

COURSE TITLE

Grade 6 Social Studies
Ancient Civilizations

LENGTH

Full Year

DEPARTMENT

Social Studies

SCHOOL

Pierrepoint Upper Elementary School

DATE

Revision Date: 7/15/19
Initial BOE Approval Date (Born on): 4/25/2016

Ancient Civilizations

I. Introduction/Overview/Philosophy

This course is the study of ancient civilizations around the world. Students will study geography, culture, history, economics, and the relationship among cultures to achieve an understanding of how these impact society today. Students will understand how our present and future are built upon the accomplishments and mistakes of the past.

Within the content of the course, students will study environmental changes, learn economic problems and solutions, study family values of other civilizations, connect historical issues to current events and study the arts and architecture of ancient peoples.

Academically, students are expected to improve their social studies skills. Emphasis will be given to the development of critical thinking and reading skills in the content area, analyzing primary sources, writing and researching skills, geographical understanding through map skills, and problem solving. Technology will be used to enhance lessons and develop these skills.

This curriculum adheres to and follows the New Jersey Student Learning Standards and the New Jersey Holocaust and Amistad Mandates. Career Education Standards are infused into the curriculum by the teacher. The teacher will use an extensive variety of techniques to encourage full participation by all.

II. Objectives

Course Outline:

I. Early Cultures

- A. Elements of culture
- B. Define artifact, primary source, secondary source, and archeology.
 - 1. Explain how each provide us with explanations for how ancients lived
- C. Paleolithic and Neolithic cultures
 - 1. hunters-gatherers
 - 2. use of fire & tools
 - 3. development of language
 - 4. agricultural revolution, crop growing, domestication of animals
 - 5. trade and migration

II. River Valley Civilizations

- A. Mesopotamia
 - 1. Geography
 - a. Locate Mesopotamia, The Fertile Crescent, Tigris and Euphrates Rivers
 - b. Effects of flooding and irrigation on agriculture
 - 2. Contributions to civilization
 - a. Cuneiform
 - b. Trade and barter systems
 - c. Hammurabi's Code
 - 3. The development of Judaism

B. Ancient Egypt

1. Geography
 - a. Locate Egypt, Nile River
 - b. The impact of the Gift of the Nile on agriculture
2. Egyptian society
 - a. social class system
 - b. role of the pharaoh
 - c. life in Egyptian society
3. Identify the major achievements of the Old, Middle and New Kingdoms.
 - a. hieroglyphics
 - b. papyrus
 - c. trade networks
 - d. mathematics
 - e. architecture/pyramids

C. Ancient India

1. Geography
 - a. Locate the Indus River and explain the ways farmers used it to grow crops.
2. Major Achievements of the Harappan and Aryan civilizations
3. Religion and impacts on Indian society
 - a. major beliefs of Hinduism
 - i. reincarnation
 - ii. karma
 - iii. The caste system
 - b. The origins and major beliefs of Buddhism

D. Ancient China

1. Geography of China
 - a. positive and negative effects of the flooding of the Huang He River.
2. Major cultural achievements of the Shang, Qin, and Han dynasties and how they shaped China
 - a. The Great Wall
 - b. The Silk Road
 - c. Arts & Writing
 - d. Technology and trade
3. Chinese Society
 - a. Mandate of Heaven
 - b. Social structure- feudal society
 - c. Religion
 - i. Compare and contrast the teachings of Confucianism and Daoism.

III. Classical Civilizations

A. Ancient Greece

1. Geography of Greece
 - a. challenges for the Ancient Greeks
 - b. impact sea trade
2. Greek city-states
 - a. Compare and contrast Athens and Sparta.
3. The Golden Age of Greece
 - a. achievements
 - b. culture

- c. daily life
 - d. government- direct democracy
 4. Spread of Greek culture
 - a. Alexander the Great
 5. The impact of Greek civilization on today's society
 - a. democracy
 - b. architecture
 - c. ancient mythology
 - d. philosophy
- B. Ancient Rome
 1. Geography of the Italian peninsula
 2. Government
 - a. The Roman Republic
 - b. The Roman Empire
 - c. Julius Caesar
 3. Roman Society & culture
 - a. class divisions
 - b. economy
 - c. popular entertainment
 - d. art & literature
 - e. science and engineering
 - f. major beliefs and spread of Christianity
 4. Decline of the Roman Empire
 - a. causes and effects
- C. The Islamic World
 1. The roots and spread of Islam
 2. major beliefs and practices of Islam
 - a. 5 Pillars of Islam
 3. cultural achievements of the Islamic Empires

IV. Genocide and Holocaust- The course will include prejudice and genocide integrated into the studied historical periods and civilization.

