

Pre-history to the Rise of Western
Civilizations

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Developed Spring 2013

The Grade 6 curriculum is Social Studies curriculum that was developed by the Fair Lawn, Grade Level, Social Studies Team and is aligned to the New Jersey Student Learning Standards in Social Studies.

Grade 6

Fair Lawn

Public Schools

Fair Lawn, NJ

Fair Lawn School District

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Committee Credits

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Grade 6 Social Studies

I. Course Synopsis

In order to meet the requirements of the New Jersey Student Learning Standards, this required sixth grade course has been redesigned. It focuses on students acquiring historical understanding of the social, political and economic forces, ideas and institutions, the role of geography, and the varying cultural influences that have led to the world in which they are expected to function and contribute. The course is comprised of the following units: Human Geography, Archaeology and Early Humans, Ancient River Valley Civilizations, Classical Civilizations, and the Medieval Period. The rise to dominance of specific societal groups, their effect on the world at their zenith of influence, and their residual effect on our society after their decline will be explored as a means of understanding the motivations for political, cultural, and economic differences and regional societal values that has formed the world today. The emphasis of this course is to improve historical perspective and cultural interaction, while encouraging understanding of cultural diversity. Students will be able to relate events of the past to present day situations. Students are expected to become more proficient in the following skills areas: analysis of primary and secondary sources, proving a thesis through writing and presentation, and content understanding. This will occur by students engaging in activities like research, essay writing, and creating multi-media presentations and other products.

II. Philosophy & Rationale

Fair Lawn District Mission: Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each

individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience. We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline, responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

Department of Social Studies Statement of Philosophy: Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level. Social Studies must also help students understand, respect and appreciate the commonalities and differences that give people character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes. The Social Studies Curriculum for grades K-5 is a comprehensive framework for Social Studies teaching that brings together the National Curriculum Standards for Social Studies, including the Ten Thematic Strands, and the New Jersey Student Learning Standards. Each grade is organized around suggested time frames for the teaching of core content (units of study) guided by essential questions. Within each unit of study are found the major content and concepts and their relation to specific standards, key ideas and performance indicators. Included with each grade are the appropriate reading/writing and research skills from the NJ Student Learning Standards in ELA.

Curricula Writing: The administrators and teachers of the Fair Lawn Public Schools are committed to writing, researching, and producing curricula in all subject areas that are aligned with the New Jersey Student Learning Standards. Curriculum is designed to be a living document – added to, edited, and enhanced at any time. Standing committees of teachers and administrators meet on a routine basis to monitor the effectiveness of our curriculum. The process used by the educators of the Fair Lawn Schools is rigorous and reflective in examining all facets of the foundational documents, upon which our curricula is based, to ensure for this alignment. In all curriculum writing, particular emphasis is given to employing the most current, research based instructional and assessment strategies available at the time. These strategies are continually updated and refined as new knowledge and pedagogy becomes widely accepted and proven successful in the field of education.

New Jersey Student Learning Standards: Our Social Studies curricula aligns, when possible, to the NJSLS SOCIAL STUDIES in ELA. The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;

- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

New Jersey State Department of Education

NJ Educational Mandates

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state.

<http://www.state.nj.us/njded/holocaust/aboutus/mandate.html>

The Amistad Bill (A1301), calls on —New Jersey schools to incorporate African-American history into their Social Studies curriculum. Passed by the New Jersey legislature in 2002, —The Amistad Bill created the Amistad Commission, a 22- member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state’s classrooms.

<http://www.theamistadcommission.com/>

21st Century Competencies and Standards

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of

tomorrow, we must enhance today's learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Fair Lawns Public Schools embraces the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success. There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows. Click on the link for more information <http://www.state.nj.us/education/cccs/standards/9>

Ten Thematic Strands of Social Studies

I Culture . A people's way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.

II Time, Continuity, and Change . The importance of understanding the past and key historical concepts, analytically and from various perspectives.

III People, Places, and Environments . The complex relationship between human beings and the environments within which they live and work.

IV Individual Development and Identity . The exploration of human behaviors as they relate to the development of personal identities and the various factors that impact identity formation.

V Individuals, Groups, and Institutions . The impact of educational, religious, social, and political groups and institutions and the integral roles they play in people's lives.

VI Power, Authority, and Governance . The complex purposes and features of individuals and groups with respect to issues of power and government.

VII Production, Distribution, and Consumption . The role of resources, their production and

use, technology, and trade on economic systems.

