

Moonachie School District Social Studies Curriculum: Middle School - World History

New Jersey Student Learning Standards for Social Studies

Born On: August 23, 2022
Re-Adopted: August 26, 2025

Social Studies Disciplinary Practices:

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

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	s Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
------------------------	---

SOCIAL STUDIES

6.2 World History / Global Studies

Disciplinary Concept: Era 1. The Beginnings of Human Society

Disciplinary Practices:

Seeking Diverse Perspectives; Developing Questions & Planning Inquiry; Gathering & Evaluating Sources

Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.

Core Ideas	Performance Expectation Standards
Relationships between humans and environments impact spatial patterns of settlement and movement.	6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming). 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies. 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
Chronological sequencing helps us track events over time as well as events that took place at the same time.	6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.	6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
Time Allocated	4 Weeks

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
History Culture Archaeology Fossil Artifacts	Students will explain the patterns of hunters and gatherers and describe the challenges of migrating to find food.	Simulate the role of Hunters	Simulation challenge where students act as a hunter/gatherer and experience the act of finding and gathering food, building a	-Using index cards/cut out slips of paper with foods found during that time frame: berries, nuts, gazelle, mammoth, etc. Each is given a point value.

Primary Source Secondary Source Geography Environment Landforms Climate Region Prehistory Hominid Ancestor Paleolithic era Hunter-gatherers Migrate Mesolithic Era Neolithic Era			shelter, and writing a written component to discuss the results.	Students must keep track of their points on a chart in google classroom. They must earn 20 points to survive.
	Students will be able to break down the problems and create a civilization.	Explore the growth of a civilization and the problems that require people to create rules and laws.	Groups will be asked to fill in a chart with generic parts of a civilization. I will provide problems that they will have to solve using the Groups will be tasked with creating a civilization and how it will be governed using a premade chart. I will periodically give them a problem that they may run into such as social classes, poverty, elections, natural disasters, etc. And they must figure out how to handle these situations using their created rules and laws.	Pre-made charts, teacher created groups based on academic ability.
	Students will evaluate a major event or accomplishment in human history and gain a more holistic understanding of the chronological relationship between significant events.	Research project - creation of a historical timeline of inventions ranging from early inventions of fire up until the iphone	Walking timeline activity - Students will present their historical accomplishment/event that they researched to the class. The class will physically "walk	-Index cards for presentation notes -sweetsearch.com (research engine geared towards school-age research)

			back in time.” As they present events farther back in history, the class will walk farther away from the classroom. Students will be evaluated on accurate research and public speaking skills.	
	Students will hypothesize the use of early prehistoric tools from the Paleolithic, Mesolithic, and Neolithic Eras and discuss what conclusions about early civilizations can be drawn from their use.	Examining artifacts and hypothesizing their use (Early stone tools, fossils, cave paintings, fire) Two options to express their findings: -Essay writing or flipgrid Answering the essential question: “What can the artifacts teach us about life in the past”	-Class discussion -Essay -Group work examination of early tools	-Use photographs of early artifacts set up in stations around the room. With a group or a partner, students will travel around the room and make observations about prehistoric artifacts. -SW hypothesize the use of the tool -SW write a brief essay or create a flipgrid explaining what life in the Paleolithic, Mesolithic or Paleolithic Eras were like, referencing the artifacts they observed as evidence
Interdisciplinary Connections	<p>English Language Arts- Students will be planning, researching, and writing compare and contrast essays (NJLSA.W1; NJLSA.W2; NJLSA.W4; NJLSA.W7; NJLSA.W8; NJLSA.W10)</p> <ul style="list-style-type: none"> ● RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● W.6.1. Write arguments to support claims with clear reasons and relevant evidence. ● W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience ● W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 			