- A. Religious prejudice
- B. Acceptance and respect or not of one culture by another
- C. Slavery through history
- D. Family values of the ancients

Student Outcomes:

Students will continue to improve upon and develop the social studies skills learned in previous grades. These skills will be with them as they proceed through the Rutherford school system and will help them throughout their adult and career life. Students are expected to work to their best ability levels in the following skill areas, as measured through student assessment.

Active Citizenship Skills

- Recognize causes and effects of prejudice on individuals, groups, and society
- Recognize the value of cultural diversity, as well as the potential for misunderstanding.
- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

- Listen open-mindedly to views contrary to their own.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Demonstrate understanding of democratic values and processes.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- Challenge unfair viewpoints and behaviors by taking action.
- Make informed and reasoned decisions.
- Accept decisions that are made for the common good.

Critical Thinking Skills

- Identify main issues
- Recognize assumption
- Evaluate information from various sources
- Recognize bias and emotional factors
- Distinguish between verifiable and unverifiable data
- Draw inferences
- Distinguish between fact and opinion
- Evaluate the strength of an argument
- Develop debating skills
- Draw conclusions
- Develop a creative thinking ability
- Understand historic periods

Technology skills

- Use the Internet as a research tool
- Use the graphics on the computer to make visual presentations for oral reports
- Use the Internet to complement and improve knowledge on issues and current events
- Use the Internet to improve social studies skills, including geography, maps, graphics, etc.

Geography and Map Skills

- Orient a map
- Use a grid system to locate places
- Identify and interpret map symbols
- Locate physical and political features
- Understand scales and projections
- Compare various maps
- Use maps to understand and explain historical and current events

Picture, Chart, Graph, and Table Interpretation Skills

- Interpret pictures, apply information and draw conclusions
- Understand cartoons as a means to express views and interpret the view expressed
- Interpret the information given on graphs, charts, and tables, and draw inferences from the data
- Relate the information from pictures, charts, graphs and tables with that gained from other sources
- Understand and construct time lines

Chronology and Time Skills

- Understand the idea of historical time
- Use timelines
- Understand what makes historical periods different

New Jersey Student Learning Standards**CAREER READY PRACTICES****CRP1 Act as a responsible and contributing citizen and employee.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of

integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

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

8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.

Strand B. Creativity and Innovation

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Strand C. Communication and Collaboration

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

Strand D. Digital Citizenship

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

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

Strand E. Research and Information Fluency

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

Strand F. Critical Thinking, Problem Solving, and Decision-Making

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand B. Technology and Society

8.2.8.B.4 Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.

Strand E. Computational Thinking: Programming

8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

21ST CENTURY LIFE AND CAREERS

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand B. Career Preparation:

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

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

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

6.2.8.A.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.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.

6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

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

6.2.8.D.2.c 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.

6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.A.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.

6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.A.3.e 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.

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

- 6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.D.3.d 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.
- 6.2.8.B.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.
- 6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas
- 6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects

- 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.
- WHST.6-8.1. Write arguments focused on *discipline-specific content*.
- 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.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal/academic style, approach, and form.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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 research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

III. Proficiency Levels

This course is designed for a heterogeneously grouped grade 6 class.

IV. Methods of Assessment

Student Assessment

- Homework
- Class discussion
- Oral reports
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research papers and projects
- Tests and quizzes
- Research Simulation Tasks/Document Based Questions
- Project Based Assessments
- Class participation
- Cross content writing assignments

Curriculum/Teacher Assessment

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor

will also request an annual meeting or written review from the teacher for suggestions or modifications.

V. Grouping

The course is required of all students in the sixth grade without prerequisites placement criteria.

VI. Articulation/Scope & Sequence/Time Frame

This is a sixth grade course. The class follows the social studies program in growth and development in the Rutherford School District.

VII. Resources

Texts/Supplemental Reading/References

- *World History*, (2008) Holt, Rinehart and Winston
- Supplemental Reading- The school and public library will be used to assign individualized supplemental reading according to student academic level and interests (differentiated assessment)
- Internet database resources
- Brainpop
- www.TheBigHistoryProject.com
- *National Geographic Magazine*
- Atlases, maps, posters and other materials relevant to lessons
- *Junior Scholastic Magazine*
- New Jersey Amistad Commission Resources- NJ Department of Education
www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education
www.nj.gov/education/holocaust/
- Various texts from other publishers
- *Kids Discovery Magazine*
- *Newsela*
- *ReadWorks*
- School Library
- Primary, secondary and supplemental readings
- Map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.