VIII Science, Technology, and Society . The significance of scientific discovery and technological change on people, the environment, and other systems.

IX Global Connections . The critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.

X Civic Ideals and Practices . The understanding that civic ideals and participatory citizenship are central to democracy.

For a complete explanation of the Ten Thematic Strands, go to www.socialstudies.org/standards/strand

INTEGRATION OF READING AND WRITING IN SOCIAL STUDIES

In addition to the social studies skills from Standards 6.1.-6.3, which are integrated into instruction of civics, history, economics and geography, the K-5 social studies curriculum emphasizes and requires the application of literacy skills and strategies for reading and writing identified in each grade level language arts literacy curriculum.

READING

Strategy instruction for reading nonfiction and informational text is a component of the social studies curriculum across all grade levels. Throughout the curriculum, the following instructional structures are identified:

Read-Aloud: The focus is on enjoyment and specific learning goals (for example, to introduce, illustrate, or expand a concept or context for learning in civics, geography, economics or history)

Think-Aloud/Shared Reading: The focus is on strategy or skill instruction, specifically for reading informational or expository text, OR to model thinking about a concept or topic from the curriculum.

Guided Reading: The purpose of guided reading in social studies is twofold: to give students access to social studies content and information using appropriately leveled texts, AND to teach specific reading skills using those texts.

Book Clubs, Text Circles, Literature Circles: This structure entails forming student-led inquiry and discussion groups based on self-selected texts from a set designated by the teacher.

Independent Reading: Students select material that interests them and read for pleasure, giving them the opportunity to answer questions or explore further topics and ideas related to what they are studying in social studies. Students choose from among the titles that they did not have an opportunity to read during guided reading activities or in book clubs.

Research or Inquiry Investigation: Students investigate research questions and learn more about specific topics using a variety of print and nonprint resources. Once they have gathered information—individually, with a partner, or with a group—they report back orally, electronically or in written form.

WRITING

Students should be given numerous opportunities in social studies to apply and practice the specific writing strategies and discourses identified in the language arts curriculum, for example, narrative essays, persuasive essays, and expository essays (compare/contrast, cause/effect, problem/solution). In addition, instruction should incorporate inquiry papers, writing in response to questions about the text students are reading, and Document Based Questions or DBQ's.

The above correlates with the New Jersey Student Learning Standards clustered by grade level below: <http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature/introduction/>

III. Scope & Sequence

Weeks: 6- 8

Unit 1: Human Geography

This unit lays the groundwork for the study of world history by exploring the relationship between physical geography and human geography. This will start with an exploration of the factors which define the environment of a place, along with an examination of the ways that geographic data is communicated (maps, charts, graphs, etc.). Students will then study systems of human organization, specifically culture and civilization, and the ways that these systems are influenced by environmental factors.

Weeks: 6- 8

Unit 2: Archaeology and Early Humans

The points of focus in this unit include the evolution of hominids through modern man, the effects of the availability and scarcity of resources on early patterns of migration and settlement, and the role evolution of laws and legal systems.

Weeks: 6- 8

Unit 3: Ancient River Valley Civilizations

The study of the values which civilizations have, and how those values are simultaneously informed by invasion, conquest, and achievements are the focus of this unit. An emphasis on the way that values develop over time, and how relationships between individuals, societies, and between civilizations, affect the development of those values. Post-Sumerian civilizations of Mesopotamia and the dynasties of ancient Egypt will be studied as exemplars.

Weeks: 6- 8

Unit 4: Classical Civilizations (Greece, Rome, and China)

The points of focus in this unit include the geographic isolation of Greece, the development of government systems, the cultural characteristics of Ancient Greece, the origins of the Roman Republic, the expansion of Rome and development into an empire, the origins and effects of Christianity, the causes of the collapse of Rome, and the development of the Chinese empire based on agricultural strength, a peasant class and powerful social hierarchy.