	<p>Art: Students will examine artwork created by the ancient civilizations throughout the span of time and how these works of art were relevant to religion, culture, and everyday life. (1.5.8.Re7a; 1.5.8.Re7b; 1.5.8.Re8a; 1.5.8.Re9a; 1.5.8.Cn11a, 1.5.8.Pr5a)</p> <p>Technology: Integration of technology in all aspects of the course (8.2.8.NT.4, 8.2.8.ITH.2 8.2.8ETW.3)</p> <p>Science: Students will examine and analyze the change in technology and advancements made by the different groups (MS-LS4-1, MS-PS1-3, MS-LS4-4, MS-LS4-5)</p> <p>Math: Timelines, sequencing (6.NS.C.6)</p>
Career Readiness, Life Literacies and Key Skills	<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <p>9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).</p>
Computer Science and Design Thinking	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <ul style="list-style-type: none"> ● Google Apps for Education ● Flip Grid ● Sweetsearch

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Annotation guides	Answer masking		Self-directed activities	Answer masking
Think-pair- share	Answer eliminator			Answer eliminator
Visual aides	Highlighter			Highlighter
Modeling	Color contrast			Color contrast
Cognates				Parent communication
				Modified assignments
				Counseling

SOCIAL STUDIES

6.2 World History / Global Studies

Disciplinary Concept: Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)

Amistad
Holocaust
Diversity, Equity & Inclusion
AAIP

Disciplinary Practices:

Gathering & Evaluating Sources; Developing Claims & Using Evidence; Developing Questions & Planning Inquiry

Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Core Ideas	Performance Expectation Standards
Political and civil institutions impact all aspects of people’s lives.	6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
Human rights can be protected or abused in various societies.	6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.	6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
The physical and human characteristics of places and regions are connected to human identities and cultures.	6.2.8.GeoHE.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.
Economic interdependence is impacted by increased specialization and trade.	6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
Chronological sequencing helps us track events over time as well as events that took place at the same time.	6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
Historians develop arguments using evidence from multiple relevant	6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

historical sources.	
Time Allocated	12 Weeks

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Fertile Crescent, Silt, Civilization, Irrigation, Canals, Rural, Urban, City-state Social Hierarchy Cuneiform Pictographs Scribe Monarch Hammurabi Hammurabi's code Cataracts Delta Menes Pharaoh Dynasty Theocracy Nobles Afterlife Mummies Pyramids Hieroglyphics Rosetta Stone King Tutankhamen	Students will be able to 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.	Creation of maps demonstrating early river valley situations Compare and contrast significant landforms and discuss how their presence can impact the people that live near them (ex. Living next to a water source vs far away) Kahoot review of key terms and concepts Take notes on key terms and concepts -Using slides/nearpod	Creation of maps Kahoot Class Discussion Note taking	Maps Kahoot Notes (based on textbook/district curriculum)
	Students will read articles from various resources and engage in class discussion to better understand what life in early river civilizations was like	Reading/ Class Discussion	-Reflection Questions -Class Discussion	-NewsELA -Scholastic Jr. -Textbook -Teacher made
	Describe how the development of both written and unwritten	Mesopotamia: -Readers theater on the	-Creation of clay tablets -Creation of Egyptian	-Readers theater script, google classroom, paper, art supplies

