards:</p> <ul style="list-style-type: none"> WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. <p>Technology:</p> <ul style="list-style-type: none"> 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	<ul style="list-style-type: none"> 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. 	
Social Studies Practices		
<ul style="list-style-type: none"> Developing Questions and Planning Inquiry Gathering and Evaluating Sources Seeking Diverse Perspectives Developing Claims and Using Evidence Presenting Arguments and Explanations Engaging in Civil Discourse and Critiquing Conclusions Taking Informed Action 		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> Self-Awareness Self-Management Responsible Decision Making Social Awareness Relationship Skills Motivation 	<ul style="list-style-type: none"> Emotional Awareness Internal Regulation Behavior Control Goal Pursuance Appreciating Social and Environment Diversity Adaptive Behavior Communication Social Engagement Constructive Thinking Consequence Evaluation Respect for Self and Others Enthusiasm Initiative Resilience 	
Assessments (Formative)		Assessments (Summative)

<i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> <ul style="list-style-type: none"> ● Participation in class discussions/debates ● Exit tickets ● Quizzes ● In-class assignments/activities 		<u>Benchmarks:</u> <ul style="list-style-type: none"> ● DBQ - Students will be provided with multiple primary and secondary source documents in order to investigate and construct a DBQ response <u>Summative Assessments:</u> <ul style="list-style-type: none"> ● Unit test 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 2, Lesson 1 ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● Modified/leveled readings from A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 2, Lesson 1 ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● A History of the World Textbook (Spanish Version) <ul style="list-style-type: none"> ○ Chapter 2, Lesson 1 ● Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 2, Lesson 1 ● Teacher created reading guides and presentations
Supplemental Resources			
Technology: <ul style="list-style-type: none"> ● Chromebooks ● SmartBoard ● IXL ● Teacher Online Resources ● Newsela.com ● Quizlet ● Kahoot ● Applicable educational videos Other: <ul style="list-style-type: none"> ● Glossary ● Map/Atlas of the World 			
Differentiated Student Access to Content: Recommended Strategies & Techniques			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> Utilize visual supports and graphic organizers Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Device used for translation purposes 	<ul style="list-style-type: none"> Encourage students to explore concepts in depth and encourage independent studies or investigations. Modeling or independent student-led research Use of higher leveled text and/or writing assignments
<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept: Career Awareness and Planning</p>		
	<p><i>Core Ideas:</i></p>	<p>An individual's strengths, lifestyle goals, choices, and interests affect employment and income.</p>	
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. 	
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>		
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. 		

	<ul style="list-style-type: none"> ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence.
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Marking Period	Unit Title	Recommended Instructional Days
1	Agricultural Revolution and The Fertile Crescent	4 weeks
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Relationships between humans and environments impact spatial patterns of settlement and movement.	<ul style="list-style-type: none"> ● 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. ● 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas 	
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> ● 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming). 	

	<ul style="list-style-type: none"> ● 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies. ● 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. 	
Chronological sequencing helps us track events over time as well as events that took place at the same time.	<ul style="list-style-type: none"> ● 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. 	<p><u>Essential Question/s:</u></p> <ol style="list-style-type: none"> 1. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? 2. How do individuals develop values and beliefs? 3. What role does geography and access to water play in the development of a civilization? 4. How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? 5. What are the possible consequences of these decisions for individuals, groups, and societies? 6. How have scientific and technological developments over the course of history changed the way people live and economies and governments function? <p><u>Activity Description:</u></p> <ul style="list-style-type: none"> ● Cave drawing depicting the migration patterns of early humans and the types of tools used during the hunter-gatherer time period ● Create a timeline of the effects of farming on early civilizations ● Virtual tour of caves that were inhabited by the early humans ● Characteristics of civilization graph. Students will be given aspects of society and match them with the correct characteristic of civilization. ● Hula-hoop Venn diagram where students evaluate the similarities and differences between hunter-gatherer societies and the first civilizations. ● Complete a Venn diagram comparing and contrasting the societies of the Sumerian, Akkadian, Babylonian and Assyrian Empires. ● Cuneiform decoding activity ● DBQ- Identifying and analyzing reasons for decline of Fertile Crescent Empires ● Use excerpts from The Code of Hammurabi and engage in punishment/crime discussion. Focus on the purpose and impact of
Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.	<ul style="list-style-type: none"> ● 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. 	
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures. 	
Human rights can be protected or abused in various societies.	<ul style="list-style-type: none"> ● 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations. 	
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none"> ● 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). 	
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> ● 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, 	

