

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Ancient Civilizations	Grade Level(s): 6th
Department: Humanities	Credits: N/A
BOE Adoption Date: June 2014	Revision Date(s): August 2019

Course Description

The sixth grade Ancient Civilizations curriculum is designed to build and enrich students' understanding of the ancient world, and to help them recognize and appreciate the connections between ancient civilizations and our world today. The content spans the time period of 700 B.C. to A.D.1500, and it touches upon the ten themes of Social Studies (*Culture; Time, Continuity, and Change; People, Places, and Environments; Individual Development and Identity; Individuals, Groups, and Institutions; Power, Authority, and Governance; Production, Distribution, and Consumption; Science, Technology, and Society; Global Connections; Civic Ideals and Practices*). Additionally, students will view, analyze, and discuss current events stories. They will gain an understanding of these events and those of the ancient world through literacy – reading and writing. The course emphasizes the New Jersey Student Learning Standards for English Language Arts through close reading, note-taking, research, and a variety of writing experiences.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust + =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: Grade 6 World History

Prerequisite(s):

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Early Humans	September (2 weeks)	6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.B.1.b 6.2.8.C.1.a 6.2.8.D.1.b 6.2.8.D.1.c RH 8.1	<ol style="list-style-type: none"> 1. Compare and contrast the social organization of early hunter/gatherers 2. Explain the various migratory patterns of hunter/gatherers 3. Compare and contrast how nomadic and agrarian societies used land and natural resources 	<ol style="list-style-type: none"> 1. Analyze photographs of shelters used in the Paleolithic Age 2. Describe how the use of trial-and-error methods were used to solve a problem 3. Write a descriptive paragraph on how trial and error helped humans survive 4. Analyze photographs of shelters used in the Neolithic Age 5. Connect farming to their daily lives 6. Draw conclusions about why the Agricultural Revolution was a revolution
Unit 2: Mesopotamia	September - October 2 weeks	6.2.8.A.2.a, 6.2.8.A.2.b 6.2.8.A.2.c, 6.2.8.B.2.a 6.2.8.B.2.b, 6.2.8.C.2.a 6.2.8.D.2.a , 6.2.8.D.2.b 6.2.8.D.2.c , 6.2.8.D.2.d J RH 8.1 , RH 8.2 ,RH 8.4 RH 8.5	<ol style="list-style-type: none"> 1. Explain how floods helped farmers 2. Draw conclusions why they built cities 3. Describe where the Fertile Crescent is located 4. Compare the social classes; 5. Describe why scribes were 	<ol style="list-style-type: none"> 1. How Gilgamesh relates to modern-day pieces. 2. What it was like to live in Suer 3. The Sumerian ideas and inventions that were passed on to other cultures 4. The themes found in the

			<p>important in Sumerian society</p> <ol style="list-style-type: none"> 6. Find the main reason why Hammurabi's Code was important 7. Summarize why Assyria's army was strong; identify the wonders of the ancient world; describe how the Assyrians ruled their empire 8. Explain why the Chaldeans overthrow the Assyrians 	<p>epic poem genre.</p> <ol style="list-style-type: none"> 5. How civilizations developed in Mesopotamia. 6. What contributions the Assyrians made to Southwest Asia. 7. Why Babylon was an important city in the ancient world.
Unit 3: Ancient Egypt	October - November 2-3 weeks	6.2.8.A.2.a. 2.b, 2.c ; 6.2.8.B.2.a , 2.b; 6.2.8.C.2.a, 6.2.8.D.2.a , 2.b, 2.C, 2.D	<ol style="list-style-type: none"> 1. Compare information on populations of the Fertile Crescent and Nile River Valley 2. Describe a main agricultural product and its economic effect on ancient Egypt 3. Analyze how the Nile River affected Egyptian life 4. Analyze how belief in the afterlife influenced ancient Egyptian life 5. Describe ancient Egyptian social classes 6. Organize information on a pharaoh's responsibilities 7. Analyze visuals from Egypt's golden age 8. Describe an empire and how it is built 9. Identify reasons Egypt reached the height of its 	<ol style="list-style-type: none"> 1. Why the Nile River was important to the ancient Egyptians. 2. Characteristics of ancient Egyptian religion. 3. Examine the origin and purpose of the pyramids in Ancient Egypt 4. Identify the characteristics of ancient Egyptian religion 5. Identify and understand the the role social status played in the development of Ancient Egyptian culture 6. Factors that led to the rise and fall of the ancient Egyptian empire. 7. How Egypt influenced other kingdoms.

			<p>power</p> <ol style="list-style-type: none"> 10. Explain how the pharaoh contributed to the rise and fall of the Egyptian empire 11. Identify how Nubia and Kush were influenced by Egyptian culture 12. Compare/Contrast Old, Middle, and New Kingdoms 13. Find and analyze the connections between Pyramids, Religion, and Social Status in Ancient Egypt 	
Unit 4: The Israelites	2 weeks November-December	6.2.8.B.2.a , 2.b, 2.c , 6.2.8.B.2.a , 2.b, 6.2.8.C.2.a , 6.2.8.D.2.a , 2.d , 6.2.8.D.3.e	<ol style="list-style-type: none"> 1. Contrast religious concepts 2. Identify leaders and key historical figures 3. Read a historical map of Southwest Asia/Canaan 4. Analyze how geography contributes to settlement 5. Draw a map of Canaan or of a swelling in Canaan 6. Analyze the role of kings in ancient Israel 7. Summarize information about the ancient Israelites 8. Read a map depicting the Jewish exile to Babylon 9. Identify the role of scribes in spreading ideas 10. Demonstrate understanding of Jewish culture and interpret what they learned 	<ol style="list-style-type: none"> 1. The differences between monotheism and polytheism 2. The beliefs of the ancient Israelites 3. The key leaders of the Israelites 4. The role of religion in everyday life 5. About the Jewish exile in Babylon and the Jews' return to Judah 6. What life was like for Jews during Greek and Roman rule.