Weeks: 6- 8**Unit 5: Medieval Period (Europe, Feudal Japan, and Africa)**

The focus of this unit is Europe during the Middle Ages (500 AD to 1400 AD). The feudal system and its influence on societal structure, and, the influence of the Catholic Church on the government in Europe will be investigated. Also, of note will be the geography of Japan, Shintoism and its influence, and the social structure of feudal Japan. Between the 12th and 19th centuries, feudal Japan had a four tier class system. Unlike European feudal society, in which the peasants (or serfs) were at the bottom, the Japanese feudal class structure placed merchants on the lowest rung. Finally, the effects of the physical features on the settlement and movement of African peoples, and trade among the various regions of Africa will be explored. Emphasis will be placed on the distribution of wealth, societal structure and quality of life, and how religious beliefs influence government decisions

IV. Unit Descriptions**Unit 1: Human Geography 6-8 Weeks****Essential Questions:**

1. How do humans interact with their environment?
 - Location
 - Place
 - Movement
 - Region
 - Human/environmental interaction
2. How does geography and the environment shape society/culture?
 - Available natural resources
 - Cultural artifacts mirror environmental availability
 - Migration patterns
 - Satisfying basic needs
 - Seven Themes for Understanding World History
 - Relationship between the physical environment and human behavior

Unit “Chunking” & Enduring Understandings

- Basics of Geography
Physical features influence the environment of a region.
- Maps, Charts, Graphs
Geographic data can be used to explain the choices human make.
- Civilization
Civilizations use their physical environment to develop cultures, expand their population and are limited to the resources available.

Essential Factual Content

- Geography, continent, mountain range, river valley, desert, plateau, plain, rainforest, ocean, sea, river, climate, population, migration, map, compass rose, direction, demographics, 5 themes of geography
- Themes for understanding world history.

Suggested Lesson Essential Questions

- How do physical features create regions?
- How does the location of a region influence its climate?
- How do environmental factors influence where people choose to live?
- How can maps, charts, and graphs be used to represent features of physical geography?
- How can maps, charts, and graphs be used to represent features of human geography?
- How do environmental factors influence the ways that human societies organize themselves?

Benchmark- Cumulative Unit Assessment:

Five Themes of Geography Assignment (Mind Map Activity) CCCS 7

Standards:

NJSLS: 6.2.8.A.1.a, 6.2.8.B.1.a, 6.2.8.C.1.a-b

NJSLS ELA: See Philosophy & Rationale

Modifications: See Below & Appendix I

Study guides, graphic organizers, annotated notes, modifications of pre and post tests, rubrics, leveled texts, differentiated questioning and modified homework assignments.

Unit 2: Archaeology and Early Humans(6-8 Weeks)**Essential Questions:**

How does the availability or scarcity of resources affect migration and settlement of people?

Unit “Chunking”& Enduring Understandings

- **Hominids to Modern Man-** The needs of mankind result in the development of technology to make life easier.

Essential Factual Content

- Evolution of man from hominid to Homo sapiens
- Progression from Paleolithic hunter/gatherers to herders, to farmers (Neolithic Revolution)
- Domestication of animals

Suggested Lesson Essential Questions

- What are the markers of change over time in the development of prehistoric man?
- How did life in the Neolithic period compare to life in the Paleolithic Period?

- How were tools/artifacts used by Neolithic man more advanced than those used by Paleolithic man?
- What inventions made it possible for man to farm?

Benchmark- Cumulative Unit Assessment:

- Marking Period 1 – Common Assessment “Document Based Question – Early People” Appendix I (Primary Source Rubric, Proving a Thesis – Writing Rubric)
- Simulated Archaeological Dig

Standards:

NJSLS: 6.2.8.A.1.a, 6.2.8.B.1.a, 6.2.8.C.1.a-b, 6.2.8.D.1.a-c,

NJSLS ELA: See Philosophy & Rationale

Modifications: See Below & Appendix I

Study guides, graphic organizers, annotated notes, modifications of pre and post tests, rubrics, leveled texts, differentiated questioning and modified homework assignments.

Unit 3: Ancient River Valley Civilizations(6-8 Weeks)**Essential Questions:**

How do civilizations develop?

- Technological advancement
- Ability to support larger populations
- Growing complexity in governmental systems
- Cultural developments (art, music, literature, religion, architecture)
- Competition over resources
- Expansion and contraction of territories

How do civilizations interact?

- Cultural diffusion
- Warfare

- Trade/bartering
- Competition over limited resources
- Written communication

Unit “Chunking” & Enduring Understandings

- **Empires in Mesopotamia**

Environmental and cultural factors allow civilizations to become empires.
Invasions and conquest change culture.

- **Egyptian Empire**

Geographic features can affect the beliefs and values of civilizations.
Technological developments reflect the needs and values of societies.
Technology and achievements enable civilizations to conquer other civilizations.
Invasions and conquest change culture.