	technological innovations, and the sustainability of early river valley civilizations.	<p>laws and how it helped societies. <i>Link to current laws and harsh punishments today in the U.S and their impact on society.</i></p> <ul style="list-style-type: none"> Find a modern American court case and decide it based on Hammurabi’s Code and explain how the decision and punishment were decided upon <p>Interdisciplinary Connections: Content: NJSLS#:</p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> RH1- Cite specific textual evidence to support analysis of primary and secondary sources. RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies. RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH9- Analyze the relationship between a primary and secondary source on the same topic. <p>Writing Standards:</p> <ul style="list-style-type: none"> WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. <p>Technology:</p> <ul style="list-style-type: none"> 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none"> 6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. 	
Chronological sequencing helps us track events over time as well as events that took place at the same time.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. 	
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations. 	
Historians develop arguments using evidence from multiple relevant historical sources.	<ul style="list-style-type: none"> 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline. 	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). 	
<p>Social Studies Practices</p>		

<ul style="list-style-type: none"> • Developing Questions and Planning Inquiry • Gathering and Evaluating Sources • Seeking Diverse Perspectives • Developing Claims and Using Evidence • Presenting Arguments and Explanations • Engaging in Civil Discourse and Critiquing Conclusions • Taking Informed Action 		<ul style="list-style-type: none"> • 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. • 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Responsible Decision Making • Social Awareness • Relationship Skills • Motivation 	<ul style="list-style-type: none"> • Emotional Awareness • Internal Regulation • Behavior Control • Goal Persuance • Adaptive Behavior • Communication • Social Engagement • Constructive Thinking • Consequence Evaluation • Respect for Self and Others • Enthusiasm • Initiative • Resilience 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
Formative Assessments: <ul style="list-style-type: none"> • Participation in class discussions/debates • Exit tickets • Quizzes • In-class assignments/activities 		Benchmarks: <ul style="list-style-type: none"> • DBQ - Students will be provided with mulple primary and secondary source documents in order to invesgate and construct a DBQ response Summative Assessments: <ul style="list-style-type: none"> • Unit test • Unit project
Differentiated Student Access to Content: Teaching and Learning Resources/Materials		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 3, Lessons 1-2 ○ Chapter 4, Lessons 1-2 ○ Primary Sources ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● Modified/leveled readings from A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 3, Lessons 1-2 ○ Chapter 4, Lessons 1-2 ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● A History of the World Textbook (Spanish Version) <ul style="list-style-type: none"> ○ Chapter 3, Lessons 1-2 ○ Chapter 4, Lessons 1-2 ● Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 3, Lessons 1-2 ○ Chapter 4, Lessons 1-2 ○ Primary Sources ● Teacher created reading guides and presentations
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Chromebooks ● SmartBoard ● IXL ● Teacher Online Resources ● Newsela.com ● Quizlet ● Kahoot ● Applicable educational videos <p>Other:</p> <ul style="list-style-type: none"> ● Glossary ● Map/Atlas of the World 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. ● Jigsaws ● Think-Pair-Share 	<ul style="list-style-type: none"> ● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. ● Use prompts and model directions ● Provide opportunities to model talk during read alouds, 	<ul style="list-style-type: none"> ● Utilize visual supports and graphic organizers ● Use prompts and model directions ● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions ● Device used for translation purposes 	<ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Modeling or independent student-led research ● Use of higher leveled text and/or writing assignments

	<p>and scaffold talk during whole class and small group discussions</p> <ul style="list-style-type: none"> Extended time for revisions or opportunity to identify and develop areas of personal interest 		
<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept: Career Awareness and Planning</p>		
	<p><i>Core Ideas:</i></p>	<p>An individual's strengths, lifestyle goals, choices, and interests affect employment and income.</p>	
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. 	
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>		
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 		

Marking Period		Unit Title	Recommended Instructional Days
1-2		Ancient Egypt and Kush	Approximately 5 weeks
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit	
<i>Core Ideas:</i>	<i>Performance Expectation:</i>		
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures. 		
Human rights can be protected or abused in various societies	<ul style="list-style-type: none"> ● 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations. 		
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none"> ● 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). 		
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> ● 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. 		
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none"> ● 6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. What distinguishes one culture from another? 2. Why do civilizations rise and fall? 3. What role does geography and access to water play in the development of a civilization? 4. What are the consequences of technology? 5. How are religion and culture connected? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Create a one to two sentence message using Egyptian hieroglyphs. When all messages are complete, have the classmates translate each poster. ● Fill in a map of Ancient Egypt and Nubia, have students identify: The Nile River, Upper Egypt, Lower Egypt, The Nile Delta and Nubia. ● Journal entry based on the daily lives of Ancient Egyptians from each social class. ● Have students create election posters for the most impactful pharaohs of Ancient Egypt ● Children's Storybook project for the most impactful pharaohs of Ancient Egypt 	