Unit 5: Greece	3 weeks January-Feb	6.2.8.A.3.a, 3.b and 3.c and 3.d , 3.e ; 6.2.8.B.3.a, 3.b and 3.c; 6.2.8.D.3.a, 3.c, 3.d; 6.2.8.D.3.f	<ol style="list-style-type: none"> 1. Explain how geography influenced the settlement of Greece 2. Identify similarities and differences between the rights and responsibilities of ancient Greek citizens and US citizens today 3. Describe the characteristics of tyranny, oligarch, and democracy 4. Identify the location of the Persian Empire 5. Explain how the Greeks won the Persian Wars 6. Explain differences between Athenian democracy and American democracy 7. Identify characteristics of life in Athens 	<ol style="list-style-type: none"> 1. How did physical geography influence the lives of the early Greeks? 2. How did the Mycenaeans gain power in the Mediterranean? 3. How did early Greeks spread their culture? 4. How did Greek city-states create the idea of citizenship? 5. Which types of government did the Greek city-states have? 6. Why did the Spartans focus on military skills? 7. How did the culture in Athens differ from other Greek city-states? 8. How did the Persians rule a vast empire? 9. How did the Greeks defeat the Persians? 10. How did Pericles influence government and culture in Athens? 11. What was life like under the rule of Pericles? 12. How did the Peloponnesian War affect the Greek city-states?

Unit 6: Ancient Rome	February-March	6.2.8.B.2.c, 3.d, 3.e; 6.2.8.B.3.a, 3.b, 3.c; 6.2.8.D.3.a, 3.c, 3.d; 6.2.8.D.3.f	<ol style="list-style-type: none"> 1. Analyze how the policies of the Roman conquerors led to an increase in power. 2. Discuss the perspective of the Roman social classes. 3. Explain how conflict was resolved between patricians and plebeians. 4. Describe the events of the Punic Wars. 5. Identify the causes of the Roman Republic's decline. 6. Determine the impact of Augustus. 7. Describe the empire's economy. 	<ol style="list-style-type: none"> 1. What effect did geography have on the rise of Roman civilization? 2. How did Rome become a great power? 3. How did conflict between classes change Rome's government? 4. How did Rome conquer the Mediterranean region? 5. What factors led to the decline of the Roman Republic? 6. How did Julius Caesar rise to power? 7. How did Rome become an empire? 8. How did Augustus create a new age of prosperity for Rome? 9. How did the Roman Empire become rich and prosperous? 10. What was daily life like for the Romans? 11. How did the Greeks influence Roman culture? 12. What are the key achievements and contributions of Roman civilization?
Unit 7: The Rise of Christianity	March-April	6.2.8.A.3.b, 6.2.8.A.3.a, 6.2.8.D.3.c, 6.2.8.D.3.b,	<ol style="list-style-type: none"> 1. Synthesize the geographic theme of movement and its 	<ol style="list-style-type: none"> 1. Why were the life and death of Jesus of Nazareth

		6.2.8.D.3.e, 6.2.8.D.3.d, RH 8.5, RH 8.7, and RH 8.8	<p>importance to spreading Christianity in the Roman Empire</p> <ol style="list-style-type: none"> Summarize the life of Jesus and basic Christian beliefs Identify the role played by the apostles in the growth of Christianity Synthesize the geographic theme of movement and its importance to spreading Christianity in the Roman Empire Draw conclusions about Christianity's expansion and eventual acceptance in the Roman Empire Synthesize information about the rise and spread of Christianity Analyze the split of the Christian church 	<p>important to his followers?</p> <ol style="list-style-type: none"> How did early Christianity spread throughout the Roman Empire? How did Christianity change over time? How did early Christians organize their church and explain their beliefs? What issues divided the western and eastern Christian churches? How did Christianity spread across Europe?
Unit 8: Islamic Civilizations	April-May	6.2.8.D.3.d, 6.2.8.D.3.e , 6.2.8.A.4.a, 6.2.8.C.4.b , 6.2.8.D.4.a	<ol style="list-style-type: none"> Identify the key tenets of Islam Distinguish the methods of how Islam was spread through various events and people Determine how different leaders incorporated Islam into their empires Identify contributions made by Muslims Explain how discoveries and 	<ol style="list-style-type: none"> What are the major tenets of Islam? How did Islam spread? What are the major contributions made by Islamic Empires? What led to split in Islam? What role does prayer play in the lives of Muslims?

			inventions affected the lives of Muslims	
Unit 9: Indus River Valley	May- June	6.2.8.A.2.a, 2.b, 2.c; 6.2.8.B.2.a, 2.b; 6.2.8.C.2.a, 6.2.8.D.2.a, 2.b, 2.c, and 2.d	<ol style="list-style-type: none"> 1. Recognize why people settle by rivers 2. Describe early civilizations in India 3. Name the levels of the social castes in India 4. Identify key terms in Hindu beliefs 5. Analyze religious concepts 6. Compare and contrast Ashoka's rule before and after he embraced Buddhism 7. Compare and contrast ancient Indian rule during Ashoka and modern-day government 8. Synthesize information to form opinions and make observations about ancient Indian culture Indian Culture 	<ol style="list-style-type: none"> 1. How the physical geography and climate influence the development of civilization in India? 2. How did the people of the Indus River Valley build cities? 3. How did the Aryans influence early India? 4. How was society in ancient India organized? 5. What are the basic beliefs of Hinduism? 6. How did Hinduism develop? 7. What are the teachings of Jainism? 8. How did religion affect the development of the Mauryan Empire? 9. Why did the Gupta Empire become powerful?

