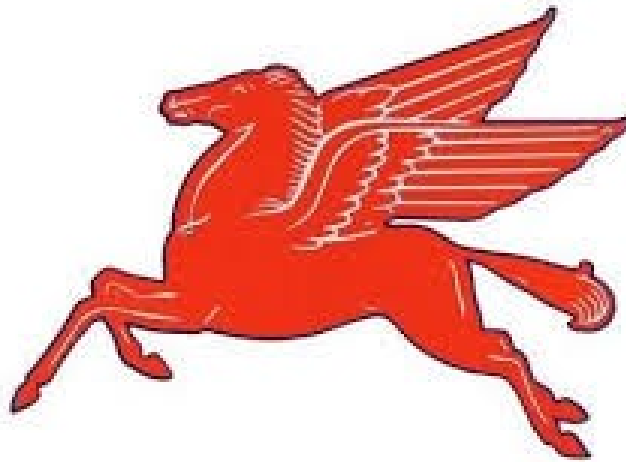


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Social Studies Grade 6

UPDATED 2020-2021

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: ????????

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Paulsboro Public Schools

Superintendent, Dr. Roy Dawson, III

Board of Education

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Mrs. Danielle Scott, Vice President

Mrs. Theresa Cooper

Mr. Robert Davis

Mrs. Crystal L. Henderson

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Mr. Markee Robinson

Ms. Tyesha Scott

Mrs. Irma R. Stevenson

* Greenwich Township Board of Education Representative

District Administration

Mrs. Christine Lindenmuth, Director of Curriculum, Instruction &
Assessment

Mrs. Anisah Coppin, Business Administrator/Board Secretary

Mr. Robert Harris, Director of Special Services

Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

(#) GRADE PACING CHART (2020-2021)

TOPIC	# OF DAYS	DATES	COMMENTS
<i>Origins of Civilization</i>	<i>10-20</i>	<i>September</i>	<i>Prehistory-4000 BCE</i>
Civilizations & Peoples The Fertile Crescent	10-20	October	3400 BCE- 70 CE
Ancient Egypt & Kush	10-20	November	3000 BCE-600 BCE
Early Civilizations of India	10-20	December	1700 BCE-220 CE
Early Civilizations of China	10-20	January	1700 BCE - 220 CE
Ancient Greece	10-20	February	2000 BCE- 300 BCE
The Roman Republic	10-20	March	800 BCE - 30 BCE
The Roman & Byzantine Empires	10-20	April	30 BCE- 1453 CE
Life In Medieval Christendom	10-20	May	486-1300
Struggle in Medieval Europe	10-20	June	962-1496

DEFINITIONS

NJ Student Learning Standards – Clear and specific benchmarks for students’ achievement in various content areas. The standards ensure that each child receives a “thorough and efficient education”.

21st Century Life and Careers Standards – These skills that are comprised of the “12 Career Ready Practices” and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21st century workplace.

ELA Companion Standards – Consists of standards for reading and writing in History, Social Studies, Science and Technical subjects. ELA curricula

Gifted and Talented Learners – Students with high-ability who may need more depth and complexity in instruction.

Special Education Learners – Students in need of supports and interventions to improve student achievement

English Language Learners – Students with a native language other than English or who are at varying degrees of English language proficiency.

QUARTER 1 –

Big Idea: Prehistory - 600 BCE

Topic: Origins of Civilization

<p>Standards: NJ Student Learning Standards: 6.2.8.A.1.a Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. 6.2.8.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. 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 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>21st Century Life and Careers: CRP1. Act as a responsible and contributing citizen and employee. CRP5. Consider the environmental, social and economic impacts of decisions</p>	GOAL	
	<p>SWBAT distinguish essential from incidental information SWBAT relate events in time</p>	
	Essential Question	Assessments
	<p>How much does geography shape people’s lives?</p>	<p>Diagnostic Test Quick Check Multiple-choice Topic Test Free-Response Topic Test Performance Assessment Cumulative Test Benchmark Test Research Paper</p>
	Enduring Understanding	
<p>Civics, Government, and Human Rights Geography, People, and the Environment Economics, Innovation, and Technology History, Culture, and Perspectives</p>	<p>Savvas My World Interactive Textbook & interactive tools https://www.flocabulary.com/ http://www.nationalgeographic.com/ https://www.discovery.com/ https://www.youtube.com/ https://www.edhelper.com/ https://www.raz-kids.com/</p>	

CRP7. Employ valid and reliable research strategies

Technology Standards:

8.1.8.E.1

-Plan strategies to guide inquiry.

-Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

-Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

-Process data and report results.

ELA Companion Standards:

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

MODIFICATIONS:

Gifted and Talented Learners:

Utilize Pre-AP Resources such as the pacing, assignment and best practices guide.

Special Education Learners:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

QUARTER 1 –

Big Idea: Prehistory - 600 BCE

Topic: Civilization & The Peoples of The Fertile Crescent

<p>Standards: NJ Student Learning Standards: 6.2.8.A.1.a Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. 6.2.8.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. 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 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>21st Century Life and Careers: CRP1. Act as a responsible and contributing citizen and employee. CRP5. Consider the environmental, social and economic impacts of decisions CRP7. Employ valid and reliable research strategies</p>	GOAL	
	<p>SWBAT distinguish & analyze cause & effect SWBAT recognize & analyze the role of chance, error & oversight</p>	
	Essential Question	Assessments
	<p>How do societies preserve order?</p>	<p>Diagnostic Test Quick Check Multiple-choice Topic Test Free-Response Topic Test Performance Assessment Cumulative Test Benchmark Test Research Paper</p>
	Enduring Understanding	
<p>Civics, Government, and Human Rights</p> <p>Geography, People, and the Environment</p> <p>Economics, Innovation, and Technology</p> <p>History, Culture, and Perspectives</p>	<p>Savvas My World Interactive Textbook & interactive tools</p> <p>https://www.flocabulary.com/ http://www.nationalgeographic.com/ https://www.discovery.com/ https://www.youtube.com/ https://www.edhelper.com/ https://www.raz-kids.com</p>	

Technology Standards:

8.1.8.E.1

- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Process data and report results.

ELA Companion Standards:

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NJSLSA.SL5. Make strategic use of digital media and visual

displays of data to express information and enhance understanding of presentations

MODIFICATIONS:

Gifted and Talented Learners:

Utilize Pre-AP Resources such as the pacing, assignment and best practices guide.

Special Education Learners:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

QUARTER 1 –

Big Idea: Prehistory - 600 BCE

Topic: Ancient Egypt & Kush

<p>Standards:</p> <p>NJ Student Learning 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>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>21st Century Life and Careers:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions</p> <p>CRP7. Employ valid and reliable research strategies</p>	GOAL	
	<p>SWBAT identify physical & cultural features while reading special purpose maps</p> <p>SWBAT distinguish verifiable from unverifiable information</p>	
	Essential Question	Assessments
	<p>What makes a great leader?</p>	<p>Diagnostic Test</p> <p>Quick Check</p> <p>Multiple-choice Topic Test</p> <p>Free-Response Topic Test</p> <p>Performance Assessment</p> <p>Cumulative Test</p> <p>Benchmark Test</p> <p>Research Paper</p>
	Enduring Understanding	Resources
<p>Civics, Government, and Human Rights</p> <p>Geography, People, and the Environment</p> <p>Economics, Innovation, and Technology</p> <p>History, Culture, and Perspectives</p>	<p>Savvas My World Interactive Textbook & interactive tools</p> <p>https://www.flocabulary.com/</p> <p>http://www.nationalgeographic.com/</p> <p>https://www.discovery.com/</p> <p>https://www.youtube.com/</p> <p>https://www.edhelper.com/</p> <p>https://www.raz-kids.com</p>	

Technology Standards:

8.1.8.E.1

- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Process data and report results.

ELA Companion Standards:

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.SL5. Make strategic use of digital media and visual

displays of data to express information and enhance understanding of presentations

MODIFICATIONS:

Gifted and Talented Learners:

Utilize Pre-AP Resources such as the pacing, assignment and best practices guide.