	development of a class system in early river valley civilizations.	<ul style="list-style-type: none"> • Have students make a “Do It Yourself Guide” for the mummification process • Design a sarcophagus for a pharaoh based on research about the student’s pharaoh of choice • DBQ- Identifying the effects the Nile River had on the economy and cultural beliefs of Ancient Egypt. • Amistad - African Kingdom of Nubia: Research the Nubian Kingdom and its impact on history <p>Interdisciplinary Connections: Content: NJSLS#:</p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> • RH1- Cite specific textual evidence to support analysis of primary and secondary sources. • RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. • RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies. • RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH9- Analyze the relationship between a primary and secondary source on the same topic. <p>Writing Standards:</p> <ul style="list-style-type: none"> • WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
Chronological sequencing helps us track events over time as well as events that took place at the same time.	<ul style="list-style-type: none"> • 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. 	
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> • 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. • 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations. 	
Historians develop arguments using evidence from multiple relevant historical sources.	<ul style="list-style-type: none"> • 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline. 	
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> • 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. • 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. 	
NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:		
<p>Core Ideas:</p> <p>Governments have different structures which impact development (expansion) and civic participation.</p>	<p>Performance Expectation:</p> <p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history</p>	

	and values of various societies (e.g., monarchy, democracy, republic, dictatorship).	E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Social Studies Practices		<ul style="list-style-type: none"> WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
<ul style="list-style-type: none"> Developing Questions and Planning Inquiry Gathering and Evaluating Sources Seeking Diverse Perspectives Developing Claims and Using Evidence Presenting Arguments and Explanations Engaging in Civil Discourse and Critiquing Conclusions Taking Informed Action 		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	<p>Technology:</p> <ul style="list-style-type: none"> 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
<ul style="list-style-type: none"> Self-Awareness Self-Management Responsible Decision Making Social Awareness Relationship Skills Motivation 	<ul style="list-style-type: none"> Emotional Awareness Internal Regulation Behavior Control Goal Persuance Appreciating Social and Environment Diversity Adaptive Behavior Communication Social Engagement Constructive Thinking Consequence Evaluation Respect for Self and Others Enthusiasm Initiative Resilience 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Participation in class discussions/debates Exit tickets Quizzes 		<p>Benchmarks:</p> <ul style="list-style-type: none"> DBQ - Students will be provided with mulple primary and secondary source documents in order to invesgate and construct a DBQ response

<ul style="list-style-type: none"> In-class assignments/activities 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> Unit test Unit project
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**Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> A History of the World Textbook <ul style="list-style-type: none"> Chapter 5, Lessons 1-4 Primary Sources Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Modified/leveled readings from A History of the World Textbook <ul style="list-style-type: none"> Chapter 5, Lessons 1-4 Teacher created reading guides and presentations 	<ul style="list-style-type: none"> A History of the World Textbook (Spanish Version) <ul style="list-style-type: none"> Chapter 5, Lessons 1-4 Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> A History of the World Textbook <ul style="list-style-type: none"> Chapter 5, Lessons 1-4 Primary Sources Teacher created reading guides and presentations

Supplemental Resources

<p>Technology:</p> <ul style="list-style-type: none"> Chromebooks SmartBoard IXL Teacher Online Resources Newsela.com Quizlet Kahoot Applicable educational videos <p>Other:</p> <ul style="list-style-type: none"> Glossary Map/Atlas of the World

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to 	<ul style="list-style-type: none"> Provide graphic organizers for additional support or encourage students to create 	<ul style="list-style-type: none"> Utilize visual supports and graphic organizers Use prompts and model directions 	<ul style="list-style-type: none"> Encourage students to explore concepts in depth and

<p>choose how to approach a problem or assignment.</p> <ul style="list-style-type: none"> ● Jigsaws ● Think-Pair-Share 	<p>digital multimedia to showcase knowledge.</p> <ul style="list-style-type: none"> ● Use prompts and model directions ● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions ● Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> ● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions ● Device used for translation purposes 	<p>encourage independent studies or investigations.</p> <ul style="list-style-type: none"> ● Modeling or independent student-led research ● Use of higher leveled text and/or writing assignments
<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept: Career Awareness and Planning</p>		
	<p><i>Core Ideas:</i></p>	<p>An individual’s strengths, lifestyle goals, choices, and interests affect employment and income.</p>	
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> ● 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. ● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. ● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. ● 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. 	
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>		
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 		

