

**COURSE OF STUDY UNIT PLANNING GUIDE
FOR:
SOCIAL STUDIES 6**

GRADE LEVEL: 6

PREPARED BY:

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**LOVELL J. HONISS SCHOOL & CHARLES A. SELZER SCHOOL
DUMONT, NEW JERSEY**

Social Studies 6 Grade Distribution

- A. **Class Participation/Class Work** -15% of the grade
Class Participation/Class Work will be evaluated a minimum of twice per marking period according to the departmental rubric. The grade is based on the student's participation/work during class. Thus, consistent attendance is imperative.
- B. **Homework** -15% of the grade
Homework will be evaluated for completeness, neatness, and accuracy.
- C. **Quizzes** -20% of the grade
Quizzes (announced and unannounced) based on reading, class lessons, or homework assignments will be given frequently to test understanding of individual concepts. These may include alternative assessments that will count as quizzes.
- D. **Writing** – 20% of the grade
Writing pieces of different lengths will be evaluated for completeness, organization, accuracy, and effectiveness.
- E. **Tests** -30% of the grade
Tests will be given periodically. These may include alternative assessments that will count as tests.

Middle School Social Studies Class Participation and Class Work Rubric

	1(50) Inadequate	2(60) Limited	3(70) Partial	4(80) Adequate	5(90) Strong	6(100) Superior
Attendance	-Struggles with attendance policies and/or punctuality -Never makes up work in timely fashion	-Struggles with attendance policies and/or punctuality -Rarely makes up work in timely fashion	-Struggles with attendance policies and/or punctuality -Sometimes makes up work in timely fashion	-Generally punctual -Generally makes up work in timely fashion -Not disruptive when tardy	-Usually punctual -Usually makes up work in timely fashion -Not disruptive when tardy	-Always punctual -Always makes up work in a timely fashion
Preparedness	-Almost never has pencil, books, and/or notebooks -Almost never has assignments on time	-Rarely has pencil, books, and/or notebooks -Rarely has assignments on time	-Sometimes has pencil, books, and notebooks -Sometimes has assignments on time	-Generally has pencil, books, and notebooks -Generally has assignments on time	-Usually has pencil, books, and notebooks -Usually has assignments on time	-Always has pencil, books, & notebooks -Always has assignments on time
Oral Participation	-Almost never asks & answers questions without prompting -Almost never asks clarifying questions	-Rarely asks & answers questions without prompting -Rarely asks clarifying questions	-Sometimes asks & answers questions without prompting -Sometimes asks clarifying questions	-Generally asks & answers questions without prompting -Generally asks clarifying questions	-Usually asks & answers questions without prompting -Usually asks clarifying questions	-Always asks & answers questions without prompting (daily) -Always asks clarifying questions
Written Participation	-Almost never takes notes -Almost never makes corrections on homework/ class work and/or applies teacher recommendations to writing	-Rarely takes notes -Rarely makes corrections on homework/ class work and/or applies teacher recommendations to writing	-Sometimes takes notes -Sometimes makes corrections on homework/ class work and/or applies teacher recommendations to writing	-Generally takes notes -Generally makes corrections on homework/ class work and applies teacher recommendations to writing	-Usually takes notes -Usually makes corrections on homework/ class work and applies teacher recommendations to writing	-Always takes notes -Always makes corrections on homework/ classwork and applies teacher recommendations to writing
Cooperative Learning	-Almost never provides meaningful input -Almost never focused on the assignment -Almost never assumes a leadership role or organizes group members and their respective tasks -Never provides feedback on strengths/weaknesses of group	-Rarely provides meaningful input -Rarely focused on the assignment -Rarely assumes a leadership role or organizes group members and their respective tasks -Rarely provides feedback on strengths/weaknesses of group	-Sometimes provides meaningful input -Sometimes focused on the assignment -Sometimes assumes a leadership role or organizes group members and their respective tasks -Sometimes provides feedback on strengths/weaknesses of group	-Generally provides meaningful input -Generally focused on the assignment -Generally assumes a leadership role or organizes group members and their respective tasks -Generally provides feedback on strengths/weaknesses of group	-Usually provides meaningful input -Usually focused on the assignment -Usually assumes a leadership role or organizes group members and their respective tasks -Usually provides feedback on strengths/weaknesses of group	-Always provides meaningful input -Always focused on the assignment -Always assumes a leadership role or organizes group members and their respective tasks -Always provides feedback on strengths/weaknesses of group
General Behavior	-Almost never shows respect for peers and teacher -Almost never remains focused on assignments -Almost never abides by all class & school rules	-Rarely shows respect for peers and teacher -Rarely remains focused on assignments -Rarely abides by all class & school rules	-Sometimes shows respect for peers and teacher -Sometimes remains focused on assignments -Sometimes abides by all class & school rules	-Generally shows respect for peers and teacher -Generally remains focused on assignments -Generally abides by all class & school rules	-Usually shows respect for peers and teacher -Usually remains focused on assignments -Usually abides by all class & school rules	-Always shows respect for peers and teacher -Always remains focused on assignments -Always abides by all class & school rules

