

Marking Period	Unit 3	Recommended Instructional Days
Marking Period 3-4	Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)	35-45 Days
<p align="center">NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:</p>		<p><u>Recommended Activities:</u></p> <ul style="list-style-type: none"> • Do Nows - Exit Tickets • DBQ: Asoka • DBQ: Athens/Sparta • DBQ: Fall of Rome • Textbook examination with related comprehension assignments • Virtual tour of the Smithsonian - Examining artifacts from the 4 different civilizations (India,China,Greece,Rome) <p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> • Economics: Evaluate the impact of trade has on society and current impact of international trade. • Language Arts: Analyze classical civilizations and poems and how they present insight to the ERA being reviewed. • Criminal Justice: Understand the impact how classical civilizations legal systems impact current legal systems. • Culinary: Share foods from ancient civilizations and compare and contrast them how they are similar and what story the foods tell about those civilizations. • Art: Analyze art during the time, comparing and contrasting each civilization to one another. <p><u>New Jersey Legislative Statutes and Administrative</u></p> <ul style="list-style-type: none"> • Diversity and Inclusion Law: <ul style="list-style-type: none"> ○ Teaching About Rights: Historical Context, Contemporary Challenges
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p align="center">Governments have different structures which impact development (expansion) and civic participation.</p>	<p>6.2.8. Civics PI. 3. a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires</p>	
<p align="center">The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.</p>	<p>6.2.8. Civics DP. 3. a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).</p> <p>6.2.8. Civics DP. 3. b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution</p>	

<p>Social and political systems have protected and denied human rights (to varying degrees) throughout time.</p>	<p>6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p>	<ul style="list-style-type: none"> ● Holocaust Law: N.J.S.A. 18A:35-28 <ul style="list-style-type: none"> ○ Evaluate and analyze the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social) and the importance of each citizen bears to fight racism and hatred whenever and wherever it happens. ● LGBT+ and Disabilities Law: N.J.S.A. 18A:35-4.35 <ul style="list-style-type: none"> ○ Evaluate and analyze the impact Alexander the Great had on the ancient world and his accomplishments.
<p>Relationships between humans and environments impact spatial patterns of settlement and movement.</p>	<p>6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</p>	
<p>People voluntarily exchange goods and services when all parties expect to gain as a result of the trade</p>	<p>6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</p>	
<p>Economic interdependence is impacted by increased specialization and trade.</p>	<p>6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p>	

<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors</p>	<p>6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p>	
<p>An individual's perspective is impacted by one's background and experiences.</p>	<p>6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality</p>	
<p>Perspectives change over time</p>	<p>6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).</p>	
<p>Historical contexts and events shaped and continue to shape people's perspectives.</p>	<p>6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization</p>	
<p>Historians analyze claims within sources for perspective and validity.</p>	<p>6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p>	

NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	Unit Overarching Essential Question: <ul style="list-style-type: none"> ● A. Civics, Government, and Human Rights <ul style="list-style-type: none"> ○ How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ○ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? ● B. Geography, People, and the Environment <ul style="list-style-type: none"> ○ How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● C. Economics, Innovation, and Technology <ul style="list-style-type: none"> ○ How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? ○ How have scientific and technological developments over the course of history changed the way people live and economies and governments function? ● D. History, Culture, and Perspectives <ul style="list-style-type: none"> ○ How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? ○ How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
Political and civil institutions impact all aspects of people’s lives	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	
Governments have different structures which impact development (expansion) and civic participation.	<p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</p> <p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information</p>	

<p>Civic participation and deliberation are the responsibility of every member of society</p>	<p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national</p>	
<p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>	<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints,</p>	
<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and</p>	
<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of</p>	

	<p>ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p>	
--	--	--

	6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.	
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.	
Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.	6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation). 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).	
Social Studies Practices		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	

<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Utilize positive communication and social skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills. 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● DBQ: Asoka ● DBQ: Athens/Sparta ● DBQ: Fall of Rome ● Textbook examination with related comprehension assignments ● Virtual tour of the Smithsonian - Examining artifacts from the 4 different civilizations (India,China,Greece,Rome) ● Quizzes ● Flip Books ● Debates/Discussions 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● District Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Document Analysis - Research various topics of the ● DBQ: Asoka <ul style="list-style-type: none"> ○ Essay/Objectives/Debate.Project ● DBQ: Athens/Sparta <ul style="list-style-type: none"> ○ Essay/Objectives/Debate.Project ● DBQ: Fall of Rome <ul style="list-style-type: none"> ○ Essay/Objectives/Debate.Project” 	