Marking Period		Unit Title	Recommended Instructional Days
2		The Ancient Israelites	Approximately 3 weeks
<p align="center">NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:</p>		<p align="center">Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</p>	
<i>Core Ideas:</i>	<i>Performance Expectation:</i>		
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none"> 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures. 		
Human rights can be protected or abused in various societies.	<ul style="list-style-type: none"> 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations. 		
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none"> 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). 		
The physical and human characteristics of places and regions are connected to human identities and cultures	<ul style="list-style-type: none"> 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> How do religions develop? What are the characteristics of a successful leader? How does religion shape society? Why does conflict develop? <p>Activity Description:</p> <ul style="list-style-type: none"> Create a passport for a leader or key historical figure. Write a newspaper article that analyzes the role of kings in ancient Israel. Create a brochure to differentiate between the four different Jewish groups under Roman rule. Make connections between historical events and religious holidays. Engage in a jigsaw activity to acquire knowledge about the ancient Israelites, the role of scribes in spreading ideas, and various cultural aspects. Concept ladder activity to depict the accomplishments of the ancient Israelites. Think of the conflicts in the world today that are based on religion. What are some of them, where are they occurring, and why do you 	
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none"> 6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the 		

	development of a class system in early river valley civilizations.	<p>think religion has played a factor? Compare ideologies in the ancient world to those during the Holocaust and other genocides.</p> <ul style="list-style-type: none"> Analysis of “Creeping Death” by Metallica. Students will be knowledgeable of the atrocities and genocide that occurred against the Hebrews/Israelites in Egypt during the reign of Ramses the Great. To accomplish this students will listen to and analyze the lyrics in order to make connections to the historical events. (Holocaust Mandate) <p>Interdisciplinary Connections: Content: NJLS#:</p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> RH1- Cite specific textual evidence to support analysis of primary and secondary sources RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies. RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH9- Analyze the relationship between a primary and secondary source on the same topic. <p>Writing Standards:</p> <ul style="list-style-type: none"> WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
Chronological sequencing helps us track events over time as well as events that took place at the same time.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. 	
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations. 	
Historians develop arguments using evidence from multiple relevant historical sources.	<ul style="list-style-type: none"> 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline. 	
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	<ul style="list-style-type: none"> 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). 	
Historical contexts and events shaped and continue to shape people’s perspectives.	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. 	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		

<p>Core Ideas: Governments have different structures which impact development (expansion) and civic participation.</p>	<p>Performance Expectation: 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p>	<p>E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <ul style="list-style-type: none"> ● WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
<p>Social Studies Practices</p>		<p>Technology:</p>
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		<ul style="list-style-type: none"> ● 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices. ● 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. ● 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Participation in class discussions/debates • Exit tickets • Quizzes • In-class assignments/activities 	<p>Benchmarks:</p> <ul style="list-style-type: none"> • DBQ - Students will be provided with multiple primary and secondary source documents in order to investigate and construct a DBQ response <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Unit test • Unit project
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**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 6, Lessons 1-4 ○ Primary Sources • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Modified/leveled readings from A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 6, Lessons 1-4 • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • A History of the World Textbook (Spanish Version) <ul style="list-style-type: none"> ○ Chapter 6, Lessons 1-4 • Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> • A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 6, Lessons 1-4 ○ Primary Sources • Teacher created reading guides and presentations

Supplemental Resources

<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks • SmartBoard • IXL • Teacher Online Resources • Newsela.com • Quizlet • Kahoot • Applicable educational videos <p>Other:</p> <ul style="list-style-type: none"> • Glossary • Map/Atlas of the World

**Differentiated Student Access to Content:
Recommended Strategies & Techniques**

Core Resources	Alternate Core Resources	ELL Core Resources	Gifted & Talented Core
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	<i>IEP/504/At-Risk/ESL</i>		
<ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. ● Jigsaws ● Think-Pair-Share 	<ul style="list-style-type: none"> ● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. ● Use prompts and model directions ● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions ● Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> ● Utilize visual supports and graphic organizers ● Use prompts and model directions ● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions ● Device used for translation purposes 	<ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Modeling or independent student-led research ● Use of higher leveled text and/or writing assignments
NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning		
	<i>Core Ideas:</i>	An individual’s strengths, lifestyle goals, choices, and interests affect employment and income.	
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. ● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. ● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. ● 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. 	
	Career Readiness, Life Literacies, & Key Skills Practices		
<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. 			

	<ul style="list-style-type: none"> ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence.
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Marking Period	Unit Title	Recommended Instructional Days
2-3	Classical Civilizations of India and Early China	4 weeks
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires. 	
Relationships between humans and environments impact spatial patterns of settlement and movement.	<ul style="list-style-type: none"> ● 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. ● 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline. 	