*Score of Zero Results from Limited or No Response to Class Participation/Class Work

UNIT 1 UNIT LENGTH: 44 Days	UNIT TITLE:	Origins	CHAPTERS COVERED: Chapters 1 and 2	
Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Vocabulary	Resources
<p>Standards: NJSLS: SS: 6.2.8.A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies. 6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. 6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources. 6.2.8.C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations. 6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies. 6.2.8.D.1.b Relate the development of language and</p>	<p>How is the study of archaeology critical to the study of history?</p> <p>How did the Old and New Stone Age lead to population growth of the human population?</p> <p>How did the growth of agriculture lead to the development of civilizations?</p> <p>How did physical geography affect the growth of ancient civilizations?</p>	<p>Suggested Activities:</p> <ol style="list-style-type: none"> Newsela articles about the Stone Age and the discovery of early human remains Google Slides/note-taking on Early People and the Beginning of Civilization Pearson interactive digital lessons and journal activities on Early People and Beginning of Civilization Recreations of the Lascaux cave paintings Pearson “Spread the News” (create a news article about a recent archaeological find) <p>Technology/GAFE: Chromebooks to access Pearson <i>MyWorld History</i> textbook SMARTBoard Pearson online resources for unit 1, <i>Origins</i></p>	<p>History Pre-history Archeologist Nomad Fertile Domesticate Irrigation Surplus Artisan Civilization Social class</p>	<p>Textbook: <i>My World History</i></p> <p>News article suggestions: http://www.archaeology.org/0711/etc/lucy.html</p> <p>Newsela text set: https://newsela.com/text-sets/106341</p> <p>Suggested Websites: http://history-world.org/stone_age.htm</p> <p>http://www.dailymail.co.uk/sciencetech/article-2114867/Fossil-suggests-new-hominid-species-Stone-Age-cave-men-Red-deer-people-discovered-China.html</p>

forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.

6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

ELA Companion Standards:

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

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

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

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

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the

Webquests for unit 1,
Origins

Quizlet for unit 1, *Origins*
chapters 1 & 2 review

Special Education 504 Strategies:

Enhanced Digital Texts as per Newsela and the course textbook, Pearson

MyWorld History

Study Guides for chapter 1, *Early People*, and chapter 2, *Beginning of Civilization*
Scaffolding

ELL/SEI Strategies:

Pearson *MyWorld History*

Spanish text/audio

Newsela Spanish articles about the Stone Age and the discovery of early human remains

Scaffolding

Guided Reading: provide definitions and images where applicable for unit 1, *Origins*

Repeating and rephrasing
Study guides for chapter 1, *Early People*, and chapter 2, *Beginning of Civilization*

At Risk of School Failure:

Provide notes for unit 1

Origins chapters

Extended time

Study Guides with Answer Keys for chapter 1, *Early*

grades 6-8-complexity band independently and proficiently.

WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1d Establish and maintain a formal/academic style, approach, and form.

WHST.6-8.2a 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.

WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

People, and chapter 2, *Beginning of Civilization*
Conferencing
Tutoring/extra help

Gifted and Talented:
Supplemental Texts
(Higher Lexile Levels)
Newsela leveled articles
(See *Newsela* text sets under resources)
Enrichment Worksheet:
Carbon Dating
Web Quests for unit 1,
Origins

Holocaust Law:
See Unit Two

Amistad Law:
See Unit Two

Assessments:
Formative: Teacher created Chapter 1, *Early People*, sections 1-3 assessment quizzes, Teacher created Chapter 2, *The Beginning of Civilization*, sections 1-2 assessment quizzes, Pearson chapter 1, *Early People*, and chapter 2, *Beginning of Civilization* journal activities (word wise, take notes)

Summative: Teacher created and Pearson

Career Ready Practices

(CRPs):

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Personal Financial Literacy

(9.1):

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

Career Awareness, Exploration, and Preparation

(9.2):

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally

Educational Technology (8.1):

MyWorld History chapter 1, *Early People* and chapter 2, *Beginning of Civilization*, tests; Quizlet Unit 1, *Origins* vocabulary test

Benchmark:

6th Grade Social Studies Unit One: What do you know?

Alternative: Pearson Digital Lesson: Project Builder Essay: What are the consequences of Technology?

5 Days: 6.2.8.A.1.a

5 Days: 6.2.8.B.1.a

4 Days: 6.2.8.B.1.b

5 Days: 6.2.8.C.1.a

5 Days: 6.2.8.C.1.b

4 Days: 6.2.8.D.1.a

7 Days: 6.2.8.D.1.b

5 Days: 6.2.8.D.1.c

3 Days: Test and Review

1 Day: Pre - Assessment

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

Technology Education, Engineering, Design, and Computational Thinking - Programming (8.2):

8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system.

NJSLS for Social Studies Integrated

2-3 Days: WHST.6-8.1a

2-3 Days: WHST.6-8.1d

2-3 Days: WHST.6-8.2a

For duration of unit:

RH.6-8.1, RH.6-8.2,

RH.6-8.4, RH.6-8.7,

RH.6-8.8, RH.6-8.10,

WHST.6-8.2c,

WHST.6-8.2d,

WHST.6-8.4

UNIT 2		UNIT TITLE: The Ancient Near East	CHAPTERS COVERED: Chapters 3, 4, and 5	
UNIT LENGTH: 45 Days				
Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Vocabulary	Resources
<p>Standards: NJSLS: SS: 6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government. 6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies. 6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations. 6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. 6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical</p>	<p>How did geography of the Fertile Crescent allow for the development of empires?</p> <p>How has the physical geography of the Fertile Crescent impacted modern countries such as Iraq?</p> <p>Why do tensions continue to exist between the United States (and other countries) and the Middle East?</p> <p>How did the geography of ancient Egypt allow for the development of an advanced society with centralized institutions?</p> <p>What were the political, economic, and social effects of written language on society?</p>	<p>Suggested Activities:</p> <ol style="list-style-type: none"> Newsela articles related to Hammurabi’s Code, early written language, and the development of the Fertile Crescent Google Slides/note-taking for Unit Two The Ancient Near East Pearson: The Ancient Near East digital lessons and journal activities Think-Pair-Share: What are our school rules? Pearson “An Eye for an Eye” enrichment activity DBQ’s: <i>Hammurabi’s Code: Was It Just?</i> <i>How Did the Nile Shape Ancient Egypt?</i> <p>Technology/GAFE: Chromebooks to access Pearson materials and the DBQs: <i>Hammurabi’s Code: Was It Just?</i> <i>How</i></p>	<p>Scribe City-state Polytheism Myth Empire Caravan Bazaar Code Cuneiform Hammurabi Monotheism Famine Exile Cataract Delta Silt Nile River Pharaoh Dynasty Regent Afterlife Mummies Pyramids Hieroglyph Papyrus Astronomer Artisan</p>	<p>Textbook: <i>My World History</i></p> <p>Required DBQs: <i>Hammurabi’s Code: Was It Just?</i></p> <p><i>How Did the Nile Shape Ancient Egypt?</i></p> <p>Suggested articles: Egypt: Civilization on the Nile https://newsela.com/units/239369/</p> <p>Suggested Websites: http://www.kidskconnect.com/subject-index/26-countries/places/315-iraq.html</p> <p>http://video.nationalgeographic.com/video/kids/people-places-kids/iraq-mesopotamia-kids/</p> <p>http://www.schoolsliaison.org.uk/kids/preload.htm</p> <p>http://video.nationalgeographic.com/video/kids/people</p>

impact of these civilizations, then and now.

6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.

6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.

6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.

6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

ELA Companion Standards:

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

RH.6-8.2 Determine the central ideas or information of a primary or secondary source;

How are the societies of Egypt and Mesopotamia similar/different?

What are the lasting effects of ancient Egypt?

Did the Nile Shape Ancient Egypt?
SMARTBoard
DBQ online program:
Hammurabi's Code: Was It Just? How Did the Nile Shape Ancient Egypt?
Google Doc DBQ essay
Quizlet-Unit Two
Vocabulary set

Special Education 504 Strategies:
Enhanced Digital Texts as per Newsela and the course textbooks
Study Guides
Scaffolding of the two DBQ writing assignments:
Hammurabi's Code: Was It Just? and *How Did the Nile Shape Ancient Egypt?*

ELL/SEI Strategies:
Pearson Spanish text/audio
Newsela Spanish articles
Scaffolding
Guided Reading: provide definitions and images where applicable
Repeating and rephrasing
Study guides for each section of *The Ancient Near East*

At Risk of School Failure:
Provide notes
Extended time

[-places-kids/egypt-tombs-kids/](http://www.pbs.org/empire/egypt/)
<http://www.pbs.org/empire/egypt/>

provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

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

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

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

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

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8-complexity band independently and proficiently.

WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the

Study guides for each section of *The Ancient Near East* with Answer Keys
Conferencing
Tutoring/extra help

Gifted and Talented:
Supplemental Texts (Higher Lexile Levels)
Newsela leveled articles (see text set under resources)
Enrichment

Holocaust Law:

Brain Pop on the life of Anne Frank in correlation with the discussion of the Diaspora

Amistad Law:

Class discussion on Diaspora and forms of genocide

LGBT and Disabilities Law:

Students will analyze and discuss the political contributions of Persons with Disabilities including but not limited to King Tut.

Assessments:

Formative: Teacher created section assessment quizzes (*The Fertile Crescent, Ancient Egypt*

claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d Establish and maintain a formal/academic style, approach, and form.

WHST.6-8.2a 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.

WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2e Establish and maintain a formal/academic style, approach, and form.

WHST.6-8.2d Use precise language and domain-specific

and Nubia, and Judaism and the Jewish People), Pearson journal activities (word wise vocabulary and take notes activities for each section)

Summative: Teacher created end of chapter test: *The Ancient Near East*; DBQ tests and essays; Quizlet Unit Two: *The Ancient Near East* vocabulary test

Benchmark:
6th Grade Social Studies
Unit Two: Ancient Egypt
Project: Multiple means of expression

Alternative: Journey through Egypt Travel brochure via Google Slides

3 Days: 6.2.8.A.2.a

3 Days: 6.2.8.A.2.b

4 Days: 6.2.8.A.2.c

7 Days: 6.2.8.B.2.a

4 Days: 6.2.8.B.2.b

5 Days: 6.2.8.C.2.a

7 Days: 6.2.8.D.2.a

vocabulary to inform about or explain the topic.

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

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

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

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

Career Ready Practices (CRPs):

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

3 Days: 6.2.8.D.2.b

3 Days: 6.2.8.D.2.c

3 Days: 6.2.8.D.2.d

3 Days: Test and Review

NJSLS for Social Studies Integrated

5-10 Days: RH.6-8.5

5-10 Days: RH.6-8.6

5-10 Days: RH.6-8.9

2-3 Days: WHST.6-8.1a

5-10 Days: WHST.6-8.1c

2-3 Days: WHST.6-8.1d

2-3 Days: WHST.6-8.2a

5-10 Days: WHST.6-8.2b

5-10 Days: WHST.6-8.2e

5-10 Days: WHST.6-8.7

5-10 Days: WHST.6-8.9

For duration of unit:

RH.6-8.1, RH.6-8.2,

RH.6-8.4, RH.6-8.7,

RH.6-8.8, RH.6-8.10,

WHST.6-8.2c,

WHST.6-8.2d,

WHST.6-8.4

CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Personal Financial Literacy (9.1):

9.1.8.A.4 Relate earning power to quality of life across cultures.