	languages impacted human understanding, development of culture, and social structure.	<p>invention of writing</p> <ul style="list-style-type: none"> -Writing names in clay to simulate clay tablets- dry overnight and observe with class <p>Journals Through History (Discovery ED on youtube)- Written Language</p> <ul style="list-style-type: none"> -Writing name in cuneiform on larger paper <p>Egypt:</p> <ul style="list-style-type: none"> -Compare/contrast hieroglyphics to forms of modern communication (ex: texting/emojis, etc). <p>Discussion.</p> <ul style="list-style-type: none"> -Create an Egyptian cartouche 	<p>cartouche</p> <ul style="list-style-type: none"> -Class discussion 	<ul style="list-style-type: none"> -Premade written language presentation by teacher -Clay -Journals through history worksheet/video
	Evaluate the effectiveness, fairness, and enforcement of laws in ancient river civilizations and compare them to modern equivalents.	<ul style="list-style-type: none"> -Examine situations that may have arisen during the time of Hammurabi. -Record their ideas of how the law should apply. -See what Hammurabi's Code dictated for scenarios. -Evaluate fairness of laws / compare to modern laws 	<ul style="list-style-type: none"> -Explanation of reasoning behind evaluation of ancient laws -Class discussion surrounding fairness of ancient laws / modern equivalents. 	-Situational cards
	Analyze the impact of religion on daily life, achievements, government, and culture in various early river valley civilizations.	<p>Mesopotamia:</p> <p>Stations Activity that touches on gods, religion, daily life, food, achievements, women, government, etc. Students complete the activity listed on the task card.</p> <p>-Mesopotamian gods</p>	<ul style="list-style-type: none"> -Completed station student sheet -Completed webquest -Completed poster 	<ul style="list-style-type: none"> -Teacher made resources (stations, webquest, etc) -Paper/art supplies for poster

		<p>webquest</p> <p>Egypt: -Mummification Simulation- students participate in a simulated mummification on the smartboard</p> <p>-Students create a research poster for the god of their choice.</p> <p>-Egypt stations activity that touches on gods, religion, daily life, food, achievements, women, government, etc. Students complete the activity listed on each task card.</p>		
	Students will explain the geography of early river civilizations and how their use changed over time due to technological inventions.	<p>Virtual Field Trip</p> <p>-Using google maps, google earth, and nearpod to examine the geography of early river civilizations</p> <p>Write an essay comparing and contrasting any 2 ancient river civilizations and how they used the river to benefit them, or how it acted as a hindrance.</p>	<p>Virtual Field Trip Observation Guides</p> <p>Notes from the 5 different ancient river civilizations covered.</p>	<p>Google Maps</p> <p>Google Earth</p> <p>Nearpod</p> <p>Chromebook</p> <p>Notebook</p> <p>Google Document</p>
Interdisciplinary Connections	<p>Math: timeline, sequencing (6.NS.C.6)</p> <p>English Language Arts: Students will be reading articles, answering reflection questions and engaging in class discussion (NJLSA.R1; NJLSA.R2; NJLSA.R9; NJLSA.R10)</p> <ul style="list-style-type: none"> ● RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text ● RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a 			

summary of the text distinct from personal opinions or judgments

- W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
 - A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
 - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
 - C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
 - D. Establish and maintain a formal/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from the argument presented.

- W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - A. 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 aid in comprehension.
 - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Acknowledge and attempt a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

- W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic

	<p>information for sources</p> <p>Technology: Integration of technology in all aspects of the course (8.2.8.ITH.1, 8.2.8.ITH.2)</p> <p>Science: MS-ESS3-3</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p> <p>9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).</p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</p>
Computer Science and Design Thinking	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <ul style="list-style-type: none"> ● Nearpod/Slides ● Google Apps ● Google Maps ● Google Earth

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

SOCIAL STUDIES

6.2 World History / Global Studies

Disciplinary Concept: Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)

Amistad
Holocaust
LGBTQ & Persons with Disabilities
Diversity, Equity & Inclusion
AAIP

Disciplinary Practices:

Seeking Diverse Perspectives; Presenting Arguments & Explanations; Gathering & Evaluating Sources; Developing Questions & Planning Inquiry

Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Core Ideas	Performance Expectation Standards
Core Idea: Governments have different structures which impact development (expansion) and civic participation.	6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
Core Idea: The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
Core Idea: Governments have protected and abused human rights (to varying degree)s at different times throughout history.	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.
Core Idea: Relationships between humans and environments impact spatial patterns of settlement and movement.	6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
Core Idea: People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.	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.
Core Idea: Economic interdependence is impacted by increased specialization and	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

trade.	greater division of labor.
Core Idea: Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	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.
Core Idea: An individual's perspective is impacted by their background and experiences.	6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
Core Idea: Perspectives change over time.	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).
Core Idea: Historical contexts and events shaped and continue to shape people's perspectives.	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.
Core Idea: Historians analyze claims within sources for perspective and validity.	6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
Time Allocated	14 Weeks