<p>People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.</p>	<ul style="list-style-type: none"> ● 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. 	<p><u>Essential Question/s:</u></p> <ol style="list-style-type: none"> 1. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? 2. How are religion and culture connected? 3. What is the duty of a government? 4. How should civilizations handle conflict? 5. Why do empires decline? <p><u>Activity Description:</u></p> <p><i>Ancient India</i></p> <ul style="list-style-type: none"> ● Mapping activity of the Indus Valley, locating and labeling key landforms ● Analyze artifacts from the Indus Valley Civilization ● Complete an illustration of the caste system, describing the role of each group had in Indian society ● Research the lasting effects the caste system has on India today. ● Discussion on how the caste system is similar to Jim Crow and Apartheid laws. ● Storybook detailing the life of Siddhartha Gutama ● Comic strip documenting the impact converting to Buddhism had on King Ashoka and his reign ● Create your own numeral system and fable project <p><i>Ancient China</i></p> <ul style="list-style-type: none"> ● Mapping activity of Ancient China, locating and labeling key landforms. ● Create an advertisement as a real estate agent where students have to try and sell homes near the Huang and Yellow Rivers. ● Create a timeline of the Chinese dynasties. ● Graphic organizer listing the differences between Taoism, Legalism and Confucianism. ● Identify elements of Taoism, Confucianism and Legalism in the Disney movie Mulan and The Tao of Pooh by Benjamin Hoff ● Analyze the Confucious Analects ● Create your own Analects ● Travel the Silk Road Journal Activity ● Describe the major inventions of the people of India and China and how they influence the world today. <p>Interdisciplinary Connections: Content: NJSLS#:</p>
<p>Economic interdependence is impacted by increased specialization and trade.</p>	<ul style="list-style-type: none"> ● 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. 	
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> ● 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. 	
<p>An individual’s perspective is impacted by their background and experiences.</p>	<ul style="list-style-type: none"> ● 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. 	
<p>Perspectives change over time.</p>	<ul style="list-style-type: none"> ● 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social). 	
<p>Historical contexts and events shaped and continue to shape people’s perspectives.</p>	<ul style="list-style-type: none"> ● 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. 	
<p>Historians analyze claims within sources for perspective and validity.</p>	<ul style="list-style-type: none"> ● 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. 	

	<ul style="list-style-type: none"> ● 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. 	<p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> ● RH1- Cite specific textual evidence to support analysis of primary and secondary sources. ● RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies. ● RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● RH9- Analyze the relationship between a primary and secondary source on the same topic. <p>Writing Standards:</p> <ul style="list-style-type: none"> ● WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ● A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. ● B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ● C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● D. Use precise language and domain-specific vocabulary to inform about or explain the topic. ● E. Establish and maintain a formal/academic style, approach, and form. ● F. Provide a concluding statement or section that follows from and supports the information or explanation presented. ● WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. <p>Technology:</p> <ul style="list-style-type: none"> ● 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
Political and civil institutions impact all aspects of people's lives	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. 	
Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	<ul style="list-style-type: none"> ● 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. 	
The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.	<ul style="list-style-type: none"> ● 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road). 	
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> ● 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. ● 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. 	
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none"> ● 6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty. 	

<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> ● 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people. ● 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. 	<ul style="list-style-type: none"> ● 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. ● 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p>Core Ideas:</p> <p>Governments have different structures which impact development (expansion) and civic participation.</p>	<p>Performance Expectation:</p> <p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p>	
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: Sub-Competencies</p>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance 	

<ul style="list-style-type: none"> ● Motivation 	<ul style="list-style-type: none"> ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 		
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Participation in class discussions/debates ● Exit tickets ● Quizzes ● In-class assignments/activities 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● DBQ - Students will be provided with mulple primary and secondary source documents in order to invesgate and construct a DBQ response <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit test ● Unit project 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> ● A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 9, Lessons 1-3 ○ Chapter 10, Lessons 1-3 ○ Primary Sources ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● Modified/leveled readings from A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 9, Lessons 1-3 ○ Chapter 10, Lessons 1-3 ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● A History of the World Textbook (Spanish Version) <ul style="list-style-type: none"> ○ Chapter 9, Lessons 1-3 ○ Chapter 10, Lessons 1-3 ● Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 9, Lessons 1-3 ○ Chapter 10, Lessons 1-3 ○ Primary Sources ● Teacher created reading guides and presentations
<p align="center">Supplemental Resources</p>			

Technology:

- Chromebooks
- SmartBoard
- IXL
- Teacher Online Resources
- Newsela.com
- Quizlet
- Kahoot
- Applicable educational videos