9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.

9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.

Career Awareness, Exploration, and Preparation (9.2):

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally

Educational Technology (8.1):

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

Technology Education, Engineering, Design, and Computational Thinking - Programming (8.2):

8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system.

UNIT 3
UNIT LENGTH: 46 Days

UNIT TITLE: Ancient India and China

CHAPTERS COVERED: Chapters 6, 7, 8 and 9

Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Vocabulary	Resources
<p>Standards: NJSLS: SS: 6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires. 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. 6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system. 6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical</p>	<p>How did the geography of the Indus affect the growth of civilization?</p> <p>How did the development of Hinduism and Buddhism reflect problems within society and how did they seek to rectify them?</p> <p>How did the geography of China shape the economic, social, and political development?</p> <p>How did war impact society?</p> <p>To what extent did Confucius impact government?</p>	<p>Suggested Activities:</p> <ol style="list-style-type: none"> Newsela articles on: Indus Valley Hinduism Buddhism Google Slides/note-taking Pearson interactive digital lessons and journal activities Eight-Fold Path booklet Create a Dharmachakra Google Slides “Book of Gupta Achievements” Confucius booklet Terracotta Soldiers activity-with Google Slides The Rise and Fall of Dynasties wheel <p>Technology/GAFE: Chromebooks to access Pearson <i>MyWorld History</i> text and GAFE activities SMARTBoard DBQ online program: <i>The Great Wall of China: Did the Benefits Outweigh the Costs?</i> and <i>Asoka:</i></p>	<p>Subcontinent Monsoon Citadel Migrate Caste Upanishads Reincarnation Dharma Ahimsa Polytheism Brahma Vishnu Shiva Karma Meditate Nirvana Missionary Siddhartha Gautama Absolute power Convert Loess Dike Extended family Confucius Philosophy Civil service Currency Warlord The Great Wall Silk Silk Road</p>	<p>Textbook: <i>My World History</i></p> <p>Required DBQ: <i>The Great Wall of China: Did the Benefits Outweigh the Costs?</i></p> <p>Suggested DBQs: <i>The Silk Road: Recording the Journey</i></p> <p><i>Asoka: Ruthless Conqueror or Enlightened Ruler?</i></p> <p>Suggested articles: China Rises on the Yellow River</p> <p>https://newsela.com/units/232941/subtopics/232947</p> <p>Suggested Websites: http://www.ancientindia.co.uk/ http://www.kidsnewsroom.org/elmer/infoCentral/frameSet/civilizations/india/index.html http://www.mtholyoke.edu/~monash/pakistan-india%20conflict.html</p>

civilizations and provided motivation for expansion.

6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

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

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

6.2.8.D.3.b Relate the Chinese dynastic system to the longevity of authoritarian rule in China.

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

6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

Ruthless Conqueror or Enlightened Ruler?

Google Docs DBQ essay
Quizlet Unit 3 Ancient India and China vocabulary test

Special Education 504 Strategies:

Enhanced Digital Texts as per Newsela and the course textbook, Pearson *MyWorld History* Study Guides for Unit 3 *Ancient India and China* chapters
Scaffolding of DBQ activities

ELL/SEI Strategies:

Pearson *MyWorld History* Spanish text/audio
Newsela Spanish articles for Indus Valley
Hinduism
Buddhism
Scaffolding
Guided Reading: provide definitions and images where applicable for unit 3 Ancient India and China
Repeating and rephrasing unit 3, Ancient India and China vocabulary
Study guides for unit 3, Ancient India and China chapters.