VIII. Suggested Activities

- Geography project relating the topic studied to the proper geographical context.
- Primary source reading and informational text reading assignments
- Audio-visual presentations by the students using computer technology combined with oral presentations.
- Research projects and presentations by individuals or groups.
- Read and writing across the curriculum, students will write essays linking social studies to other disciplines such as reading, art, and music.
- Technology using digital cameras and i-Movies to enhance studies.
- Integrating career studies into social studies topics being studied.

IX. Methodologies

To comply with state regulations and mandates, classes are heterogeneously grouped. Therefore, there can be a wide range of academic abilities, backgrounds, and challenged students, all of whom must have and deserve

equal educational opportunities. To achieve this, teachers must employ a variety of instructional methods. The following are suggestions, not limits, as to what a teacher can do.

- Differentiated instruction
- Cooperative education
- All other types of group work
- Technology and other web-based programs
- Individualized assignments

X. Interdisciplinary Connections

The teacher will use the professional resources available in the district to further the students' knowledge of art, music, and literature. The teachers in these disciplines will develop lessons to parallel what is being learned in social studies. Teachers will use interdisciplinary reading and writing assignments across the curriculum to enhance student learning whenever possible. Possible considerations are Holocaust/Genocide studies, literature, art, epic stories from various cultures, music architectural influences in today's world, or sculpture.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- BrainPop, TedED videos
- Tiered questioning
- Pinpoint essential vocabulary
- Authentic assessments
- Tiered Station Work
- Graphic organizers
- Multi-media approach to accommodate various learning styles
- Guided questions
- Guided notetaking
- Written and oral assignments
- Jigsaw reading assignments
- Multiple levels of questioning
- Teacher modeling

Differentiation for Enrichment

- Additional suggested reading material
- Multiple levels of questioning
- Elevated prompts
- Critical and analytical thinking tasks
- Provide choice in modes of working

- Supplemental materials
- Real world problems and scenarios
- Inquiry based instruction
- Curriculum compacting
- Use elevated vocabulary
- Alternate assessment
- Current events

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Review: Map Skills/Geography</p> <ul style="list-style-type: none"> • Orient a map • Longitude and latitude • Use grid system to locate places • Identify map symbols • Locate physical/political features • Understand scales and map projections • Compare various maps 	3 weeks	<p><i>For Support</i></p> <ul style="list-style-type: none"> • <i>BrainPop</i> video on map skills • Oral and written assignments • Teacher modeling <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> • Additional reading material- <i>Newsela</i> article: “What are Latitude & Longitude?” 		<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Teacher Observation • Map Skills Worksheets • Latitude/Longitude web game • Nat. Geo. online map activity • <i>ReadWorks</i>: Meridians of Longitude • Map Grid Activity <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> • Quiz: Latitude/Longitude • Teacher-made test on Mapping the Earth, Identify countries map • Project Based Assessments: Map of My Town, Map Skills Foldable

<p>Early Cultures</p> <ul style="list-style-type: none"> • Elements of culture • Primary/secondary sources • The Stone Age/ Paleolithic and Neolithic cultures 	5 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Tiered questioning • Modified reading assignments • Pinpoint essential vocabulary • Authentic assessments <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Multiple levels of questioning • Crash Course video • Critical analysis and thinking tasks 	<p>6.2.8.A.1.a 6.2.8.C.1.b 6.2.8.D.1.b 6.2.8.B.2.b CRP1,2,4,5,6 ,7,8,9,10,11, 12 9.2.B.B.3-4 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4 8.2.8.E.1</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Class discussion on the 5 themes of geography • Exit tickets on differences between Paleolithic and Neolithic eras • Primary and Secondary source activities • <i>Newsela</i> article: Fire and Tools in Stone Age <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> • Quiz on elements of culture • Chapter Test- objective questions covering chapters 1-3 • Project Based Assessments: A Day in the Life project, Ice-Man CSI Project, Stone Age Survival Guide Brochure, Stone Ae to Neolithic Age Gallery Walk
<p>River Valley Civilizations & World Religions</p> <ul style="list-style-type: none"> • River Valley civilizations and the factors that contributed to their development • Mesopotamia • Sumerian and Fertile Crescent • Ancient Egypt • Monotheism vs. 	13 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Tiered Station Work • Graphic Organizer on Religions/Philosophies • Multi-media approach to accommodate various learning styles: Secrets of Egypt video (History Channel), Flocabulary video on Fertile Crescent, Brain Pop Video on 	<p>6.2.8.A.2.a-b 6.2.8.B.2.a-b 6.2.8.D.2.a, c,d 6.2.8.A.3.a 6.2.8.D.3.b-d 6.2.8.B.4.a RH.6-8.1-4 WHST.6- 8.1-5 CRP1,2,4,5,6</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Teacher observation • Class discussion the importance of establishing a civilization along a body of water • Comparison Activity: Ancient Egyptian, Indian and Chinese cultures • DBQ activities on Ancient China, Mesopotamia, and