Other:

- Glossary
- Map/Atlas of the World

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. ● Jigsaws ● Think-Pair-Share 	<ul style="list-style-type: none"> ● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. ● Use prompts and model directions ● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Mindfulness with yoga and meditation 	<ul style="list-style-type: none"> ● Utilize visual supports and graphic organizers ● Use prompts and model directions ● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions ● Device used for translation purposes 	<ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Modeling or independent student-led research ● Use of higher leveled text and/or writing assignments
	Disciplinary Concept: Career Awareness and Planning		
	Core Ideas:	An individual’s strengths, lifestyle goals, choices, and interests affect	

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS		employment and income.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. ● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. ● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. ● 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
3	Classical Civilizations: Ancient Greece and Ancient Rome	Approximately 9 weeks
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	

<p>Governments have different structures which impact development (expansion) and civic participation.</p>	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires. 	
<p>The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.</p>	<ul style="list-style-type: none"> ● 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). ● 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution. 	
<p>Governments have protected and abused human rights (to varying degree)s at different times throughout history.</p>	<ul style="list-style-type: none"> ● 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. 	<p><u>Essential Question/s:</u></p> <ol style="list-style-type: none"> 1. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? 2. How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? 3. What is power? Who should have power? 4. How should we handle conflict? 5. What is the duty of a government? 6. How have people’s views of the world and nature changed? 7. How are religion and culture connected? <p><u>Activity Description:</u></p> <p><i>Ancient Greece</i></p> <ul style="list-style-type: none"> ● Mapping activity of Ancient Greece locating and labeling key landforms ● Create your own city-state ● Construct a model of the agora in Athens.
<p>Relationships between humans and environments impact spatial patterns of settlement and movement.</p>	<ul style="list-style-type: none"> ● 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. ● 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline. 	
<p>People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.</p>	<ul style="list-style-type: none"> ● 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform 	

	system of exchange in the Mediterranean World and Asia.	<ul style="list-style-type: none"> Write a descriptive story illustrating a typical day in the life of an ancient Athenian or Spartan, identifying the expectations based on gender-roles. Write a screenplay of a Greek tragedy, set in the present day Ancient Greece Instagram project Create a brochure for Greek Gods Analysis of Greek philosophy Compare and contrast Athenian democracy to democracy today Powerpoint or Prezi presentation about different forms of government during ancient Greek times Analyze the Greek Olympics, Iliad, and Odyssey Myths <p><i>Ancient Rome</i></p> <ul style="list-style-type: none"> Mapping activity of Ancient Rome, locating and labeling key landforms Create a timeline of Roman emperors DBQ on the fall of Rome Create a model of the Colosseum Day in the life of an Ancient Roman Venn diagram of the differences between an republic and direct democracy Cold Case Files: Death of Caesar Create a social class pyramid to describe how personal wealth correlates with placement within social class divisions <p>Interdisciplinary Connections: Content: NJSL#:</p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> RH1- Cite specific textual evidence to support analysis of primary and secondary sources. RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies. RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH9- Analyze the relationship between a primary and secondary source on the same topic.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. 	
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none"> 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. 	
An individual’s perspective is impacted by their background and experiences.	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality 	
Perspectives change over time.	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social). 	
Historians analyze claims within sources for perspective and validity.	<ul style="list-style-type: none"> 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. 	
The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.	<ul style="list-style-type: none"> 6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts. 	

<p>The physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<ul style="list-style-type: none"> ● 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. ● 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. 	<p>Writing Standards:</p> <ul style="list-style-type: none"> ● WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented. ● WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. <p>Technology:</p> <ul style="list-style-type: none"> ● 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices. ● 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. ● 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> ● 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. 	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p>Core Ideas:</p> <p>Governments have different structures which impact development (expansion) and civic participation.</p>	<p>Performance Expectation:</p> <p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p>	
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: Sub-Competencies</p>	

<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resiliance 		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> ● Participation in class discussions/debates ● Exit tickets ● Quizzes ● In-class assignments/activities 		Benchmarks: <ul style="list-style-type: none"> ● DBQ - Students will be provided with mulple primary and secondary source documents in order to invesgate and construct a DBQ response Summative Assessments: <ul style="list-style-type: none"> ● Unit test ● Unit project 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 7, Lessons 1-4 ○ Chapter 11, Lessons 1-4 ○ Chapter 12, Lessons 1-2 ○ Chapter 13, Lessons 1-2 ○ Primary Sources 	<ul style="list-style-type: none"> ● Modified/leveled readings from A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 7, Lessons 1-4 ○ Chapter 11, Lessons 1-4 ○ Chapter 12, Lessons 1-2 ○ Chapter 13, Lessons 1-2 	<ul style="list-style-type: none"> ● A History of the World Textbook (Spanish Version) <ul style="list-style-type: none"> ○ Chapter 7, Lessons 1-4 ○ Chapter 11, Lessons 1-4 ○ Chapter 12, Lessons 1-2 ○ Chapter 13, Lessons 1-2 	<ul style="list-style-type: none"> ● A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 7, Lessons 1-4 ○ Chapter 11, Lessons 1-4 ○ Chapter 12, Lessons 1-2 ○ Chapter 13, Lessons 1-2 ○ Primary Sources