Instructional Unit Map

Course Title: World History

Early Humans

Start Date:

September

Unit Title			Length of Unit:	2 weeks
<p>Content Standards</p> <p><i>What do we want them to know, understand, & do?</i></p>	<p>Power NJLS Standards:</p> <p>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.</p> <p>6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p> <p>6.2.8.C.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.</p>	<p>Learning Goals</p>	<ol style="list-style-type: none"> 1. Students will be able to compare and contrast the social organization of early hunter/gatherers, explain the various migratory patterns of hunter/gatherers, and compare and contrast how nomadic and agrarian societies used land and natural resources. 	

	<p>6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies. D. History, Culture, and Perspectives</p> <p>6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p> <p>Secondary:</p> <p>NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key</p>		
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	<p>supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
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	NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.		
Essential Questions	1. How do people adapt to their environment?		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<div style="display: flex; justify-content: space-around;"> Formative Summative Alternative </div>		
	<ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets ● Quizzes ● Summary writing ● Descriptive writing ● Graphic organizers ● Discussion questions 	<ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion Questions 	<ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions
Unit Pre-Assessment(s) <i>What do they already know?</i>	KWL+ Activity and Cooperative Group Discussion		
Instructional Strategies/Student Activities	Direct Instruction <ul style="list-style-type: none"> ● Guided Practice ● Cooperative learning (group work) ● Modeling ● Learning Centers ● Note-taking sheet 		

	<ul style="list-style-type: none"> ● Turn and talk/ Think-pair-share ● Student choice 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – planned for prior to instruction	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> ● Translate directions ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format 	<ul style="list-style-type: none"> ● Clarify directions ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Study guides ● Rest breaks ● Highlight key words ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts ● Choice of writing topics 	<ul style="list-style-type: none"> ● Independent study ● Tiered assessments ● Leveled texts

	<ul style="list-style-type: none"> ● Shorten homework 	<ul style="list-style-type: none"> ● Choice of writing topics ● Choice of test format ● Shorten homework 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences 		<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu 	

	<ul style="list-style-type: none"> ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: Analyze, reflect, cause, effect, conflict, dispute, chronology, perspective, perception, opinion, primary/secondary source, informational text, site, evidence, context, culture, deprive, reside</p> <p>Tier III: Paleolithic, technology, nomads, Ice Age, domesticate, specialization, Bronze Age, Neolithic Age, systematic agriculture, and shrine</p>	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
Interdisciplinary Connections NJ Student Learning Standards	<p>Career Ready Practices:</p> <p>CRP4- Communicate clearly and effectively and with reason.</p> <p>CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology:</p> <p>8.1.8.D.2- Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.4- Assess the credibility and accuracy of digital content.</p> <p>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.</p>	
21 st Century Themes/Skills P21 Framework	<div style="display: flex; justify-content: space-between; padding: 5px;"> Themes Skills </div>	
	<ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving 	<ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration

	<ul style="list-style-type: none"> ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<ul style="list-style-type: none"> ● Communication ● Social & cross cultural skills
Resources/Materials	Text Materials: <ul style="list-style-type: none"> ● <u>Discovering Our Past: A History of the World</u> ● <u>Reading Essentials & Study Guide</u> ● <u>Leveled Social Studies Readers</u> Other: <ul style="list-style-type: none"> ● Primary and secondary sources ● Online videos ● chromebooks 	

Instructional Unit Map			
Course Title: World History			
Unit Title	Mesopotamia	Start Date:	September
		Length of Unit:	2 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Power NJSLS Standards: 6.2.8.A.2.a Explain why different ancient river valley civilizations develop similar forms of government 2.b Explain how codifying laws met the needs of ancient river valley	Learning Goals	<ol style="list-style-type: none"> 1. Students will analyze how people, places, and ideas change over time. 2. Students will be able to understand how cultures are held together by shared beliefs and common practices and values.

	<p>societies</p> <p>2.c Determine the role of slavery in the economic and social structures of river valley civilizations</p> <p>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 river valley civilizations</p> <p>2.b Compare and contrast physical maps of ancient river valley civilizations and their modern counterparts(i.e. Mesopotamia and Iraq; Ancient Egypt and Modern Egypt) and determine the geopolitical impact of these civilizations</p> <p>6.2.8.C.2.a Explain how technological advancement led to greater</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various river valley civilizations</p> <p>2.b Explain how the development of written language transformed all</p>		
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aspects of life in ancient river valley civilizations
2.c Analyze the factors that led to the rise and fall of various civilizations and determine whether there was a common pattern of growth and decline.
2.d Justify which of the major achievements of the civilizations represent the most enduring legacies

Secondary:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the

	<p>course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>		
Essential Questions	<ol style="list-style-type: none"> 1. What is a civilization? 2. Why did people begin to build cities? 3. How does technology advance society? 4. How did civilizations develop in Mesopotamia? 		