Special Education Learners:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

QUARTER 2 –

Big Idea: 3100 BCE - 300 BCE
Topic: Early Civilizations of India

Standards:	GOAL	
NJ Student Learning Standards: 6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures. 6.2.8.A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations. 6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. 6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. 6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.	SWBAT detect historical points of view & compare viewpoints SWBAT analyze primary & secondary sources	
	Essential Question	Assessments
	What makes a culture endure?	Diagnostic Test Quick Check Multiple-choice Topic Test Free-Response Topic Test Performance Assessment Cumulative Test Benchmark Test Research Paper
Enduring Understanding	Resources	
	Civics, Government, and Human Rights Geography, People, and the Environment Economics, Innovation, and Technology History, Culture, and Perspectives	Savvas My World Interactive Textbook & interactive tools https://www.flocabulary.com/ http://www.nationalgeographic.com/ https://www.discovery.com/ https://www.youtube.com/ https://www.edhelper.com/ https://www.raz-kids.com

6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations. 6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline. 6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

21st Century Life and Careers:

CRP1. Act as a responsible and contributing citizen and employee.

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

CRP7. Employ valid and reliable research strategies

Technology Standards:

8.1.8.E.1

-Plan strategies to guide inquiry.

-Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

-Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

-Process data and report results.

ELA Companion Standards:

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

MODIFICATIONS:

Gifted and Talented Learners:

_Utilize Pre-AP Resources such as the pacing, assignment and best practices guide.

Special Education Learners:

_Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

QUARTER 2 –
Big Idea: 3100 BCE - 300 BCE
Topic: Early Civilizations of China

Standards: NJ Student Learning Standards: 6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	GOAL
	SWBAT distinguish between fact & opinions SWBAT draw conclusions from sources
	Essential Question

Assessments

<p>6.2.8.A.2.b Determine the role of slavery in the economic and social structures of early 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 early river valley civilizations.</p> <p>6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p>	<p>How do societies preserve order?</p>	<p>Diagnostic Test Quick Check Multiple-choice Topic Test Free-Response Topic Test Performance Assessment Cumulative Test Benchmark Test Research Paper</p>		
<table border="1" style="width: 100%; background-color: #cccccc;"> <thead> <tr> <th style="text-align: center;">Enduring Understanding</th> <th style="text-align: center;">Resources</th> </tr> </thead> </table>		Enduring Understanding	Resources	
Enduring Understanding	Resources			
<p>6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p>6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and</p>	<p>Civics, Government, and Human Rights</p> <p>Geography, People, and the Environment</p> <p>Economics, Innovation, and Technology</p> <p>History, Culture, and Perspectives</p>	<p>Savvas My World Interactive Textbook & interactive tools</p> <p>https://www.flocabulary.com/ http://www.nationalgeographic.com/ https://www.discovery.com/ https://www.youtube.com/ https://www.edhelper.com/ https://www.raz-kids.com</p>		

determine whether there was a common pattern of growth and decline. 6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time

21st Century Life and

Careers:

CRP1. Act as a responsible and contributing citizen and employee.

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

CRP7. Employ valid and reliable research strategies

Technology Standards:

8.1.8.E.1

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-Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

-Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

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Gifted and Talented Learners:

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Special Education Learners:

_Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give

<p>instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.</p> <p>Use English Learners resources such as study guides, assessments and a visual glossary.</p>		
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QUARTER 2 – Big Idea: 3100 BCE - 300 BCE Topic: Ancient Greece		
<p>Standards:</p> <p>NJ Student Learning Standards:</p> <p>6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8.A.2.b Determine the role of slavery in the economic and social structures of early 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 early river valley civilizations.</p> <p>6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia)</p>	GOAL	
	<p>SWBAT distinguish relevant from irrelevant information</p> <p>SWBAT compare different points of view</p>	
	Essential Question	Assessments
	<p>What is the best form of government?</p>	<p>Diagnostic Test</p> <p>Quick Check</p> <p>Multiple-choice Topic Test</p> <p>Free-Response Topic Test</p> <p>Performance Assessment</p> <p>Cumulative Test</p> <p>Benchmark Test</p> <p>Research Paper</p>

<p>and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p>		
<p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations. 6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline. 6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p> <p>21st Century Life and Careers:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions</p>	<p>Enduring Understanding</p> <p>Civics, Government, and Human Rights</p> <p>Geography, People, and the Environment</p> <p>Economics, Innovation, and Technology</p> <p>History, Culture, and Perspectives</p>	<p>Resources</p> <p>Savvas My World Interactive Textbook & interactive tools</p> <p>https://www.flocabulary.com/</p> <p>http://www.nationalgeographic.com/</p> <p>https://www.discovery.com/</p> <p>https://www.youtube.com/</p> <p>https://www.edhelper.com/</p> <p>https://www.raz-kids.com</p>