<ul style="list-style-type: none"> Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Translated each created reading guides and presentations 	<ul style="list-style-type: none"> Teacher created reading guides and presentations
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> Chromebooks SmartBoard IXL Teacher Online Resources Newsela.com Quizlet Kahoot Applicable educational videos <p>Other:</p> <ul style="list-style-type: none"> Glossary Map/Atlas of the World 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Jigsaws Think-Pair-Share 	<ul style="list-style-type: none"> Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> Utilize visual supports and graphic organizers Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Device used for translation purposes 	<ul style="list-style-type: none"> Encourage students to explore concepts in depth and encourage independent studies or investigations. Modeling or independent student-led research Use of higher leveled text and/or writing assignments
Disciplinary Concept: Career Awareness and Planning			

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Core Ideas:</i>	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. ● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. ● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. ● 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
4	Islamic and African Civilizations	4 weeks

NJSLS - World History/Global Studies 6.2		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
Disciplinary Strand:		
Disciplinary Concept:		
Core Ideas:	Performance Expectation:	
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. 	
Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	<ul style="list-style-type: none"> ● 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world. 	
The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.	<ul style="list-style-type: none"> ● 6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. ● 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road). ● 6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. How did physical geography influence the Arab way of life? 2. Why do people trade? 3. How does religion shape society? 4. How do religions develop? 5. How did the Arabs spread Islam and create an empire? 6. What were Muslim contributions in mathematics, science, and the arts? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Create a brochure to analyze the contributions of the Muslims. ● Analyze maps and visuals to interpret information about trade and Africa. ● Compare and contrast primary-source quotes on the slave trade. ● Demonstrate understanding of Africa’s influence on pop culture through classroom discussion. ● Create an encyclopedia article about one characteristic of Islamic culture. ● Create a children’s story about one of the following topics relating to the development of African civilizations: the savanna, rain forest, Nile River, Timbuktu, or the Bantu.
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> ● 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. 	<p>Interdisciplinary Connections: Content: NJSLS#:</p>

<p>The environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>	<ul style="list-style-type: none"> ● 6.2.8.GeoGI.4.a: Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. 	<p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> ● RH1- Cite specific textual evidence to support analysis of primary and secondary sources ● RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies. ● RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● RH9- Analyze the relationship between a primary and secondary source on the same topic. <p>Writing Standards:</p> <ul style="list-style-type: none"> ● WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented. ● WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. <p>Technology:</p> <ul style="list-style-type: none"> ● 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices. ● 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p>Core Ideas:</p>	<p>Performance Expectation:</p>	
<p>Governments have different structures which impact development (expansion) and civic participation.</p>	<p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p>	
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: Sub-Competencies</p>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking 	

	<ul style="list-style-type: none"> ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	<ul style="list-style-type: none"> ● 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> <ul style="list-style-type: none"> ● Participation in class discussions/debates ● Exit tickets ● Quizzes ● In-class assignments/activities 		<u>Benchmarks:</u> <ul style="list-style-type: none"> ● DBQ - Students will be provided with multiple primary and secondary source documents in order to investigate and construct a DBQ response <u>Summative Assessments:</u> <ul style="list-style-type: none"> ● Unit test ● Unit project 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 14, Lessons 1-3 ○ Chapter 15, Lessons 1-3 ○ Primary Sources ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● Modified/leveled readings from A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 14, Lessons 1-3 ○ Chapter 15, Lessons 1-3 ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● A History of the World Textbook (Spanish Version) <ul style="list-style-type: none"> ○ Chapter 14, Lessons 1-3 ○ Chapter 15, Lessons 1-3 ● Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 14, Lessons 1-3 ○ Chapter 15, Lessons 1-3 ○ Primary Sources ● Teacher created reading guides and presentations
Supplemental Resources			
Technology: <ul style="list-style-type: none"> ● Chromebooks ● SmartBoard ● IXL ● Teacher Online Resources ● Newsela.com 			

<ul style="list-style-type: none"> • Quizlet • Kahoot • Applicable educational videos <p>Other:</p> <ul style="list-style-type: none"> • Glossary • Map/Atlas of the World 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. • Jigsaws • Think-Pair-Share 	<ul style="list-style-type: none"> • Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions • Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> • Utilize visual supports and graphic organizers • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions • Device used for translation purposes 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations. • Modeling or independent student-led research • Use of higher leveled text and/or writing assignments
NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning		
	<i>Core Ideas:</i>	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.	
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> • 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. • 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. 	