At Risk of School Failure:

www.pbs.org/wgbh/nova/ancient-chinese-explorers.html

www.mrdowling.com/613chinesehistory.html

www.ancientchina.co.uk/menu.html

www.womeninworldhistory.com/lesson3.html

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

6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

ELA Companion Standards:

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

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

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

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

Provide copies of unit 3, Ancient India and China chapter notes
Extended time
Study Guides with Answer Keys for Ancient India and Ancient China
Conferencing
Tutoring/extra help

Gifted and Talented:

Supplemental Texts (Higher Lexile Levels)
Newsela leveled articles (see Newsela text set under resources)
Enrichment Worksheets
Web Quests

Holocaust Law:

See Unit Two

Amistad Law:

See Unit Two

Assessments:

Formative: Teacher created and Pearson section assessment quizzes (*Civilizations of Early India, India's Empires, Ancient China, Chinese Empires*). Pearson journal activities (word wise, take notes), Quizlet vocabulary quizzes
Great Wall DBQ: Quiz

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8-complexity band independently and proficiently.

WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d Establish and maintain a formal/academic style, approach, and form.

WHST.6-8.2a 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.

WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c Use appropriate and varied transitions to create

Summative: Teacher created end of chapter tests (Ancient India and Ancient China). DBQ essays; Quizlet unit vocabulary test (Ancient India and Ancient China)

Benchmark:
Pearson Digital Lesson “*Ancient India*” and “*Ancient China*”.

Alternative: Pearson “*A Trip Through India*” Centers to analyze physical features, ancient settlements, and religious sites of ancient India; create an itinerary for a trip.

3 Days: 6.2.8.A.3.a

3 Days: 6.2.8.A.3.b

3 Days: 6.2.8.A.3.e

5 Days: 6.2.8.B.3.a

3 Days: 6.2.8.C.3.a

5 Days: 6.2.8.C.3.b

4 Days: 6.2.8.C.3.c

3 Days: 6.2.8.D.3.a

3 Days: 6.2.8.D.3.b

cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2e Establish and maintain a formal/academic style, approach, and form.

WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

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

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

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

4 Days: 6.2.8.D.3.c

3 Day: 6.2.8.D.3.d

3 Days: 6.2.8.D.3.e

1 Day: 6.2.8.D.3.f

2 Days: Test and Review

1 Day: Post – Assessment

NJSLS for Social Studies Integrated

5-10 Days: RH.6-8.5

5-10 Days: RH.6-8.6

5-10 Days: RH.6-8.9

2-3 Days: WHST.6-8.1a

5-10 Days: WHST.6-8.1c

2-3 Days: WHST.6-8.1d

2-3 Days: WHST.6-8.2a

5-10 Days: WHST.6-8.2b

5-10 Days: WHST.6-8.2e

5-10 Days: WHST.6-8.7

5-10 Days: WHST.6-8.9

For duration of unit:

RH.6-8.1, RH.6-8.2,

RH.6-8.4, RH.6-8.7,

RH.6-8.8, RH.6-8.10,

WHST.6-8.2c,

WHST.6-8.2d,

WHST.6-8.4

Career Ready Practices

(CRPs):

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Personal Financial Literacy

(9.1):

9.1.8.A.4 Relate earning power to quality of life across cultures.

9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.

9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

**Career Awareness,
Exploration, and Preparation
(9.2):**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally

Educational Technology (8.1):

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

Technology Education, Engineering, Design, and Computational Thinking - Programming (8.2):

8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system.

UNIT 4
UNIT LENGTH: 46 Days

UNIT TITLE: Ancient Greece

CHAPTERS COVERED: Chapters 10 and 11

Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Vocabulary	Resources
<p>Standards: NJSLS: SS: 6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires. 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. 6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. 6.2.8.A.3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.</p>	<p>How did the geography of ancient Greece impact its development as a civilization?</p> <p>How did Athenian society set the stage for modern government and society?</p>	<p>Suggested Activities:</p> <ol style="list-style-type: none">Newsela articles on governments (see text set under resources)Google Slides/note-taking on The Ancient Greeks and Greek CivilizationsPearson interactive digital lessons on the Ancient Greeks and Greek Civilizations and journal activities <p>Technology/GAFE: Chromebooks SMARTBoard Pearson online resources DBQ online program: <i>Alexander the Great: How Great Was He?</i> Google Doc DBQ essay Quizlet on Unit 4 The Ancient Greeks and The Greek Civilization vocabulary</p> <p>Special Education 504 Strategies: Enhanced Digital Texts as per Newsela (see text set</p>	<p>Peninsula Epic Acropolis City-state Aristocrat Tyrant Democracy Tribute Immortal Philosopher Tragedy Agora Plague Blockade Barbarian Assassinate Hellenism</p>	<p>Textbook: <i>My World History</i></p> <p>DBQ: <i>How Great Was Alexander the Great?</i></p> <p>Suggested DBQ: <i>Education in Sparta</i></p> <p>Suggested articles: Greece: Historical Development https://newsela.com/units/251074/subtopics/251070</p> <p>Greece: Philosophers, Engineers, and Gods https://newsela.com/units/251074/subtopics/251071</p> <p>Suggested Websites: http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/ http://www.pbs.org/empires/thegreeks/htmlver/ http://www.ancientgreece.com/s/Art/ http://www.ancient-greece.org/map.html</p>