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<ul style="list-style-type: none"> ● Oligarchy ● Monarchy ● Democracy ● Tyranny ● Subcontinent ● Monsoon ● Seal ● Caste System ● Hinduism ● Reincarnation ● Karma ● Meditation ● The Buddha ● Buddhism 	<p>Compare the status (i.e., political, economic, and social) 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.</p> <p>Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early</p>	<p>Greece:</p> <ol style="list-style-type: none"> 1. Read and complete a chart that outlines the main types of government (and compares them to modern day) in ancient Greece: Tyranny, Democracy, Monarchy, Oligarchy 2. Watch an ed-puzzle outlining the types of government in Greece 3. Create a comic strip 	<ul style="list-style-type: none"> -Completed chart -Ed Puzzle -Completed comic strip -Completed google work -Courtroom discussion 	<ul style="list-style-type: none"> -Government chart -Google apps -Ed puzzle -Comic strip template -Courtroom synopsis and results -Twelve tables -Venn diagrams -Flip grid

<ul style="list-style-type: none"> ● Asoka ● Confucius ● Confucianism ● Daoism ● Legalism ● Silk Road ● Diffusion ● Democracy ● Acropolis ● Oligarchy ● Aristocracy ● Mythology ● Republic ● Plebeians ● Patricians ● Roman Senate ● Veto ● Majority Rule ● Checks and Balances ● Punic Wars ● Julius Caesar ● Pompey ● Brutus ● Marc Antony ● Augustus ● Pax Romana ● Myth ● Zeus ● Athena ● Mt. Olympus 	<p>systems influenced our current legal system.</p>	<p>demonstrating your understanding of the types of government</p> <p>Rome:</p> <ol style="list-style-type: none"> 1. Complete a google slide activity on the Roman Twelve Tables 2. Simulated courtroom activity based on real Roman court cases. Students will take on roles for the court. 3. Follow the court case with a classroom discussion. <p>India:</p> <ol style="list-style-type: none"> 1. Explain the caste system using textbooks, class discussion, articles, edpuzzle, etc.. 2. Construct a diagram explaining varnas <p>China: Compare and contrast Confucianism, Daoism and Legalism</p> <p>Essay or flipgrid option</p> <p>Scenario - students read through multiple scenarios and determine which of the prewritten pieces of advice</p>		
---	---	---	--	--

		<p>each philosopher would have been most likely to give.</p> <p>Students will then evaluate which advice was the best in their opinion and why.</p> <p>Students will then apply philosophies in their own lives (questions on homework and middle school admin policies)</p>		
	<p>Students will be able to compare and contrast physical and political maps of classical civilizations of the Mediterranean World, India and China and determine the geopolitical impact of these civilizations then and now.</p>	<p>Creation of maps demonstrating the classical civilizations of the Mediterranean World, India and China</p> <p>Compare and contrast significant landforms and discuss how their presence can impact the people that live near them (ex. Himalaya Mountains vs Gobi Desert)</p> <p>Kahoot review of key terms and concepts</p> <p>Take notes on key terms and concepts</p> <p>Using slides/nearpod</p>	<p>Creation of maps</p> <p>Kahoot</p> <p>Class Discussion</p> <p>Note taking</p>	<p>Maps</p> <p>Kahoot</p> <p>Notes (based on textbook/district curriculum)</p>
	<p>Students will read articles from various resources and engage in class discussion to better understand what life in the classical civilizations of the Mediterranean World, India and China was like</p>	<p>Reading/ Class Discussion</p>	<p>Reflection Questions</p> <p>Class Discussion</p>	<p>NewsELA</p> <p>Scholastic Jr.</p> <p>Textbook</p> <p>Teacher made</p>

