



Totowa Public Schools

Social Studies

Grade 6

Aligned to NJSL Standards

BOE Adopted: 8/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Unit 1: The Beginnings of Human Society	4 Weeks	Lesson satisfies DEI
Unit 2: Early River Valley Civilizations (4000–1000 BCE)	12 Weeks	Lessons satisfy DEI and Climate Change
Unit 3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)	12 Weeks	Lessons satisfy DEI, LGBTQ & People with Disabilities, Holocaust, Amistad Laws
Unit 4: Expanding Exchanges and Encounters (500 CE–1450 CE)	8 Weeks	Lesson satisfies AAPI
		Curricular Mandate List

Title	Unit 1: The Beginnings of Human Society
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>This unit, introduces the study of world history, geography and development of civilizations in the 21st Century. Students will identify important geographic themes. Students will explain ways in which geography has influenced the course of history. Students will understand how scientists work together to learn about the past with the help of modern technology. It also discusses how scientists uncover clues that help them piece together what happened in the distant past. During the Paleolithic Age, people began to develop technology, or knowledge that is applied to help people. Creation of tools that help them survive in different locations. As the world transitioned from the Ice Age to the Neolithic Era, humans had to address many challenges to survive. As food supplies begin stabilize through farming, hunter-gatherer groups begin to settle in one place and form societies, with distinct characteristics.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do time and place impact the development of a culture and/or civilization? • How history can repeat itself, and correlates to the modern world? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • Why and how do we study the past? • How did geography impact the development of civilizations? • What are the elements of civilized society? Did the first civilizations possess them? • In order to survive, a society must be able to work together, and rely upon each other for a greater common good. Both men and women had roles in hunting and gathering.
Enduring Understandings	<ul style="list-style-type: none"> • The five themes historians use to study the earth are location, place, human/environmental interaction, movement, regions.

	<ul style="list-style-type: none"> • How geography played a role in the start of all civilization. • Humans migrate for a variety of reasons. • Archaeologists discover evidence such artifacts and fossils, which help them analyze the lives of early humans. The artifacts that archaeologists find are primary sources. • Early man had to adapt to his surroundings. • The earliest settlements were along rivers. • Culture is important in identifying who we are and is influenced by many factors.
Learning Outcomes	<ul style="list-style-type: none"> • Identify and explain what is geography and why do we need it? • Identify and explain five themes do geographers use to study the earth? • Explain how do landforms, waterways, climate, and natural resources shape the history we know? • Explain why history important? • Using maps and other geographic representations, students will compare people, places, regions, and environments. • Explain why we study history? • How can you research history? • Identify and explain primary and secondary sources, and how historians use them to study the past. • Analyze, and interpret primary and secondary sources. • Write and respond to open-ended questions. • Identify different hominid groups, and explain their differences in regards to survival, technology, and other physical adaptations. • Explain the significance of the Neolithic Revolution and how it led to the formation of civilization. • Explain a challenge that Early Humans faced and how they over came it. • Explain the importance of food surplus and the domestication of animals in relation to the development of society and civilization • Explain how myths were used to explain natural phenomena. • Describe the pros and cons of river flooding.

- Compare and contrast the social organization of early hunters and gatherers to early agrarian societies.
- Explain migratory patterns of hunters/gatherers from Africa.
- Evaluate the impact of migration on early humans' life.
- Evaluate the impact of the agricultural revolution on population growth and the development of civilizations.
- Construct timelines of the events occurring during major eras.
- Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, growth systems.
- [The Mystery of Maya, Seventh Grade Reading Passage \(DEI\)](#)

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Modeling, Simulations, Vocabulary Responses, Exit Questions, Textbook, Human Heritage- A World History, Glencoe,
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative and Benchmark	Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments Benchmark – Teacher generated unit assessments. Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment Needed	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents Interactive Human Migration Map PBS LearningMedia Digging Up the Past, Text Set (readworks.org) The Mystery of Maya, Seventh Grade Reading Passage (readworks.org) (DEI) Newsela - Deeper into the cave: Scientists share new details on prehistoric artworks Approved Class Resource List

[Social Studies Primary Source List](#)

Content & Interdisciplinary Standards

NJ 2020 SLS: Social Studies

Core Ideas

Performance Expectation

Relationships between humans and environments impact spatial patterns of settlement and movement.

- 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.

- 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).
- 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.

- 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.

- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers

and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

- 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

NJ: 2016 SLS: English Language Arts

- R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- 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 text complexity band independently and proficiently.
- NJSLSA.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- WHST.6-8.1: Write arguments focused on discipline-specific content.
 - 1.a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - 1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - 1.c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - 1.d: Establish and maintain a formal style.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 2.b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - 2.d: 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, 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 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.
- WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS- LS4-5, 6.1.8.CivicsPI.3).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Science

- MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

	<ul style="list-style-type: none"> • MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. • MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
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Title	Unit 2: Early River Valley Civilizations (4000–1000 BCE)
Unit Duration	12 Weeks
Unit Summary & Rationale	<i>The emergence and development of civilization from early man to the river valleys of the Middle East took thousands of years. Students will discuss the rise of civilization in Mesopotamia, focusing on Sumer as well as later we will summarize how civilization developed in the Nile Valley of Egypt and highlight the Old, Middle and New Kingdoms. Students will examine the characteristics of a civilization and apply them to Mesopotamia and Egypt.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Do Mesopotamia and Egypt embody the characteristics of a civilization? • How did the geography of Mesopotamia and Egypt impact the growth of civilization in those regions?
Enduring Understandings	<ul style="list-style-type: none"> • The rise and fall of civilizations is cyclical. • The first civilizations had a last impact on our world. • What lasting impact of Mesopotamia and Egypt have on the world? • Was Hammurabi's Code of Law Just? How does it compare to the U.S. and other legal systems?
Learning Outcomes	<ul style="list-style-type: none"> • Explain how the particular geographic features of the Tigris & Euphrates River Valley and the Nile River Valley impacted the growth and development of each society. • Compare and contrast the city-states in Mesopotamia.

- Evaluate the importance of Hammurabi’s Code of Laws, and compare them to the U.S legal system.
- Draw conclusions about the culture of the Mesopotamians by analyzing primary source documents
- Analyze the purposes of writing served in Mesopotamia
- Identify and explain the causes for the rise and fall of Mesopotamia and Egypt.
- Identify and explain the notion of heredity rulers, the impact of the Bronze Age, agricultural surplus, and the diversification of labor.
- Explain the importance of writing, and the forms of writing in both Sumer and Egypt.
- Identify and explain the social hierarchy of Mesopotamia and Egypt.
- Evaluate the influence of trade in Mesopotamia, Egypt, and Kush.
- Identify architectural achievements in Sumer and Egypt and explain their importance in relation to their religion.
- Define polytheism and monotheism.
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environment
- Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, growth systems.
- [Newsela - Ancient Egypt: The Egyptians' social structure \(DEI\)](#)
- [Newsela - Climate change is turning the cradle of civilization into a grave \(Climate Change\)](#)

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Modeling, Simulations, Vocabulary Responses, Exit Questions

Summative	Tests, Quizzes, Projects, Written and Oral Responses, DBQs
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments.</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents</p> <p>Newsela - Ancient Egypt: The Egyptians' social structure (DEI)</p> <p>Newsela - Ancient Egypt: The Egyptians' social structure</p> <p>Newsela - Climate change is turning the cradle of civilization into a grave (Climate Change)</p> <p>Approved Class Resource List</p> <p>Social Studies Primary Source List</p>
Content & Interdisciplinary Standards	
NJ 2020 SLS: Social Studies	
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.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.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.

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- Gathering and Evaluating Sources
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- Engaging in Civil Discourse and Critiquing Conclusions

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2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

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- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS- LS4-5, 6.1.8.CivicsPI.3).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving

Title	Unit 3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
Unit Duration	12 Weeks
Unit Summary & Rationale	<i>The emergence and development of civilization from early man to the river valleys of the Middle East took thousands of years. As civilizations were developing here, they were also developing in the Indus River Valley and Huang He (Yellow River Valley), each with their own distinct culture. Students will explore the commonalities and differences among the River Civilizations. In this unit, students will also learn about the religions and philosophies of this region.</i>

	<p><i>The formation of Greek city-states developed largely because of the geographic isolation that Greece provided. As the city-states of Athens and Sparta grew in wealth and power, so did the idea of democracy. These ideas would be challenged, and the security of Athens and Sparta would be threatened by the Persian Empire. Eventually, Alexander the Great would rise to power and spread Hellenistic Culture throughout Egypt and Asia. The Greeks are responsible for significant ideological, cultural, and scientific accomplishments which are still prevalent today.</i></p> <p><i>Rome developed along the Tiber River and would expand to conquer from modern day Spain to Turkey. As the Roman Republic took form, it would eventually disappear with the rise of dictators and Julius Caesar. The Roman Republic, would later form into the Roman Empire, and ultimately split</i></p>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How did early people adapt to their environment? • How do periods of chaos and disorder bring about change. • How did early people adapt to their environment? • What are the lasting influences of Greece and Rome on today’s society?
Enduring Understandings	<ul style="list-style-type: none"> • The rise and fall of civilizations is cyclical. • Evaluate different forms of government and select the perfect form of government. • Evaluate the social and political structures of Greece and Rome. • The lasting impact of India and China’s on today’s society. • How religion impacted life in ancient India and in ancient China.
Learning Outcomes	<ul style="list-style-type: none"> • Describe, compare and contrast the geography of the ancient Indian & Chinese River Civilizations. • Explain how deforestation has led to heavier flooding in modern India. (CLIMATE CHANGE) • Identify and explain the social hierarchies of India and China.