CRP7. Employ valid and reliable research strategies

Technology Standards:

8.1.8.E.1

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Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

QUARTER 3 –

Big Idea: 800 BCE - 1300

Topic: The Roman Republic

Standards: NJ Student Learning Standards: 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. 6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. 6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of	GOAL	
	SWBAT identify central issues & problems SWBAT analyze sequence, causation, and coorelation	
	Essential Question	Assessments
	What is the best form of government?	Diagnostic Test Quick Check Multiple-choice Topic Test Free-Response Topic Test Performance Assessment Cumulative Test Benchmark Test Research Paper
Enduring Understanding	Resources	

<p>liberty and equality then and now. 6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system. 6.2.8.B.3.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. 6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline. 6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. 6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. 6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire,</p>	<p>Civics, Government, and Human Rights</p> <p>Geography, People, and the Environment</p> <p>Economics, Innovation, and Technology</p> <p>History, Culture, and Perspectives</p>	<p>Savvas My World Interactive Textbook & interactive tools</p> <p>https://www.flocabulary.com/</p> <p>http://www.nationalgeographic.com/</p> <p>https://www.discovery.com/</p> <p>https://www.youtube.com/</p> <p>https://www.edhelper.com/</p> <p>https://www.raz-kids.com</p>
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Gupta India, and Han China.
6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. 6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. 6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

21st Century Life and

Careers:

CRP1. Act as a responsible and contributing citizen and employee.

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

CRP7. Employ valid and reliable research strategies

Technology Standards:

8.1.8.E.1

-Plan strategies to guide inquiry.

-Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

-Evaluate and select information sources and digital tools based on the

appropriateness for specific tasks.

-Process data and report results.

ELA Companion Standards:

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

MODIFICATIONS:

Gifted and Talented Learners:

_Utilize Pre-AP Resources such as the pacing, assignment and best practices guide.

Special Education Learners:

_Students Hands on activity, cooperative learning, peer

<p>tutoring, extended time, reteach in utilizing various methods. Utilize remediation resources which include assessment and intervention, in planning and instruction.</p> <p><u>English Language Learners:</u> Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language. Use English Learners resources such as study guides, assessments and a visual glossary.</p>		
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<p style="text-align: center;">QUARTER 3 – Big Idea: 800 BCE - 1300 Topic: The Roman & Byzantine Empires</p>	
<p>Standards:</p>	<p style="text-align: center;">GOAL</p>
<p>NJ Student Learning Standards: 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</p>	<p>SWBAT identify central issues and problems SWBAT detect changing patterns/ identify trends</p>

<p>responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. 6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. 6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.</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>6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.</p> <p>6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in</p>			
	Essential Question		Assessments
	What forces can cause a society to change?		<p>Diagnostic Test</p> <p>Quick Check</p> <p>Multiple-choice Topic Test</p> <p>Free-Response Topic Test</p> <p>Performance Assessment</p> <p>Cumulative Test</p> <p>Benchmark Test</p> <p>Research Paper</p>
		Enduring Understanding	Resources
	Civics, Government, and Human Rights		Savvas My World Interactive Textbook & interactive tools
	Geography, People, and the Environment		https://www.flocabulary.com/ http://www.nationalgeographic.com/
	Economics, Innovation, and Technology		https://www.discovery.com/ https://www.youtube.com/ https://www.edhelper.com/
	History, Culture, and Perspectives		https://www.raz-kids.com

the Mediterranean World and Asia. 6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. 6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. 6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. 6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

21st Century Life and Careers:

CRP1. Act as a responsible and contributing citizen and employee.

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

CRP7. Employ valid and reliable research strategies

Technology Standards:

8.1.8.E.1

-Plan strategies to guide inquiry.

-Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

-Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

-Process data and report results.

ELA Companion Standards:

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to

examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

MODIFICATIONS:

Gifted and Talented Learners:

_Utilize Pre-AP Resources such as the pacing, assignment and best practices guide.