	5. What were the major contributions of the Assyrians?			
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		Summative	Alternative
	<ul style="list-style-type: none"> • Common Summative Assessment • Chapter test • Entrance tickets • Exit tickets • Quizzes • Summary writing • Descriptive writing • Graphic organizers • Discussion questions 	<ul style="list-style-type: none"> • Common Summative Assessment • Quizzes • Summary writing • Discussion Questions 	<ul style="list-style-type: none"> • Additional time • Study guides • Clarify test directions 	
Unit Pre-Assessment(s) <i>What do they already know?</i>				
Instructional Strategies/Student Activities	Direct Instruction <ul style="list-style-type: none"> • Guided Practice • Cooperative learning (group work) • Modeling • Learning Centers • Note-taking sheet • Turn and talk/ Think-pair-share • Student choice 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners

	<ul style="list-style-type: none"> ● Translate directions ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Clarify directions ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Study guides ● Rest breaks ● Highlight key words ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts ● Choice of writing topics 	<ul style="list-style-type: none"> ● Independent study ● Tiered assessments ● Leveled texts
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		<ul style="list-style-type: none"> ● Shorten homework 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 		<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu 	

<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Analyze, reflect, cause, effect, conflict, dispute, chronology, perspective, perception, opinion, primary/secondary source, informational text, site, evidence, context, culture, deprive, reside</p> <p>Tier III: silt, city-state, cuneiform, irrigation, polytheism, scribe, surplus, ziggurat, epic, empire, tribute, province, astronomer,</p>	
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: 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. 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.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p> <ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills

Resources/Materials	<p>Text Materials:</p> <ul style="list-style-type: none"> ● Discovering Our Past: A History of the World ● Reading Essentials & Study Guide ● Leveled Social Studies Readers <p>Other:</p> <ul style="list-style-type: none"> ● Primary and secondary sources ● Online videos ● chromebooks
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Instructional Unit Map			
Course Title: World History			
Unit Title	Ancient Egypt	Start Date:	October
Unit Title		Length of Unit:	2-3 weeks
<p>Content Standards</p> <p><i>What do we want them to know, understand, & do?</i></p>	<p>Power NJSL Standards:</p> <p>6.2.8.A.2.a Explain why different ancient river valley civilizations develop similar forms of government</p> <p>2.b Explain how codifying laws met the needs of ancient river valley societies</p> <p>2.c Determine the role of slavery in the economic and social structures of river valley civilizations</p> <p>6.2.8.B.2.a Determine the</p>	<p>Learning Goals</p>	<ol style="list-style-type: none"> 1. Students will be able to compare information on the Fertile crescent and Nile River Valley 2. Students will describe a main agricultural product and its economic effects on ancient Egypt

	<p>extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of river valley civilizations</p> <p>2.b Compare and contrast physical maps of ancient river valley Mesopotamia and Iraq; Ancient Egypt and Modern Egypt) and determine the geopolitical impact of these civilizations, then and now</p> <p>6.2.8.C.2.a Explain how technological advancement led to greater economic specialization, improved weaponry, trade, and the development of a class system in river valley civilizations</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various river valley civilizations</p> <p>2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations</p>		
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2.c Analyze the factors that led to the rise and fall of various civilizations and determine whether there was a common pattern of growth and decline.
2.d Justify which of the major achievements of the civilizations represent the most enduring legacies

Secondary:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R7. Integrate and evaluate content

	<p>presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>						
Essential Questions	<ol style="list-style-type: none"> 1. Why was the Nile River important to the ancient Egyptians? 2. What were the major characteristics of ancient Egyptian religion? 3. What factors led to the rise and fall of the ancient Egyptian empire? 4. How did Egypt influence other kingdoms? 5. What connections can be made between the Pyramids, Religion, and Social Status of Ancient Egypt? 						
Assessments	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; text-align: center;">Formative</td> <td style="width: 25%; text-align: center;">Summative</td> <td style="width: 25%; text-align: center;">Alternative</td> <td style="width: 25%;"></td> </tr> </table>			Formative	Summative	Alternative	
Formative	Summative	Alternative					

<p><i>How will we know they have gained the knowledge & skills?</i></p>	<ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets ● Quizzes ● Summary writing ● Descriptive writing ● Graphic organizers ● Discussion questions 	<ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion Questions 	<ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions 	
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>				
<p>Instructional Strategies/Student Activities</p>	<p>Direct Instruction</p> <ul style="list-style-type: none"> ● Guided Practice ● Cooperative learning (group work) ● Modeling ● Learning Centers ● Note-taking sheet ● Turn and talk/ Think-pair-share ● Student choice 			
<p>Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i></p>	<p>English Language Learners Special Education Learners Struggling Learners Advanced Learners</p>			
	<ul style="list-style-type: none"> ● Translate directions ● Multiple choice format 	<ul style="list-style-type: none"> ● Clarify directions 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Study guides ● Rest breaks 	<ul style="list-style-type: none"> ● Independent study ● Tiered assessments

	<ul style="list-style-type: none"> ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Highlight key words ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts ● Choice of writing topics 	<ul style="list-style-type: none"> ● Leveled texts
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Differentiated Instructional Methods:	Access (Resources and/or Process)	Expression (Products and/or Performance)
<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 	<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Analyze, reflect, cause, effect, conflict, dispute, chronology, perspective, perception, opinion, primary/secondary source, informational text, site, evidence, context, culture, deprive, reside</p>	

	Tier III: cataract, delta, shadoof, papyrus, hieroglyphics, dynasty, theocracy, pharaoh, bureaucrat, pyramid, and envoy	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
Interdisciplinary Connections NJ Student Learning Standards	<p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: 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. 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.</p>	
21 st Century Themes/Skills P21 Framework	<div style="display: flex; justify-content: space-between;"> Themes Skills </div>	
	<ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills
Resources/Materials	<p>Text Materials:</p> <ul style="list-style-type: none"> ● Discovering Our Past: A History of the World ● Reading Essentials & Study Guide 	

	<ul style="list-style-type: none"> ● <u>Leveled Social Studies Readers</u> <p>Other:</p> <ul style="list-style-type: none"> ● Primary and secondary sources ● Online videos ● chromebooks
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Instructional Unit Map							
Course Title: World History							
Unit Title	The Israelites		<table border="1"> <tr> <td style="background-color: black; color: white;">Start Date:</td> <td>November</td> </tr> <tr> <td style="background-color: black; color: white;">Length of Unit:</td> <td>4 weeks</td> </tr> </table>	Start Date:	November	Length of Unit:	4 weeks
Start Date:	November						
Length of Unit:	4 weeks						
Content Standards <i>What do we want them to know, understand, & do?</i>	Power NJSL Standards: 6.2.8.B.2.a civilizations develop similar forms of government 2.b Explain how codifying laws met the needs of ancient river valley societies 2.c Determine the role of slavery in the economic and social structures of 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	Learning Goals	<ol style="list-style-type: none"> 1. Students will be able to analyze the role of scribes of spreading ideas and religion in everyday life. 2. Students will demonstrate an understanding of Jewish culture. 				

	<p>sustainability of river valley civilizations</p> <p>2.b Compare and contrast physical maps of ancient river valley civilizations and their modern counterparts(i.e. Mesopotamia and Iraq; Ancient Egypt and Modern Egypt) and determine the geopolitical impact of these civilizations, then and now</p> <p>6.2.8.C.2.a Explain how technological advancement led to greater economic specialization, improved weaponry, trade, and the development of a class system in river valley civilizations</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various river valley civilizations</p> <p>2.d Justify which of the major achievements of the civilizations represent the most enduring legacies</p> <p>6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or</p>		
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around this time period
(I.E Buddhism, Judaism)

Secondary:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text,

	<p>including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>					
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. What are the differences between monotheism and polytheism? 2. What are the beliefs of the ancient Israelites? 3. Who are the key leaders of the Israelites? 4. What was life like for Jews during Greek and Roman rule? 					
<p>Assessments</p> <p><i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Formative</td> <td style="width: 33%;">Summative</td> <td style="width: 33%;">Alternative</td> </tr> </table>			Formative	Summative	Alternative
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	<ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets ● Quizzes ● Summary writing ● Descriptive writing 	<ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion Questions 	<ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions 			

	<ul style="list-style-type: none"> ● Graphic organizers ● Discussion questions 		
Unit Pre-Assessment(s) <i>What do they already know?</i>			
Instructional Strategies/Student Activities	Direct Instruction <ul style="list-style-type: none"> ● Guided Practice ● Cooperative learning (group work) ● Modeling ● Learning Centers ● Note-taking sheet ● Turn and talk/ Think-pair-share ● Student choice 		
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – planned for prior to instruction	English Language Learners	Special Education Learners	Struggling Learners
	<ul style="list-style-type: none"> ● Translate directions ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating 	<ul style="list-style-type: none"> ● Clarify directions ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Study guides ● Rest breaks ● Highlight key words ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts ● Choice of writing topics

	<ul style="list-style-type: none"> ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion 	<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu 		

	<ul style="list-style-type: none"> ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 	
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Analyze, reflect, cause, effect, conflict, dispute, chronology, perspective, perception, opinion, primary/secondary source, informational text, site, evidence, context, culture, deprive, reside</p> <p>Tier III: prophet, covenant, monotheism, tribe, exodus, torah, commandment, exile, scroll, and Sabbath</p>	
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Career Ready Practices:</p> <p>CRP4- Communicate clearly and effectively and with reason.</p> <p>CRP5- Consider the environmental, social and economic impacts of decisions.</p>	

	<p>Technology:</p> <p>8.1.8.D.2- Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.4- Assess the credibility and accuracy of digital content.</p> <p>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.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p> <ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills
<p>Resources/Materials</p>	<p>Text Materials:</p> <ul style="list-style-type: none"> ● Discovering Our Past: A History of the World ● Reading Essentials & Study Guide ● Leveled Social Studies Readers <p>Other:</p> <ul style="list-style-type: none"> ● Primary and secondary sources ● Online videos ● chromebooks 	

Unit Title	Ancient Greece		Start Date:	December
			Length of Unit:	7 weeks
<p>Content Standards</p> <p><i>What do we want them to know, understand, & do?</i></p>	<p>Power NJSL Standards:</p> <p>6.2.8.A.3.a Compare and contrast the methods used by the rulers of Rome and Greece to control and unify their empires</p> <p>3.b 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> <p>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</p> <p>3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of US citizens today, and evaluate how citizens perceived the principles of liberty and equality then</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain how geography affected the settlement of Greece 2. Identify similarities and differences between the rights and responsibilities of ancient Greek citizens and a U.S. citizen today. 3. Explain the difference between Athenian democracy and American democracy 4. Compare and contrast different city-states and cultural practices 	

	<p>and now</p> <p>3.e Compare and contrast the American legal system and the legal systems of classical civilization, and determine the extent to which the early systems influenced the current legal system.</p> <p>6.2.8.B.3.a Determine how geography and 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>3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.</p> <p>3.c 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</p>		
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	<p>of labor</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality</p> <p>3.c Determine common factors that contributed to the decline of the Roman Empire</p> <p>3.d Compare the golden Ages of Greece, Rome and justify major achievements that represent world legacies</p> <p>6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shape the values of classical societies</p> <p>Secondary:</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine</p>		
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central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational

	texts independently and proficiently with scaffolding as needed.								
Essential Questions	<ol style="list-style-type: none"> 1. How did physical geography influence the lives of the early Greeks? 2. How did early Greeks spread their culture? 3. How did Greek city-states create the idea of citizenship? 4. How did the culture in Athens differ from other Greek city-states? 5. How did the Persians rule a vast empire? 6. How did Pericles influence government and culture in Athens? 7. How did the Peloponnesian War affect the Greek city-states? 8. How did Greek culture spread during the Hellenistic Era? 9. What ideas and discoveries emerged during the Hellenistic Era? 								
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<table border="1"> <thead> <tr> <th>Formative</th> <th>Summative</th> <th>Alternative</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Common Summative Assessment • Chapter test • Entrance tickets • Exit tickets • Quizzes • Summary writing • Descriptive writing • Graphic organizers • Discussion questions </td> <td> <ul style="list-style-type: none"> • Common Summative Assessment • Quizzes • Summary writing • Discussion Questions </td> <td> <ul style="list-style-type: none"> • Additional time • Study guides • Clarify test directions </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> • Common Summative Assessment • Chapter test • Entrance tickets • Exit tickets • Quizzes • Summary writing • Descriptive writing • Graphic organizers • Discussion questions 	<ul style="list-style-type: none"> • Common Summative Assessment • Quizzes • Summary writing • Discussion Questions 	<ul style="list-style-type: none"> • Additional time • Study guides • Clarify test directions
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Unit Pre-Assessment(s) <i>What do they already know?</i>									
Instructional Strategies/Student Activities	Direct Instruction <ul style="list-style-type: none"> • Guided Practice 								

	<ul style="list-style-type: none"> ● Cooperative learning (group work) ● Modeling ● Learning Centers ● Note-taking sheet ● Turn and talk/ Think-pair-share ● Student choice 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
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	<ul style="list-style-type: none"> ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals 		<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu 	

	<ul style="list-style-type: none"> ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 	
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Analyze, reflect, cause, effect, conflict, dispute, chronology, perspective, perception, opinion, primary/secondary source, informational text, site, evidence, context, culture, deprive, reside</p> <p>Tier III:</p>	
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: 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. 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.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p>Themes Skills</p>	

	<ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills
Resources/Materials	<p>Text Materials:</p> <ul style="list-style-type: none"> ● <u>Discovering Our Past: A History of the World</u> ● <u>Reading Essentials & Study Guide</u> ● <u>Leveled Social Studies Readers</u> <p>Other:</p> <ul style="list-style-type: none"> ● Primary and secondary sources ● Online videos ● chromebooks 	

Instructional Unit Map			
Course Title: World History			
Unit Title	Ancient Rome		Start Date: February
			Length of Unit: 6-7 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Power NJSL Standards: 6.2.8.B.2.c Determine the foundational concepts and principles of Athenian	Learning Goals	Students will be able to: <ol style="list-style-type: none"> 1. Explain the geographic features contributing to the settlement and growth of Rome 2. Analyze how the policies of the Roman conquerors led to an increase in power

democracy and the Roman Republic that later influenced the development of the United States Constitution

3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of US citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now

3.e Compare and contrast the American legal system and the legal systems of classical civilization, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a Determine how geography and 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.

3.b Explain how geography and the availability of

3. Discuss the perspective of the Roman social classes **0**
4. Identify the Roman Republics decline
5. Determine the impact of Julius Caesar
6. Identify the events and people that led to the establishment of the Roman Empire
7. Describe the empire's economy

	<p>natural resources led to both the development of Greek city-states and to their decline.</p> <p>3.c 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>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality</p> <p>3.c Determine common factors that contributed to the decline of the Roman Empire</p> <p>3.d Compare the golden Ages of Greece, Rome and justify major achievements that represent world legacies</p> <p>6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies</p>		
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Secondary:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as

	<p>the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>									
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. What effect did geography have on the rise of Roman civilization? 2. How did Rome become a great power? 3. How did conflict between classes change Rome’s government? 4. What factors led to the decline of the Roman Republic? 5. How did Julius Caesar rise to power? 6. How did Rome become an empire? 7. What are the key achievements and contributions of Roman civilization? 									
<p>Assessments</p> <p><i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 33%;">Formative</th> <th style="width: 33%;">Summative</th> <th style="width: 33%;">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 1149 995 1448"> <ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets ● Quizzes ● Summary writing </td> <td data-bbox="995 1149 1520 1448"> <ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion Questions </td> <td data-bbox="1520 1149 1940 1448"> <ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions </td> </tr> </tbody> </table>				Formative	Summative	Alternative	<ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets ● Quizzes ● Summary writing 	<ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion Questions 	<ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions
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	<ul style="list-style-type: none"> • Descriptive writing • Graphic organizers • Discussion questions 			
Unit Pre-Assessment(s) <i>What do they already know?</i>				
Instructional Strategies/Student Activities	Direct Instruction <ul style="list-style-type: none"> • Guided Practice • Cooperative learning (group work) • Modeling • Learning Centers • Note-taking sheet • Turn and talk/ Think-pair-share • Student choice 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> • Translate directions • Multiple choice format • Read the directions aloud • Highlight/underline key words • Peer tutor • Preferential seating 	<ul style="list-style-type: none"> • Clarify directions • Multiple choice format • Read the directions aloud • Highlight/underline key words 	<ul style="list-style-type: none"> • Additional time • Clarify directions • Study guides • Rest breaks • Highlight key words • Chunk long-term assignments • Pace long-term projects • Leveled texts 	<ul style="list-style-type: none"> • Independent study • Tiered assessments • Leveled texts

	<ul style="list-style-type: none"> ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Choice of writing topics 	
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion 	<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu 		

	<ul style="list-style-type: none"> ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 	
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Analyze, reflect, cause, effect, conflict, dispute, chronology, perspective, perception, opinion, primary/secondary source, informational text, site, evidence, context, culture, deprive, reside</p> <p>Tier III:</p>	
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Career Ready Practices:</p> <p>CRP4- Communicate clearly and effectively and with reason.</p> <p>CRP5- Consider the environmental, social and economic impacts of decisions.</p>	

	<p>Technology:</p> <p>8.1.8.D.2- Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.4- Assess the credibility and accuracy of digital content.</p> <p>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.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p> <ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills
<p>Resources/Materials</p>	<p>Text Materials:</p> <ul style="list-style-type: none"> ● Discovering Our Past: A History of the World ● Reading Essentials & Study Guide ● Leveled Social Studies Readers <p>Other:</p> <ul style="list-style-type: none"> ● Primary and secondary sources ● Online videos ● chromebooks 	

Unit Title	The Rise of Christianity		Start Date:	March
			Length of Unit:	3-4 weeks
<p>Content Standards</p> <p><i>What do we want them to know, understand, & do?</i></p>	<p>Power NJSL Standards:</p> <p>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.</p> <p>6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>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.</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Synthesize the geographic movement and its importance to spreading Christianity in the Roman Empire 2. Draw conclusions about Christianity's expansion and eventual acceptance in the Roman Empire 3. Summarize the life of Jesus and basic Christian beliefs 	

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.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.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

Secondary:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual

	<p>evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to</p>		
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	<p>compare the approaches the authors take. NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>								
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. How did early Christianity spread throughout the Roman Empire? 2. How did Christianity change over time? 3. What issues divided the western and eastern Christian churches? 4. How did Christianity spread across Europe? 								
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 33%;">Formative</th> <th style="width: 33%;">Summative</th> <th style="width: 33%;">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 756 995 1219"> <ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets ● Quizzes ● Summary writing ● Descriptive writing ● Graphic organizers ● Discussion questions </td> <td data-bbox="995 756 1520 1219"> <ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion Questions </td> <td data-bbox="1520 756 1934 1219"> <ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets ● Quizzes ● Summary writing ● Descriptive writing ● Graphic organizers ● Discussion questions 	<ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion Questions 	<ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions
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<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>									

<p>Instructional Strategies/Student Activities</p>	<p>Direct Instruction</p> <ul style="list-style-type: none"> ● Guided Practice ● Cooperative learning (group work) ● Modeling ● Learning Centers ● Note-taking sheet ● Turn and talk/ Think-pair-share ● Student choice 			
<p>Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i></p>	<p>English Language Learners Special Education Learners Struggling Learners Advanced Learners</p>			
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	<ul style="list-style-type: none"> ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) 		<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu 	

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<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: 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. 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.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p>Themes</p>	<p>Skills</p>

	<ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills
Resources/Materials	Text Materials: <ul style="list-style-type: none"> ● <u>Discovering Our Past: A History of the World</u> ● <u>Reading Essentials & Study Guide</u> ● <u>Leveled Social Studies Readers</u> Other: <ul style="list-style-type: none"> ● Primary and secondary sources ● Online videos ● chromebooks 	

Instructional Unit Map			
Course Title: World History			
Unit Title	Islamic Civilization	Start Date:	April
		Length of Unit:	2-3 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Power NJSL Standards: 6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or	Learning Goals	Students will be able to: <ol style="list-style-type: none"> 1. Identify the key tenets of Islam 2. Distinguish the methods of how Islam was spread through various events and people 3. Determine how different leaders incorporated Islam into their empires

	<p>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>6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.C.4.b Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology</p>		<ol style="list-style-type: none">4. Identify contributions made by Muslims 05. Explain how discoveries and inventions affected the lives of Muslims
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innovation, and impacted 39 scientific thought and the arts.

6.2.8.D.4.a 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.

Secondary:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the

	<p>course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>		
Essential Questions	<ol style="list-style-type: none"> 1. What are the major tenets of Islam? 2. How did Islam spread? 3. What are the major contributions made by Islamic Empires? 4. What led to split in Islam? 		

5. What role does prayer play in the lives of Muslims?				
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative	
		<ul style="list-style-type: none"> • Common Summative Assessment • Chapter test • Entrance tickets • Exit tickets • Quizzes • Summary writing • Descriptive writing • Graphic organizers • Discussion questions 	<ul style="list-style-type: none"> • Common Summative Assessment • Quizzes • Summary writing • Discussion Questions 	<ul style="list-style-type: none"> • Additional time • Study guides • Clarify test directions
Unit Pre-Assessment(s) <i>What do they already know?</i>				
Instructional Strategies/Student Activities	Direct Instruction <ul style="list-style-type: none"> • Guided Practice • Cooperative learning (group work) • Modeling • Learning Centers • Note-taking sheet • Turn and talk/ Think-pair-share • Student choice 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners

	<ul style="list-style-type: none"> • Translate directions • Multiple choice format • Read the directions aloud • Highlight/underline key words • Peer tutor • Preferential seating • Simplify directions • Oral testing • Short answer responses • Enhanced directions • Leveled texts • Choice of writing topics • Choice of test format • Shorten homework 	<ul style="list-style-type: none"> • Clarify directions • Multiple choice format • Read the directions aloud • Highlight/underline key words • Peer tutor • Preferential seating • Simplify directions • Oral testing • Short answer responses • Enhanced directions • Leveled texts • Choice of writing topics • Choice of test format 	<ul style="list-style-type: none"> • Additional time • Clarify directions • Study guides • Rest breaks • Highlight key words • Chunk long-term assignments • Pace long-term projects • Leveled texts • Choice of writing topics 	<ul style="list-style-type: none"> • Independent study • Tiered assessments • Leveled texts
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		<ul style="list-style-type: none"> ● Shorten homework 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 		<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu 	

<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Analyze, reflect, cause, effect, conflict, dispute, chronology, perspective, perception, opinion, primary/secondary source, informational text, site, evidence, context, culture, deprive, reside</p> <p>Tier III:</p>	
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: 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. 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.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p>Themes Skills</p>	
	<ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills

Resources/Materials	<p>Text Materials:</p> <ul style="list-style-type: none"> ● <u>Discovering Our Past: A History of the World</u> ● <u>Reading Essentials & Study Guide</u> ● <u>Leveled Social Studies Readers</u> <p>Other:</p> <ul style="list-style-type: none"> ● Primary and secondary sources ● Online videos ● chromebooks
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Instructional Unit Map			
Course Title: World History			
Unit Title	Indus River Valley	Start Date:	May
Unit Title		Length of Unit:	3 weeks
<p>Content Standards</p> <p><i>What do we want them to know, understand, & do?</i></p>	<p>Power NJSLS Standards:</p> <p>6.2.8.A.2.a Explain why different ancient river valley civilizations develop similar forms of government</p> <p>2.b Explain how codifying laws met the needs of ancient river valley societies</p> <p>2.c Determine the role of slavery in the economic and social structures of river valley civilizations</p> <p>6.2.8.B.2.a Determine the extent to which geography</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe early civilizations in India 2. Identify the different religious beliefs in the region 3. Compare and contrast rule during Ashoka with modern-day government

	<p>influenced settlement, the development of trade networks, technological innovations, and the sustainability of river valley civilizations</p> <p>2.b Compare and contrast physical maps of ancient river valley civilizations and their modern counterparts(i.e. Mesopotamia and Iraq; Ancient</p> <p>6.2.8.C.2.a Explain how technological advancement led to greater economic specialization, improved weaponry, trade, and the development of a class system in river valley civilizations</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various river valley civilizations</p> <p>2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations</p> <p>2.c Analyze the factors that led to the rise and fall of various civilizations and</p>		
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determine whether there was a common pattern of growth and decline.
2.d Justify which of the major achievements of the civilizations represent the most enduring legacies

Secondary:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually

	<p>and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>				
Essential Questions	<ol style="list-style-type: none"> 1. How did physical geography and climate influence the development of civilization in India? 2. How did the people of the Indus River Valley build cities? 3. How did the Aryans influence early India? 4. How was society in ancient India organized? * 5. What are the basic beliefs of Hinduism and Buddhism? 				
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<div style="display: flex; justify-content: space-around;"> Formative Summative Alternative </div>				
	<ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test 	<ul style="list-style-type: none"> ● Common Summative Assessment 	<ul style="list-style-type: none"> ● Additional time ● Study guides 		

	<ul style="list-style-type: none"> • Entrance tickets • Exit tickets • Quizzes • Summary writing • Descriptive writing • Graphic organizers • Discussion questions 	<ul style="list-style-type: none"> • Quizzes • Summary writing • Discussion Questions 	<ul style="list-style-type: none"> • Clarify test directions 	
Unit Pre-Assessment(s) <i>What do they already know?</i>				
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Direct Instruction • Guided Practice • Cooperative learning (group work) • Modeling • Learning Centers • Note-taking sheet • Turn and talk/ Think-pair-share • Student choice 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> • Translate directions • Multiple choice format • Read the directions aloud 	<ul style="list-style-type: none"> • Clarify directions • Multiple choice format 	<ul style="list-style-type: none"> • Additional time • Clarify directions • Study guides • Rest breaks • Highlight key words • Chunk long-term assignments 	<ul style="list-style-type: none"> • Independent study • Tiered assessments • Leveled texts

	<ul style="list-style-type: none"> ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Pace long-term projects ● Leveled texts ● Choice of writing topics 	
Differentiated Instructional Methods:	Access (Resources and/or Process)		Expression (Products and/or Performance)	

<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 	<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Analyze, reflect, cause, effect, conflict, dispute, chronology, perspective, perception, opinion, primary/secondary source, informational text, site, evidence, context, culture, deprive, reside</p> <p>Tier III:</p>	

<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 					
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: 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. 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.</p>					
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