- Identify and explain the tenets, and books of the major religions & philosophies of the region: Buddhism, Hinduism, Sikhism, Taoism, Confucianism, and Legalism.
- Identify and explain the achievements of the Mauryan and Gupta Empires, as well as their significant leaders/rulers.
- Identify the cultural, technological, and scientific contributions made by the Indian and Chinese Civilizations.
- Explain how and why the Indian Civilization fell.
- Explain the significance of the Silk Road and the Great Wall of China.
- Explain how the Silk Road led to an exchange of goods, ideas, and beliefs.
- Explain how the geography and the availability of resources influenced the growth and development of Greece and Rome.
- Identify and explain the social hierarchies of Greece and Rome.
- Compare and contrast structures of government and power within India, China, Greece, and Rome.
- Compare and contrast the rights of women, free men, slaves, and foreigners in Greece, Rome, China, and India.
- Explain how the Athenian Democratic government, and the Roman Republic influenced the development of the U.S. Constitution.
- Explain the rise and fall of Greece and Rome, and identify the factors which led to their decline.
- Compare and contrast the values and political structure of Athens and Sparta.
- Identify the causes and explain the effects of the Persian and Peloponnesian War.
- Explain how Alexander the Great established an empire that influenced Egypt and Asia.
- Determine cultural values of ancient civilizations by analyzing myths.
- Compare the polytheistic religions of Greece and Rome.
- Explain the importance of myths, and how they reflect the values of a society.

- Identify the lasting cultural, technological, philosophical, mathematical, architectural, and scientific contributions made by the Greeks and Romans.
- Explain how the Peloponnesian War would lead to the rise of Alexander the Great of Macedonia.
- Compare and contrast the rights of patricians and plebeians.
- Explain the rise and fall of the Roman Republic and Roman Empire.
- Explain the rise and fall of the Byzantine Empire.
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environment
- Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, growth systems.
- Identify and explain primary and secondary sources, and how historians use them to study the past.
- Analyze, and interpret primary and secondary sources.
- Evaluate the credibility of sources, both primary and secondary.
- Write and respond to open-ended questions.
- [**Cast of Characters: Baby Krishna | The Story of India | PBS LearningMedia**](#) (DEI)
- [**Newsela - The meaning behind the many colors of India's Holi festival**](#) (DEI)
- [**The Holocaust in Greece**](#) (Holocaust Law)
- [Newsela - Ancient Greece: The rise of city-states Athens and Sparta](#)
- [**Liberation of Rome | Holocaust Encyclopedia \(ushmm.org\)**](#) (Holocaust Law)
- [**A Brief Timeline of the History of Disabilities**](#) (LGBT Pw/D)
- [American Buddhism](#) (AAPI)
- Explain how deforestation has led to heavier flooding in modern India. (*Climate Change*)

- Analyze MLK’s I Have a Dream Speech (*Amistad*)
- Students will compare and contrast life in Athens and in Sparta. (*LGBT Pw/D*)

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Modeling, Simulations, Vocabulary Responses, Exit Questions, Textbook, Human Heritage- A World History, Glencoe,
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments.</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents</p> <p>Cast of Characters: Baby Krishna The Story of India PBS LearningMedia (DEI)</p> <p>Newsela - The meaning behind the many colors of India's Holi festival (DEI)</p> <p>The Holocaust in Greece (Holocaust Law)</p> <p>Newsela - Ancient Greece: The rise of city-states Athens and Sparta</p> <p>Liberation of Rome Holocaust Encyclopedia (ushmm.org) (Holocaust Law)</p> <p>A Brief Timeline of the History of Disabilities (LGBT Pw/D)</p> <p>American Buddhism (AAPI)</p> <p>MLK’s I Have a Dream Speech (<i>Amistad</i>)</p> <p>Approved Class Resource List</p> <p>Social Studies Primary Source List</p>

Content & Interdisciplinary Standards

NJ 2020 SLS: Social Studies

Core Ideas	Performance Expectation
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.
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). 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.
Governments have protected and abused human rights (to varying degree)s at different times throughout history.	<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.
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.
People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.	<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.
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.
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.
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).
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.
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.
Social Studies Practices	
<p>The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p>	
<ul style="list-style-type: none"> Developing Questions and Planning Inquiry 	
<ul style="list-style-type: none"> 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

NJ: 2016 SLS: English Language Arts

- R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- 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 text complexity band independently and proficiently.
- NJSLSA.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- NJSLSA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- WHST.6-8.1: Write arguments focused on discipline-specific content.
 - 1.a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - 1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - 1.c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - 1.d: Establish and maintain a formal style.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 2.b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - 2.d: 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, 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 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.
- WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS- LS4-5, 6.1.8.CivicsPI.3).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Title	Expanding Exchanges and Encounters (500 CE–1450 CE)
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn about the major religions of the world. Also, students will explore the Middle Ages and the decline of the Dark Ages.</i>

Unit Goals

Essential Questions

- How did early people adapt to their environment?
- How do religions develop and spread?
- How do religions divide and unite people?
- How did early people adapt to their environment?
- How do religions develop and spread?
- What is the role of the Catholic Church in Medieval Europe?
- How did the Plague affect European Culture?

Enduring Understandings

- Religion can impact all facets of life, including the economy, government, and laws.
- Government serves different purposes in diverse civilizations. The arrival of new structures like feudalism linked politics and economics.

Learning Outcomes

- Identify and explain the core beliefs of Judaism, Christianity, and Islam.
- Identify and explain how Judaism, Christianity, and Islam spread across the world.
- Identify and explain the significant people of Judaism, Christianity, and Islam.
- Identify and explain the major tenets and structure of Judaism, Christianity, and Islam.
- 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.
- Identify and explain Feudalism.
- Identify and explain how feudalism arose in Europe and its eventual decline.
- Describe and evaluate the feudal structure of Europe.
- Compare and contrast the U.S. Constitution with Magna Carta
- Explain the circumstances of the creation of the Magna Carta, and how this document would influence governments.
- Explain the Plague, and the affects it had on society.
- Explain why the early Middle Ages is an important period in European.
- Describe changes in government, economy, learning in early Middle Ages.

- Analyze what role religion played in the lives of the people during the early Middle Ages
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environment
- Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, growth systems.
- Identify and explain primary and secondary sources, and how historians use them to study the past.
- Analyze, and interpret primary and secondary sources.
- Evaluate the credibility of sources, both primary and secondary.
- Write and respond to open-ended questions.
- Reading on Chinese New Year (Lunar New Year) - *AAP*
- Career Exploration – Students will examine jobs in Medieval Europe and compare them to their modern counterparts.

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Modeling, Simulations, Vocabulary Responses, Exit Questions, Textbook, Human Heritage- A World History, Glencoe,
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments.</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	

Resources & Equipment Needed	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents, Lunar New Year (reading) Approved Class Resource List Social Studies Primary Source List
Content & Interdisciplinary Standards	
NJ 2020 SLS: Social Studies	
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.
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.
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.
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.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.

	<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). • 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.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.
The environmental characteristics of places and production of goods influences the spatial patterns of world trade.	<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.
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.
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)

<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.c: Assess the demographic, economic, and religious impact of the plague on Europe. • 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. • 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. • 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.
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Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

- 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

NJ: 2016 SLS: English Language Arts

- R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- 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 text complexity band independently and proficiently.
- NJSLSA.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- WHST.6-8.1: Write arguments focused on discipline-specific content.
 - ○ 1.a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - ○ 1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - ○ 1.c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- ○ 1.d: Establish and maintain a formal style.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- ○ 2.b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ○ 2.d: 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, 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 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.
- WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS- LS4-5, 6.1.8.CivicsPI.3).

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

Time/General

- Allow extra time
- Repeat and clarify directions
- Provide breaks in between tasks
- Have student verbalize directions
- Provide timelines/due dates for reports and projects

Processing

- Provide extra response time
- Have student verbalize steps
- Repeat directions
- Provide small group instruction
- Include partner work

Comprehension

- Provide reading material on student's level
- Have student underline important points
- Assist student on how to use context clues to identify words/phrases
- Ensure short manageable tasks

<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda
ELL, Enrichment, Gifted & Talented Strategies		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> • Provide explicit, systematic instruction in vocabulary. • Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement. • Expose ELLs to rich language input. • Scaffolding for ELLs language learning. • Encourage continued L1 language development. • Alphabet knowledge 		

- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level

- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations

- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.