Special Education Learners:

_Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

QUARTER 3 –

Big Idea: 800 BCE - 1300

Topic: Life in Medieval Christendom

Standards:	GOAL	
<p>NJ Student Learning Standards: 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. 6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. 6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now. 6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.</p>	<p>SWBAT detect changing patterns SWBAT relate events in time SWBAT read political maps & identify physical & cultural features</p>	
	Essential Question	Assessments
	<p>How did societies preserve order?</p>	<p>Diagnostic Test Quick Check Multiple-choice Topic Test Free-Response Topic Test Performance Assessment Cumulative Test Benchmark Test Research Paper</p>
Enduring Understanding	Resources	
<p>Civics, Government, and Human Rights</p> <p>Geography, People, and the Environment</p> <p>Economics, Innovation, and Technology</p> <p>History, Culture, and Perspectives</p>	<p>Savvas My World Interactive Textbook & interactive tools</p> <p>https://www.flocabulary.com/ http://www.nationalgeographic.com/ https://www.discovery.com/ https://www.youtube.com/ https://www.edhelper.com/ https://www.raz-kids.com</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.

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

6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.D.3.d Compare and contrast the tenets of various

world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. 6.2.8.D.3.e

Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

21st Century Life and

Careers:

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

CRP7. Employ valid and reliable research strategies

Technology Standards:

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NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

MODIFICATIONS:

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Special Education Learners:

_Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

<p>Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language. Use English Learners resources such as study guides, assessments and a visual glossary.</p>		
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QUARTER 4 – Big Idea: 962 - 1644 CE Topic: Struggle in Medieval Europe		
Standards: NJ Student Learning Standards: 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. 6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. 6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus,	GOAL	
	SWBAT compare different points of view SWBAT assess credibility of a source	
	Essential Question	Assessments
	What forces can cause a society to change?	Diagnostic Test Quick Check Multiple-choice Topic Test Free-Response Topic Test Performance Assessment Cumulative Test Benchmark Test Research Paper

<p>and an independent judiciary) on modern democratic thought and institutions.</p> <p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted</p>		
<p>urbanization, transportation, communication, and the development of international trade centers. 6.2.8.B.4.c Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. 6.2.8.B.4.d Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. 6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their</p>	<p>Enduring Understanding</p> <p>Civics, Government, and Human Rights</p> <p>Geography, People, and the Environment</p> <p>Economics, Innovation, and Technology</p> <p>History, Culture, and Perspectives</p>	<p>Resources</p> <p>Savvas My World Interactive Textbook & interactive tools</p> <p>https://www.flocabulary.com/</p> <p>http://www.nationalgeographic.com/</p> <p>https://www.discovery.com/</p> <p>https://www.youtube.com/</p> <p>https://www.edhelper.com/</p> <p>https://www.raz-kids.com</p>

economic development and interaction or isolation with other societies.

6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). 6.2.8.C.4.b

Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted 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.

6.2.8.D.4.b Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.D.4.c Assess the demographic, economic, and religious impact of the plague on Europe. 6.2.8.D.4.d

Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.D.4.e Analyze the immediate and long-term impact on China and Europe of

the open exchange between Europe and the Yuan (Mongol) Dynasty. 6.2.8.D.4.f Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. 6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

21st Century Life and

Careers:

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

CRP7. Employ valid and reliable research strategies

Technology Standards:

8.1.8.E.1

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-Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

-Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

-Process data and report results.

ELA Companion Standards:

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of

the text distinct from personal opinions or judgments.

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NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

MODIFICATIONS:

Gifted and Talented Learners:

_Utilize Pre-AP Resources such as the pacing, assignment and best practices guide.

Special Education Learners:

_Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations. Use reduced

<p>text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language. Use English Learners resources such as study guides, assessments and a visual glossary.</p>		
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<p style="text-align: center;">QUARTER 4 – Big Idea: 962 - 1644 CE Topic: The Islamic World and South Asia</p>		
<p>Standards: NJ Student Learning Standards: 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. 6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism</p>	GOAL	
	<p>SWBAT construct a timeline SWBAT frame & ask questions</p>	
	Essential Question	Assessments

<p>and the effectiveness of each in promoting social, economic, and political order. 6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.</p> <p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p>	<p>How do ideas grow and spread?</p>	<p>Diagnostic Test Quick Check Multiple-choice Topic Test Free-Response Topic Test Performance Assessment Cumulative Test Benchmark Test Research Paper</p>
<p>Enduring Understanding</p>		<p>Resources</p>
<p>6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. 6.2.8.B.4.c Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. 6.2.8.B.4.d Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of</p>	<p>Civics, Government, and Human Rights</p> <p>Geography, People, and the Environment</p> <p>Economics, Innovation, and Technology</p> <p>History, Culture, and Perspectives</p>	<p>Savvas My World Interactive Textbook & interactive tools</p> <p>https://www.flocabulary.com/ http://www.nationalgeographic.com/ https://www.discovery.com/ https://www.youtube.com/ https://www.edhelper.com/ https://www.raz-kids.com</p>

environmental changes made during this time period, and relate these changes to current environmental challenges.