- **Indian Civilization**

Geographic features can isolate civilizations.
Technologies and achievements reflect the needs and values of societies.

- **Chinese Empire**

Environmental features have positive and negative effects on civilizations.
The development of technologies and achievements in societies reflects their needs.
Innovations in technology affect the lives of people in civilizations.
The natural resources available to a civilization influence its achievements and technologies.
Geographic factors impact conflicts between people and how those conflicts are resolved.

Suggested Content

- Empire
- City-state
- Cuneiform

- Irrigation
- Levees
- Fertile Crescent
- Bartering
- Sumer
- Agriculture/Farming
- Ziggurat
- Polytheism
- Sargon of
- Akkad
- Hammurabi
- Babylon
- Phoenicia
- Alphabet
- Hittites
- Iron
- Assyria
- P rovince
- Hanging
- Gardens
- Persia
- Cultural diffusion
- Nile River
- Papyrus
- Hieroglyphs
- Sahara Desert
- Upper and Lower Egypt
- Cataracts
- Delta
- Irrigation

- Agriculture/farming
- Polytheism
- Theocracy/ Pharaohs
- Social classes
- Pyramids
- mummification
- Karnak
- Imhotep
- Giza
- Hyksos
- chariots
- Nubia
- diffusion
- Hindu Kush
- Himalayas
- Western and Eastern

Ghats

- Indian Ocean
- Indus River
- Ganges River
- Brahmaputra River
- Planned cities
- Granary specialization
- Huang He River
- Yangtze River
- Himalayas
- Gobi Desert
- Isolation
- Specialization
- Pottery

- Jade
- Bronze
- Xia
- Five Emperors
- Yu the Great
- Canals
- Dynasty
- Irrigation
- Mineral resources
- Silk worms
- Social class
- Mandate of Heaven
- Zhou
- Confucianism
- Daoism

Suggested Lesson Essential Questions

- How and why do powerful civilizations sometimes form empires?
- How did Sargon and Hammurabi create and strengthen the Akkadian empire?
- How did empires after Akkadia,—The Hittites, Assyria, and The Persians— rise and fall?
- How did the culture of Mesopotamia change as different empires gained and lost power?
- What are the major geographic features of ancient Egypt?
- How did the geography of ancient Egypt affect the culture of the ancient Egyptians?
- What were the religious beliefs and practices of the ancient Egyptians?
- What were the major achievements of the ancient Egyptians?
- How did architecture and achievements reflect the religious values of ancient Egypt?
- How did technology cause ancient Egypt to gain and lose power?

- How did invasions cause Egyptian culture to change?
- How did the geography of the Indian subcontinent isolate India from the rest of the world?
- How did the Aryan conquest of the Harappan civilization change the culture of northern India?
- How did Chinese geography influence the rest of the world?
- How did Chinese rivers positively and negatively affect early Chinese civilizations?
- How does specialization develop in society?
- How did the flooding of the Yellow River affect the history of the Xia Dynasty?
- How did Xia success at controlling the floods of the Yellow River affect Chinese civilization?
- How did natural resources affect the achievements of the Shang Dynasty?
- How do innovations and technologies influence society?
- How did the Mandate of Heaven develop?
- How did geography impact conflicts between kings and nobles under the Zhou dynasty?
- How did Confucianism and Daoism create order in ancient China?

Benchmark- Cumulative Unit Assessment:

Marking Period 2 – Common Assessment

“Egyptian Tomb Wall Project” Appendix II (Content Understanding Skills Rubric)

Standards:

NJSLS : 6.2.8.D.1.a-c, 6.2.8.A.2.a-e, 6.2.8.A.2.a-b, 6.2.8.B.2.a-b, 6.2.8.C.2.a, 6.2.8.D.2.a-d

NJSLS ELA: See Philosophy & Rationale

Modifications: See Below & Appendix I

Study guides, graphic organizers, annotated notes, modifications of pre and post tests, rubrics, leveled texts, differentiated questioning and modified homework assignments.

Unit 4: Classical Civilizations (Greece, Rome, and China) (6-8 Weeks)

Essential Questions:

- How do civilizations build upon the innovations and developments of previous societies/civilization?
 - Moving from bartering economy to market-based economy including regionalizing trade
 - Innovations and improvements in food production, engineering, weapons, and tools
 - Development of more sophisticated class and political systems
- How does cultural borrowing affect the development of civilizations?
 - Cultural diffusion through trade and conquest

Unit “Chunking”& Enduring Understandings

- **Geographical Isolation -**
 - Natural boundaries lead to the development of isolated societies.
- Geographical features lead to economic opportunities.
- **Government**
 - Isolation causes development of unique cultures.
 - Democracies developed to give people a voice in their government.
 - Citizens have different rights and responsibilities in different cultures.
- **Culture**
 - Ancient cultures still influence our culture today.
 - Civilizations use colonization to spread their influence and culture.