6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city - states and to their demise.

6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c 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.

under resources) and the course textbooks
Study Guides
Scaffolding

ELL/SEI Strategies:

Pearson Spanish text/audio
Newsela Spanish articles
Scaffolding of DBQ:

Alexander the Great: How Great Was He?

Guided Reading: provide definitions and images where applicable
Repeating and rephrasing
Study guides

At Risk of School Failure:

Provide notes
Extended time
Study Guides with Answer Keys for The Ancient Greeks and The Greek Civilization
Conferencing
Tutoring/extra help

Gifted and Talented:

Supplemental Texts (Higher Lexile Levels)
Newsela leveled articles
Enrichment Worksheets
WebQuests on Ancient Greece

Holocaust Law:

See Unit Two

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

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

6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

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

6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting

Amistad Law:
See Unit Two

Assessments:

Formative: Teacher created section assessment quizzes(*The Ancient Greeks, The Ancient Greek Civilization*) Pearson journal activities (word wise, take notes); *Alexander the Great* DBQ quiz

Summative: Teacher created end of chapter tests (The Ancient Greeks, Ancient Greek Civilization). DBQ essay on *Alexander the Great: How Great Was He?* Quizlet unit vocabulary test on The Ancient Greeks and the Greek Civilization

Benchmark:

Pearson Digital Lesson “*The Ancient Greeks*” and “*Ancient Greek Civilization*” with writing assignment.

Alternative:

The Ancient Greek Stations identifying achievements in the government, education, economy, religion, and

points of view are addressed in a democratic society.

ELA Companion Standards:

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

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

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

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

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8-complexity band independently and proficiently.

WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or

social lives of ancient Greeks.

Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

4 Days: 6.2.8.A.3.a

4 Days: 6.2.8.A.3.b

4 Days: 6.2.8.A.3.c

4 Days: 6.2.8.A.3.d

4 Days: 6.2.8.A.3.e

4 Days: 6.2.8.B.3.a

3 Days: 6.2.8.B.3.b

2 Days: 6.2.8.C.3.a

2 Days: 6.2.8.C.3.b

2 Days: 6.2.8.C.3.c

2 Day: 6.2.8.D.3.a

2 Day: 6.2.8.D.3.c

2 Day: 6.2.8.D.3.d

2 Day: 6.2.8.D.3.e

2 Days: 6.2.8.D.3.f

opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1d Establish and maintain a formal/academic style, approach, and form.

WHST.6-8.2a 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.

WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

Career Ready Practices (CRPs):

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

3 Days: Test and Review

NJSLS for Social Studies

2-3 Days: WHST.6-8.1a

2-3 Days: WHST.6-8.1d

2-3 Days: WHST.6-8.2a

Integrated: 6.3.8.A.3,
6.3.8.D.1

For duration of unit:

RH.6-8.1, RH.6-8.2,

RH.6-8.4, RH.6-8.7,

RH.6-8.8, RH.6-8.10,

WHST.6-8.2c,

WHST.6-8.2d,

WHST.6-8.4

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Personal Financial Literacy

(9.1):

9.1.8.A.4 Relate earning power to quality of life across cultures.

Career Awareness, Exploration, and Preparation

(9.2):

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally

Educational Technology (8.1):

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4 Assess the credibility and accuracy of digital content.

**Technology Education,
Engineering, Design, and
Computational Thinking -
Programming (8.2):**

8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system.