6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). 6.2.8.C.4.b

Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted 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.

6.2.8.D.4.b Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.D.4.c Assess the demographic, economic, and

religious impact of the plague on Europe. 6.2.8.D.4.d Determine which events led to the rise and eventual decline of European feudalism. 6.2.8.D.4.e Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty. 6.2.8.D.4.f Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. 6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

21st Century Life and

Careers:

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

CRP7. Employ valid and reliable research strategies

Technology Standards:

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-Plan strategies to guide inquiry.

-Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

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appropriateness for specific tasks.

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ELA Companion Standards:

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

MODIFICATIONS:

Gifted and Talented Learners:

_Utilize Pre-AP Resources such as the pacing, assignment and best practices guide.

Special Education Learners:

_Students Hands on activity, cooperative learning, peer

<p>tutoring, extended time, reteach in utilizing various methods. Utilize remediation resources which include assessment and intervention, in planning and instruction.</p> <p><u>English Language Learners:</u> Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language. Use English Learners resources such as study guides, assessments and a visual glossary.</p>		
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<p>QUARTER 4 – Big Idea: 962 - 1644 CE Topic: Civilization of East Asia and Southeast Asia</p>									
<p>Standards: NJ Student Learning Standards: 6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" data-bbox="604 1346 1432 1388" style="background-color: #cccccc;">GOAL</th> </tr> <tr> <td data-bbox="604 1388 1016 1430" style="width: 50%;"> SWBAT distinguish between fact & opinion </td> <td data-bbox="1016 1388 1432 1430"></td> </tr> <tr> <td data-bbox="604 1430 1016 1472"> SWBAT analyze cause & effect </td> <td data-bbox="1016 1430 1432 1472"></td> </tr> <tr> <th data-bbox="604 1535 1016 1600" style="background-color: #cccccc;">Essential Question</th> <th data-bbox="1016 1535 1432 1600" style="background-color: #cccccc;">Assessments</th> </tr> </table>	GOAL		SWBAT distinguish between fact & opinion		SWBAT analyze cause & effect		Essential Question	Assessments
GOAL									
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<p>govern expanding territories with diverse populations. 6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. 6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions. 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. 6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. 6.2.8.B.4.c Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. 6.2.8.B.4.d Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe,</p>	<p>How do ideas grow & spread?</p>	<p>Diagnostic Test Quick Check Multiple-choice Topic Test Free-Response Topic Test Performance Assessment Cumulative Test Benchmark Test Research Paper</p>
Enduring Understanding		Resources
	<p>Civics, Government, and Human Rights Geography, People, and the Environment Economics, Innovation, and Technology History, Culture, and Perspectives</p>	<p>Savvas My World Interactive Textbook & interactive tools https://www.flocabulary.com/ http://www.nationalgeographic.com/ https://www.discovery.com/ https://www.youtube.com/ https://www.edhelper.com/ https://www.raz-kids.com</p>

and Asia. 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). 6.2.8.C.4.b

Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted 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.

6.2.8.D.4.b Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of

European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.D.4.c Assess the demographic, economic, and religious impact of the plague on Europe. 6.2.8.D.4.d

Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.D.4.e Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty. 6.2.8.D.4.f Determine

the extent to which the Byzantine Empire influenced the Islamic world and western Europe. 6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

21st Century Life and

Careers:

CRP1. Act as a responsible and contributing citizen and employee.

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

CRP7. Employ valid and reliable research strategies

Technology Standards:

8.1.8.E.1

-Plan strategies to guide inquiry.

-Locate, organize, analyze, evaluate, synthesize, and

ethically use information from a variety of sources and media.

-Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

-Process data and report results.

ELA Companion Standards:

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

MODIFICATIONS:

Gifted and Talented Learners:

Utilize Pre-AP Resources such as the pacing, assignment and best practices guide.

Special Education Learners:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.