<p>Myth, Mythology, Aristocracy, Polytheism</p>	<p>Students will determine how religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p>	<p>Greece:</p> <ol style="list-style-type: none"> 1. Plays/readers theater (mythology) discuss the conflict seen in most myths at the hands of the Greek Gods. Students can create masks, costumes, props, and perform plays to the younger students 2. Simulate the Greek Olympics by collaborating with other teachers or setting up activities in the classroom. Students can be grouped and research their city-state (ex: Athens, Sparta, Corinth, Thebes, Megara, etc) and compete with their team in activities such as: word scrambles, Greek city-state trivia, etc. 3. Greek Gods project- students research and create a poster for the god of their choosing <p>Rome:</p> <ol style="list-style-type: none"> 1. Create Roman Gods trading cards with a picture and major background 	<p>-Greek plays students can perform or act out the plays for younger grades -Olympic standings -Gods Poster -Create Roman Gods trading cards -Worksheet/notes on slides or nearpod</p>	<p>Scholastic Greek Plays or teacher made plays</p> <p>Olympic background information</p> <p>Posters and art supplies for the posters and trading cards</p> <p>Slides/nearpod</p>
---	--	---	---	---

		information 2. Spread of Christianity notes or reading/questions		
Conquest, Holy War	Students will see how conflict shifted from just resources/land to the spread of religion as well.	Do Now: Comparing earlier wars in river civilizations, to wars started over religious expansion or disagreements. Identify and define how religion can be a positive force but also a negative one depending on how it is used.	Notebook entries daily, comparing reasons for war. Review religions from Mesopotamia through Rome using a chart and essay.	Textbook Chart Google Docs
Interdisciplinary Connections	<p>English Language Arts: Students will be reading articles, answering reflection questions and engaging in class discussion</p> <ul style="list-style-type: none"> ● RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text ● RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments ● W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented. ● W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, 			

	<p>classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Acknowledge and attempt a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.</p> <ul style="list-style-type: none"> W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources <p>Art -students will evaluate Greek theater and create/perform their own plays (1.4.8.Cr1a; 1.4.8.Cr1c; 1.4.8.Cr2a; 1.4.8.Pr5a; 1.4.8.Re8c; 1.4.8.Cn11b)</p> <p>Math: Timelines, sequencing (6.NS.C.6)</p> <p>Technology: Creating charts and graphs 8.1.2.DA.4:8.1.5.DA.1</p>
<p>Career Readiness, Life Literacies and Key Skills</p>	<p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p> <p>9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).</p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</p>
<p>Computer Science and Design Thinking</p>	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <ul style="list-style-type: none"> Google Apps Nearpod Kahoot Flip grid Ed Puzzle

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Annotation guides	Answer masking		Self-directed activities	Answer masking
Think-pair- share	Answer eliminator			Answer eliminator
Visual aides	Highlighter			Highlighter
Modeling	Color contrast			Color contrast
Cognates				Parent communication
				Modified assignments
				Counseling

SOCIAL STUDIES

6.2 World History / Global Studies

Disciplinary Concept: Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE)

Amistad

Holocaust

Diversity, Equity & Inclusion

AAIP

Disciplinary Practices:

Seeking Diverse Perspectives; Gathering and Evaluating Sources; Presenting Arguments & Using Evidence; Engaging in Civil Discourse & Critiquing Conclusions

The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.

Core Ideas

Performance Expectation Standards

Core Idea: Political and civil institutions impact all aspects of people’s lives.

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

Core Idea: The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
Core Idea: Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
Core Idea: The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.	6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road). 6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
Core Idea: The physical and human characteristics of places and regions are connected to human identities and cultures.	6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
Core Idea: The environmental characteristics of places and production of goods influences the spatial patterns of world trade.	6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
Core Idea: Economic interdependence is impacted by increased specialization and trade.	6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty
Core Idea: The production and consumption of goods and services influence economic growth, well-being and quality of life.	6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
Core Idea: Historical events may have single, multiple, direct and indirect causes and effects.	6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism. 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
Core Idea: Historical events and	6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

developments are shaped by social, political, cultural, technological, and economic factors.	<p>6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <p>6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p> <p>6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p>
Time Allocated	6 Weeks