Historical figures spread cultural influence.

- **Rise of Roman Republic**
Many civilizations have myths that explain their beginnings.
The availability of resources influences where people settle.
The need for order gives rise to forms of government
- **Life in the Roman Republic**
Civilizations have specific cultural customs.
- **Christianity**
Religion can transform societies in many ways.
- **Roman Expansion**
Conquest and invasion allow civilizations to expand their influence and power.
- **Collapse of the Empire**
Many factors lead to the fall of empires.
- **Empire of China Resources**
Control over resources can give groups and individuals power.
The Yin and Yang of Legalism and Confucius Philosophy and beliefs influence societies and government
- **Silk Road**
Control of resources and regulation of trade can lead to economic power.

Essential Factual Content

- Geographical features of Greece
Development of isolated city- states
Geography led to trade opportunities
- -Greece began as a monarchy and then developed into a democracy
- Definition of citizen/ citizenship -
Compare/contrast rights and responsibilities of citizens in Athens and Sparta
- Aspects of Greek culture such as:
Olympics, medicine, theater, architecture

- Religion - Greeks colonized areas around the Mediterranean Sea
- Colonies provided parent polises with food. This arrangement led to the development of money.
- Unification of Greece - Hellenism
- Greeks ruled new colonies - Split of Greek empire after Alexander the Great's death
- Myth of Remus and Romulus - Tiber River
- Settlement of Italy – Empire started 509 BCE
- Characteristics of Roman republic
- Transformation from republic to empire – Julius Caesar
- Entertainment: gladiators, chariot races
- Art
- Architecture
- Overview of Roman polytheistic religion
- Main tenets of Judaism
- Role of Jews in Rome (persecution)
- Followers of Jesus Christ started the Christian church
- Christian tenets
- Spread of Christianity through Rome
- Persecution of early Christians – Constantine
- Roman Republic – Relationship between Rome and its colonies
- PaxRomana
- Political – fighting among leaders
- Economic – heavy taxation, inflation
- Foreign invasions
- Jade
- Silk
- arable land,
- metals
- Social hierarchy: nobility, merchants/ artisans, peasants

- Shi Huang Di
- Han Fei
- Legalism
- Bureaucracy
- Centralized government
- Standardization of weights, measures, coinage, roads
- Great Wall
- Confucius
- Confucianism
- 5 Relationships
- filial piety
- Classes
- Civil Service exam
- Continuation of Great Wall
- Encouraged trade along Silk Road
- Silk monopoly
- Secret formula for silk production
- Trade over the Silk Road -Great Wall
- Ended corruption in govt.
- Reinstated civil service exam
- Giving land from wealthy to the peasants –Increased trade
- Achievements of the Golden Age:
 - Grand Canal, gunpowder, porcelain, moveable printing, magnetic compass, etc.
- Genghis and
- Kublai Khan
- Yuan

Suggested Lesson Essential Questions

- What are the major physical features of Greece?
- How did the geography of Greece isolate developing city-states?
- How do physical features affect economy?
- How did city-states develop politically?
- How did Greek government evolve from a monarchy to a democracy?
- What are the characteristics of a democracy?
- What are the rights and responsibilities of citizens in a society?
- Who was a citizen in Athens and what were their rights and responsibilities?
- What are the cultural characteristics of Ancient Greece?
- How did the Greeks spread their cultural influence?
- Why did Greece need to develop a system of money?
- How did Alexander the Great unify Greece?
- How did the conquests of Alexander the Great spread Greek culture?
- Why did Alexander the Great's empire not last?
- How does the myth of Remus and Romulus explain the foundation of Rome?
- Why did the Romans settle around the Tiber River?
- What are the characteristics of a republic government and how was it structured?
- How did the republic turn into an empire and what are the characteristics of the empire?
- What are the cultural characteristics of ancient Rome?
- What are the main tenets of Judaism?
- How was Christianity started and what are the main tenets?
- How do Christianity and Judaism align and differ?
- How did Christianity spread?
- How did the rise of Christianity affect the Roman empire?
- What was Constantine's role in the rise of Christianity?
- Why was the Roman empire able to expand over such a large area?
- How did Rome maintain power over its colonies?

- What are the internal factors that led to the fall of Rome?
- What are the external factors that led to the fall of Rome?
- How did control over resources give power to groups and establish a social structure?
- How did legalism influence the Qin Dynasty?
- What were some of the great accomplishments of the Qin Dynasty?
- How did Confucianism change government beginning in the Han Dynasty?
- How did Confucianism influence the social structure of the Han Dynasty?
- What were some of the great accomplishments of the Han Dynasty?
- Why was silk important to the Chinese economy?
- What was the Silk Road and how did it affect Chinese society and the world?
- Why is the Great Wall so important to the Chinese?
- How did the Tang and Song Dynasties help create the Golden Age of China?
- How did China change as a result of Mongol invasion?

Benchmark- Cumulative Unit Assessment:

Marking Period 3 – Common Assessment

“Roman Rulers’ Bioposter Project” Appendix III (Secondary Sources Rubric)

Standards:

NJSLS: 6.2.8.A.1.a, 6.2.8.A.3.a-e, 6.2.8.B.3.a-b, 6.2.8.C.3.a-b, 6.2.8.D.3.a-e

NJSLS ELA: See Philosophy & Rationale

Modifications: See Below & Appendix I

Study guides, graphic organizers, annotated notes, modifications of pre and post tests, rubrics, leveled texts, differentiated questioning and modified homework assignments.

Unit 5: : Medieval Period (Europe, Feudal Japan, and Africa) (6-8 Weeks)

Essential Questions:

- How do civilizations rebuild after collapse?
Power vacuums

Centralized government reduced to localized leadership

Struggling to meet basic needs

Borrowing old ideas against limited resources

- How do government, religion, and social classes interact to create change (positive and negative) in societies?

Trade beyond regional limitations

Spread of particular world religions

Connectivity between religion and government

The Plague

Unit “Chunking” & Enduring Understandings

- Feudal System
 - Control of resources affect societal structure and daily life.
- The Role of the Church
 - Religious beliefs often influence government decisions.
- Movement of people, goods and ideas can have
- Feudal Japan Geography
 - The physical features of a region influence the development of civilizations.
- Shintoism and its Influence
 - Religion impacts many aspects of society.
- Africa Geography
 - The availability of resources influences where people settle.
- Sub-Saharan Africa
 - The availability of resources and economic opportunities influence where people settle.
- Cultural expressions reflect the values of a society.
- East Africa Trade allows for growth of wealth and diffusion of culture.
- West Africa
 - Control of resources impacts economic development

Essential Factual Content

- Vikings
- Feudal System
- Monarchy
- King
- Priest
- Lord
- Vassals
- Knights
- Serf
- Manor
- Protection
- Hierarchy of the Clergy
- Pope
- Catholic Church
- Sacraments
- The illiteracy of serfs
- Cathedrals
- Stained glass windows
- Gothic Architecture
- Canterbury Tales
- "Divine
- Comedy"
- -Crusades
- -Crusaders
- -Holy Land
- -Pope Urban II
- -Saladin
- -Richard the Lionhearted

- -Increased trade
- -Venice
- -Deaths of knights & nobles = increased power for kings
- -Spread of Muslim culture in Europe
- -Increased religious persecution /strained relationships
- between Christians, Jews & Muslims
- -Black Death and its effects
- Isolation and
- protection
- archipelago* catastrophic
- occurrences such as tsunamis, typhoons, earthquakes, and volcanoes
- shortage of arable land
- high population density
- loyalty
- Shinto
- spirits in nature
- ancestor worship
- heir patriarch
- family duties and responsibilities
- respect for elders
- cultural rituals
- Sahara Desert
- Lake Victoria
- Savannah
- Mediterranean Sea
- Red Sea
- Rain forest
- Serengeti Plains
- Niger River

- Settlement of the savannahs
- Farming
- Camels for traveling
- - Slash-and-burn agriculture
- Bantu-speaking
- Settlement along Niger River
- Development of iron working
- Trade along eastern coast
- Migration from Niger River Basin to Southeastern Africa
- Cattle-herding
- Bantu cultural expressions: ritual masks, art
- Axum
- Adulis
- Trade routes
- Trade goods
- Conflict with Muslims over slave and ivory
- Zimbabwe
- Stone houses
- Gold
- trade
- Taxation
- Trading City States
- Kilwa,
- Mombassa,
- Zanzibar
- Arab traders
- definition of kingdom
- Ghana
- Merchants

- -Berbers
- -Use of camels
- Gold and salt trade
- Taxation
- Spread of Islam Mali
- Conquest of Ghana
- Gold and salt trade
- Taxation of trade and people
- Mansa Musa and his impact on Mali culture –
- Fall of Mali
- Songhai
- Expansion to gain control over salt and gold trade

Suggested Lesson Essential Questions

- What were the causes and effects of Viking invasions?
- How did the value of land lead to the creation of the feudal system?
- What were the roles of the feudal system and why did they accept those roles?
- How did the feudal system affect quality of life for people in each class?
- How did the Magna Carta influence change in the quality of life?
- How would the feudal system compare to modern society?
- What was the role of the church and why was it so powerful?
- What influence did the church have on the different classes
- How did the Pope use his resources to influence the king?
- What issues created conflict between the church and state?
- What impact did the church have on cultural expression?
- What were the causes of the Crusades?
- What are the effects of the Crusades?
- How did the increased global contact through trade foster the spread of the Black Death?

- How have the physical features of Japan influenced the development of Japanese culture?
- How did the geography of Japan create a reverence for nature?
- What are the basic beliefs of Shintoism?
- How did Shintoism affect family structure and Japanese traditions?
- How did control of resources influence the social structure of Japan?
- How did a feudal social structure impact the lives of the Japanese people?
- How did conflict over resources affect control of power?
- What are the geographical features of Africa?
- How did the geographical features affect the settlement and movement of people in Africa?
- Why did Bantu-speaking people first settle along the Niger River?
- How did the Bantu-speaking people prosper economically?
- Why did the Bantu migrate to the southeastern coast of Africa?
- How did Bantu cultural expressions reflect their way of life?
- How did Axum control trade in East Africa?
- How did Zimbabwe use taxation to build wealth?
- How did Arab trade influence the development of trading city-states in East Africa?
- How did Ghana gain power in West Africa?
- How did the spread of Islam influence West African kingdoms?
- How did the control of resources lead to control of trade routes in West African civilizations?

Benchmark- Cumulative Unit Assessment:

Marking Period 4 – Common Assessment

“Build Your Own Civilization Project” Appendix IV (Proving a Thesis - Presentation Rubric)

Standards:

NJSLS: 6.2.8.A.1.a, 6.2.8.A.4.a-c, 6.2.8.B.4.a-f, 6.2.8.C.4.a-g,

NJSLS ELA: See Philosophy & Rationale

Modifications: See Below & Appendix I

Study guides, graphic organizers, annotated notes, modifications of pre and post tests, rubrics, leveled texts, differentiated questioning and modified homework assignments.

V. Course Materials

“My World History”- Pearson- There are two levels of the text

Online support for “My World History”

“World Atlas”- Nystrom

Leveled primary sources and readings

Maps 101

United Streaming(Discovery Education)

Teacher Created Materials

VI. Assessments

See Unit descriptions for specific activities

- Formative Assessments
 - Vocabulary quizzes
 - Do Nows
 - Exit Activities
 - Project Based Assessments
 - Group discussion

- Summative Assessments
 - Assessment from textbook
 - Writing Assessments
 - Project assessments with accompanying rubrics
 - Teacher made assessment

VII. Interdisciplinary Connections and Alignment to Technology Standards

Social Studies and English Language Arts Integration

In order to increase student understanding, it is imperative for students to see that historical events do not occur in a vacuum. Common themes connect different learning disciplines. By making these integral connections, students will gain deeper understanding of both Social Studies and Language Arts themes. The cross curricular lessons will center around two common themes: creation myths and conflict.

1. Social Studies will ask students to do preliminary work on their final authentic assessment by creating a graphic/schematic outline of a civilization of their choosing. *Students must integrate the 7 themes for understanding world history in their outline.

*Students will then use this outline to write an original creation myth in language arts.

*Students must illustrate strong connections between the myth and their civilization so there are clear and reasonable reflections of the civilization.

2. Students will conduct a comparative analysis of external conflict that goes unresolved or is not definitively ended.

*Students will use their understanding of conflict from *Among the Hidden* and compare it to the conflict experienced by ancient civilizations in decline and who fail to resolve conflicts that result in the dissolution of the culture.

Each component of these assignments will be assessed separately but will be used to inform their work in the other content area and improve their understanding of both disciplines.

Course Description

Interdisciplinary Connections

Social studies encompasses a broad multidisciplinary field within its own academic area, including the teaching of anthropology, civics, economics, geography, history, political science, psychology and sociology. The NJSLs are designed to integrate four core social studies disciplines: civics, economics, geography, and history. These interdisciplinary connections, as a result, are present within the current standards. Interdisciplinary connections in this document expand outside of the distinct field of social studies into: moral/social education; science, mathematics, and technology; and literacy/language arts.

Moral/social education: What are universal ideas and problems shared across humanity? What does it mean to be a citizen? What are the responsibilities and opportunities for active citizenship? What ideals and actions will enhance my personal development and the development of my various communities?

- Character education (Responsive Classroom, Teaching Tolerance, Facing History and Ourselves)
- Global citizenship education - Civics Kids, Teaching Civics, Character.org, Teaching Tomorrow's Citizens, Campaign for the Civic Mission of Schools, World Savvy, and Facing History
- Social participation projects - 150 Service Learning Projects, Sci/SS Service Connections.

Science, mathematics, and technology: How are we all connected? How have science and technology changed how we live across time? How can study of data inform my understanding of social, political, and historical phenomena?

- Sustainability and environmental education (NGSS Science, Technology, and Society Appendix; Facing the Future; Project Wild; UNESCO)
- Health and medical education
- Analysis of graphic and statistical data (historical, social, political) - Making Connections through Mapping, and Statistics and Social Sciences

Literacy (narrative, information, argument, and media): How do certain texts inform our understanding of social studies and history? How can social studies be a venue to express and communicate our ideas?

- Reading and writing content units of study (ELA)
- Historical fiction - Elem. Thematic Reading Materials, Carter Woodson Book Award Winners, Notable Social Studies Texts,

- Media and information literacy - The DBQ Project, PBS Teaching Media Literacy, National Associations for Media Literacy Education,
- Research writing - Teachers College Reading and Writing Project Reading/Writing Units of Study,
- Argument - Teaching Argumentative Writing

21st Century Themes & Skills

The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Social Studies and Technology K-12 Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing social studies topics are expected to integrate the adopted 8.1

Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

8.1 Educational Technology

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure.

The social studies is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for social studies differentiation specific to four distinct student populations.

Teachers can differentiate

- *Content: What we teach and how we give students access to the information and ideas that matter*
- *Process: How students come to understand and "own" the knowledge, understanding, and skills essential to a topic*
- *Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study*

According to students'

- *Readiness-The current knowledge, understanding, and skill level a student has related to a particular sequence of learning*
- *Interest-What a student enjoys learning about, thinking about, and doing*
- *Learning Style-A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture*

Examples of Modifications and Differentiation

Gifted and Talented (content, process, product and learning environment)

N.J.A.C. 6A:8-3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques that apply to Social Studies

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Sample Resource

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html>

Anchor Activities

Self-directed specified ongoing activities in which students work independently

Sample Resource

http://www.rec4.com/filestore/REC4_AnchorActivityPacket_080513.pdf

Curriculum Compacting

Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Sample resource:

<http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments

RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Sample resource:

http://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf p. 18

Flexible grouping

Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Sample resource:

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>

Jigsaw Activities

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Sample resource:

<http://www.adlit.org/strategies/22371/>

Extension Menus

Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Sample resource:

<http://gilbertps.schoolwires.net/cms/lib3/AZ01001722/Centricity/Domain/809/Teaching%20Gifted%20Book%20of%20Forms.pdf> Sample See p. 13

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In social studies, LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives. Social studies is the prime location for culturally-relevant pedagogy.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

-bilingual dictionaries

-visual aids

-teacher made adaptations, outlines, study guides

-varied leveled texts of the same content

Please refer to the following link-

<http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf>

as mentioned on the NJDOE website.

Preparing students for the lesson:

- Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography.
- Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies.
- Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.
- Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

- Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.

Sample Resources:

CanDo Descriptors -

https://www.wida.us/standards/CAN_DOs/

Colorin Colorado - <http://www.colorincolorado.org/educators/>

WIDA - <https://www.wida.us/>

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in social studies classroom settings, grades K-12. The primary aim of social studies education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation – Expanding student motivation to learn content in social studies can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations - The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring – Social studies instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization - The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Social Studies Framework activities.

Students at Risk of School Failure

Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.