<ul style="list-style-type: none"> • Data Based Questions • Persuasive/Expository Writing Prompts 	<ul style="list-style-type: none"> • Tests/Assessments • Civilization Project 		
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • McGraw Hill, <i>World History & Geography</i> • Pearson, <i>The African-American Odyssey</i> • Pearson's Pacemaker Series, World History • Amistad Curriculum • Holocaust & Genocide Education Curriculum • DBQ Online • JStor • NewsELA • Cicero: History Beyond the Textbook • ArcGIS • American Reading Company Thematic Text Sets: World Mythology & Ancient Civilizations 	<ul style="list-style-type: none"> • Skill building activities • Pearson's Pacemaker Series • DBQ Online • ProEd Shorts • NewsELA • Videos • Leveled Assessments • Choice Boards • McGraw Hill, <i>World History & Geography</i> • Pearson, <i>The African-American Odyssey</i> • Pearson's Pacemaker Series, World History • Amistad Curriculum • Holocaust & Genocide Education Curriculum • DBQ Online • JStor • NewsELA • Cicero: History Beyond the Textbook • ArcGIS • American Reading Company Thematic Text 	<ul style="list-style-type: none"> • Bilingual dictionary • Modified assessments and/or rubric • Videos in their native language • Pearson's Pacemaker Series • ProEd Shorts • NewsELA 	<ul style="list-style-type: none"> • Leveled readings • Novels; periodicals • Leveled Assessments • Enrichment activities & projects • Choice Boards • Inquiry projects • Genius Hour Projects • McGraw Hill, <i>World History & Geography</i> • Pearson, <i>The African-American Odyssey</i> • Pearson's Pacemaker Series, World History • Amistad Curriculum • Holocaust & Genocide Education Curriculum • DBQ Online • JStor • NewsELA • Cicero: History Beyond the Textbook • ArcGIS • American Reading Company Thematic Text Sets: World

	Sets: World Mythology & Ancient Civilizations		Mythology & Ancient Civilizations
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, <p>Other:</p> <ul style="list-style-type: none"> Novels, Periodicals, Maps, artifacts, JStor, ARC’s Research Lab, NewsELA, DBQ Online 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic Provide individual instruction as needed Modify assessments and/or rubrics Repeat instructions as needed 	<ul style="list-style-type: none"> Skill building activities Leveled Assessments Choice Boards Multi-sensory (VAKT) approach during instruction Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) Modify test content and/or format Retakes Additional time 	<ul style="list-style-type: none"> Modified activities Extend time requirements Preferred seating Checks for understanding/review Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary Modified assessments and/or rubric Reading materials in the native language Watching videos in the native 	<ul style="list-style-type: none"> Curriculum compacting & acceleration Leveled readings Leveled Assessments Enrichment activities & projects Choice Boards Inquiry projects

	<ul style="list-style-type: none"> • Preferential seating • Review, restate and repeat directions; written directions • Study guides • Break assignments into segments of shorter tasks • Oral rather than written answers 	<p>language</p>	
--	---	-----------------	--

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> • Standard 9.1 Personal Financial Literacy • Standard 9.2 Career Awareness, Exploration, Preparation and Training • Standard 9.3: Career and Technical Education • Standard 9.4 Life Literacies and Key Skills 	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Financial health • Financial Landscape • Money Management • Career Awareness and Planning • Creativity and Innovation • Critical Thinking and Problem-solving • Digital Citizenship • Global and Cultural Awareness • Information and Media Literacy • Technology Literacy
	<p>Core Ideas:</p> <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in</p>

		an interconnected global economy.
	<i>Performance Expectation/s:</i>	Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>Continually self-reflects and seek to improve historical thinking skills:</p> <ul style="list-style-type: none"> • Critical Thinking & Problem Solving • Creativity and Innovation • Collaboration, Teamwork and Leadership • Cross-Cultural Understanding and Interpersonal Communications • Communication and Media Fluency • Accountability, Productivity and Ethics <p>Evaluate resources, understand author bias, and evaluate echo chambers; Uses effective communication and collaboration skills and resources to interact with a global society; Plans, executes, and alters goals in response to changing societal and economic conditions; Seeks to attain skill and content mastery to achieve success in a chosen career path.</p>	

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
----------	---	----------	---	----------	---	----------	--	--	---