<p>Polytheism</p> <ul style="list-style-type: none"> • Ancient India • Buddhism/Hinduism • Ancient China • Silk Road • Chinese philosophers • Dynasties and Emperors • Hebrews and Judaism 		<p>Sumerians</p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Elevated reading and writing prompts • Critical and analytical thinking tasks • Provide choice in modes of working • Supplemental video on China: Engineering an Empire- History Channel 	<p>,7,8,9,10,11,12</p> <p>9.2.B.B.3</p> <p>8.1.8.A.1,5</p> <p>8.1.8.B.1</p> <p>8.1.8.C.1</p> <p>8.1.8.E.1</p> <p>8.1.8.F.1</p>	<p>Egypt</p> <ul style="list-style-type: none"> • Create a timeline of Chinese dynasties and family trees • <i>Newsela</i> article on Ancient Indian society • Close Reading Activity- Ancient Hebrews <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> • Objective quiz on River Valley Civilizations • Chapter Test- using document based questions • Project Based Assessments: Was Ancient Sumer a Civilization? Stations Project, Ancient Egypt monument project, Ancient China Kite Project, Ancient India travel Brochure, Mesopotamian Trade Game
<p>Classical Civilizations</p> <ul style="list-style-type: none"> • The development and decline of classical civilizations • Ancient Greece • Athens and Sparta • Alexander the Great • Ancient Rome • Roman Republic • Christianity • The Islamic World 	<p>13 Weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • <i>BrainPop</i> videos on Ancient Greece, Roman Empire • TedED videos (mythology, music and creativity, The Olympics, Democracy, Spartan soldiers) • Guided comprehension questions • Guided notetaking 	<p>6.2.8.A.3.a,c,e</p> <p>6.2.8.B.3.b</p> <p>6.2.8.C.3.b</p> <p>6.2.D.3.c,d</p> <p>6.2.8.D.4.g</p> <p>RH.6-8.1-4</p> <p>WHST.6-8.1-5</p> <p>CRP1,2,4,5,6,7,8,9,10,11,12</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Class discussion on Greek and Roman governments • Primary source analysis activities-using excerpts from various religious texts • Class discussion on the modern influences of Greek, Roman and Islamic civilizations • Research discuss the beliefs and practices of the Islamic cultures

<ul style="list-style-type: none"> • Roots of Islam • beliefs and practice • Islamic empires • Legacies and achievements of classical civilizations 		<ul style="list-style-type: none"> • Written and oral assignments <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Real world problems and scenarios • Inquiry based instruction • Additional supplemental material: Crash Course videos, History Channel Rome’s Greatest Hits, <i>ReadWorks</i> articles • Curriculum compacting 	<p>9.2.B.B.3 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.E.1 8.1.8.F.1</p>	<ul style="list-style-type: none"> • Comparison activity-religious philosophies <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> • Chapter Test- objective questions and written analysis • Project Based Assessments: Ancient Greece Travel Agency Project, Ancient Rome research folders, travel commercial • Ancient Civilizations Achievements DBQ
<p>Holocaust and Genocide Unit</p> <ul style="list-style-type: none"> • Religious prejudice • Culture acceptance and respect • Slavery through history • Family values of the ancients • How the Holocaust happened 	<p>6 Weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • BrainPop video on the Holocaust • Tiered questioning to go along with read aloud of <i>Number the Stars</i> • Jigsaw reading assignments • Multiple levels of questioning <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Use elevated vocabulary (Flocabulary activities) • Alternate assessment- write a diary entry in the point of view of a person in that time period • Current events 	<p>6.3.8.A.3 RH.6-8.1-4 RH.6-8.6 WHST.6-8.8-10 Holocaust Amistad CRP1,2,4,5,6,7,8,9,10,11,12 9.2.B.B.3 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.E.1 8.1.8.F.1</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Class discussion on how and why Holocaust happened, how it could have been prevented, and the importance of studying it. • Research and discussion on examples throughout history where groups have been oppressed based on religion, gender, race, ethnicity, or sexual orientation • <i>Number the Stars</i>- reading questions and classwork assignments • Primary source analysis of various accounts of the Holocaust and excerpts from the <i>Diary of Anne Frank</i>

				<p><i>Summative Assessments:</i></p> <ul style="list-style-type: none">• Project Based Assessments- A-Z dictionary of the Holocaust, <i>Number the Stars</i> book review• Journal entries from different perspectives of characters from the novel• Collaborative posters
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