		<ul style="list-style-type: none"> ● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. ● 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
4	Medieval Europe	4 weeks
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
Core Ideas:	Performance Expectation:	Essential Question/s: <ol style="list-style-type: none"> 1. How did geography shape life in Europe after the fall of Rome? 2. How did Germanic groups build kingdoms in Western Europe? 3. How did the Catholic Church influence life in early medieval Europe? 4. How did Europeans try to bring order to their society? 5. How did increased trade change life in medieval Europe? 6. How did the kings of France increase their power? 7. Why did Western Europeans go on crusades?
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	<ul style="list-style-type: none"> ● 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent 	

	judiciary).	
Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	<ul style="list-style-type: none"> ● 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. 	<p>8. How did the Black Death affect Europe during the Late Middle Ages?</p> <p>9. How did disputes and wars change societies in Europe during the late Middle Ages?</p> <p>Activity Description:</p> <ul style="list-style-type: none"> ● Create a timeline of significant events during the middle ages. ● Analyze a map to understand the geography of Europe and write an explanation of the effect it had on the economy. ● Create a chart to depict the role religion played in both the division and unification of Europe. ● Create an informational poster demonstrating an understanding of feudalism. ● Write a script dramatizing what life was like in early medieval Europe under the feudal system. ● Primary source analysis depicting the effects of the Crusades. ● Create a Google Slides presentation describing the impact of the plague on Europe.
The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.	<ul style="list-style-type: none"> ● 6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts. 	
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> ● 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. 	
The production and consumption of goods and services influence economic growth, well-being and quality of life.	<ul style="list-style-type: none"> ● 6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. 	
Historical events may have single, multiple, direct and indirect causes and effects.	<ul style="list-style-type: none"> ● 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism. ● 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). 	
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> ● 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe. ● 6.2.8.HistoryCC.4.d: Analyze the 	<p>Interdisciplinary Connections: Content: NJSL#:</p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> ● RH1- Cite specific textual evidence to support analysis of primary and secondary sources ● RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies. ● RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● RH9- Analyze the relationship between a primary and secondary source on the same topic. <p>Writing Standards:</p> <ul style="list-style-type: none"> ● WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <p>A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification,</p>

	<p>causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <ul style="list-style-type: none"> ● 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people. ● 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. 	<p>comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <ul style="list-style-type: none"> ● WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	
<p>Political and civil institutions impact all aspects of people’s lives</p>	<p>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p>	
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	

Technology:

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 		
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Participation in class discussions/debates ● Exit tickets ● Quizzes ● In-class assignments/activities 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● DBQ - Students will be provided with multiple primary and secondary source documents in order to investigate and construct a DBQ response <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit test ● Unit project 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> ● A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 19, Lessons 1-3, 5 ○ Primary Sources ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● Modified/leveled readings from A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 19, Lessons 1-3, 5 ● Teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● A History of the World Textbook (Spanish Version) <ul style="list-style-type: none"> ○ Chapter 19, Lessons 1-3, 5 ● Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> ● A History of the World Textbook <ul style="list-style-type: none"> ○ Chapter 19, Lessons 1-3, 5 ○ Primary Sources ● Teacher created reading guides and presentations

Supplemental Resources

Technology:

- Chromebooks
- SmartBoard
- IXL
- Teacher Online Resources
- Newsela.com
- Quizlet
- Kahoot
- Applicable educational videos

Other:

- Glossary
- Map/Atlas of the World

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. ● Jigsaws ● Think-Pair-Share 	<ul style="list-style-type: none"> ● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. ● Use prompts and model directions ● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions ● Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> ● Utilize visual supports and graphic organizers ● Use prompts and model directions ● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions ● Device used for translation purposes 	<ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Modeling or independent student-led research ● Use of higher leveled text and/or writing assignments
Disciplinary Concept: Career Awareness and Planning			
Core Ideas:		An individual’s strengths, lifestyle goals, choices, and interests affect	

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS		employment and income.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. ● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. ● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. ● 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

New Jersey Legislative Statutes and Administrative Code (place an “X” before each law/statute if/when present within the curriculum map)									
x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	x	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>