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<ul style="list-style-type: none"> ● Physical Map ● Political Map ● Continent ● Landform 	Students will be able to compare and contrast physical and political maps of civilizations of the African Continent, the Middle East, and Asia and explain geopolitical impact of these civilizations then and now.	<p>Creation of maps demonstrating the African Continent, Asia, and the Middle East.</p> <p>-Compare and contrast significant landforms and discuss how their presence can impact the people that live near them (ex. Himalaya Mountains vs Gobi Desert)</p> <p>-Kahoot review of key terms and concepts</p> <p>-Take notes on key terms and concepts</p> <p>-Using slides/nearpod</p>	<p>-Creation of maps</p> <p>-Kahoot</p> <p>-Class Discussion</p> <p>-Note taking</p>	<p>Maps</p> <p>Kahoot</p> <p>Notes (based on textbook/district curriculum)</p>
<ul style="list-style-type: none"> ● Serf ● Knight ● Lord ● King ● Vassal 	<p>Determine which events led to the rise and eventual decline of European feudalism.</p> <p>Explain how and why the interrelationships among</p>	<p>-Brain Pop: Feudalism</p> <p>-Feudalism lollipop simulation.</p> <p>Allow students to randomly select a piece of paper that has a role on it: serf, knight, lord,</p>	<p>-Lollipops or candy for simulation</p> <p>-Brainpop</p> <p>-Manor diagrams</p>	<p>Brainpop</p> <p>Index cards/paper</p>

<ul style="list-style-type: none"> ● Feudal System ● Feudalism ● Manor ● Great Schism 	<p>improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</p>	<p>king. Students are given the appropriate amount of lollipops and then asked to pay their taxes accordingly. -Analyze the feudal manor diagram and discuss</p>		
<ul style="list-style-type: none"> ● King ● Aristocrat ● Merchant ● Priest ● Lord ● Crusades ● Reformation ● Counter-reformation ● Absolute Monarchy 	<p>Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p>	<p>Discuss the role of religion and the importance to early civilization. Show the move from 1 leader to a more democratic take on government. Compare charts of various social hierarchies and search for trends or glaring differences.</p>	<p>-Essay comparing and contrasting social hierarchies throughout ancient world history. -Creation of their own social hierarchies they see in schools.</p>	<p>Charts Google Apps</p>
<ul style="list-style-type: none"> ● Plague ● Disease ● Black Death 	<p>Assess the demographic, economic, and religious impact of the plague on Europe.</p>	<p>-Brain pop: Black Death -Reader's Theater- Black Death -Write a journal entry as if you were someone suffering from black death. Explain what your station is and how the disease impacted you and your family? What are your symptoms? -Black Death packet (reading and questions)</p>	<p>-Brain pop quiz -Completed journal entry -Completed packet -Acting out of readers theater</p>	<p>Brainpop Reader's theater packet</p>
<p>Interdisciplinary Connections</p>	<p>Art: students will read/evaluate plays (1.4.8.Re8c; 1.4.8.Cn11b) English Language Arts- Students will be reading articles, answering reflection questions and engaging in class discussion</p> <ul style="list-style-type: none"> ● RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text ● RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments 			

- W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
 - A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
 - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
 - C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
 - D. Establish and maintain a formal/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from the argument presented.

- W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - A. 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 aid in comprehension.
 - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Acknowledge and attempt a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

- W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

	<ul style="list-style-type: none"> ● Technology: Creating and comparing charts (8.1.2.DA.4:8.1.5.DA.1) Math: Use appropriate tools strategically. (6.SP) Science: Examining how the black death had long term and short term changes on the population (MS-LS2-4)
Career Readiness, Life Literacies and Key Skills	<p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</p>
Computer Science and Design Thinking	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <ul style="list-style-type: none"> ● Kahoot ● Google Apps ● Brainpop

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling