

**Califon Public School
Curriculum**



Subject: World History	Grade: 6th	Unit #: 1	Pacing: 10 weeks
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Unit Title: Era 1: The Beginnings of Human Society

OVERVIEW OF UNIT:

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

Big Ideas

- Relationships between humans and environments impact spatial patterns of settlement and movement.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Chronological sequencing helps us track events over time as well as events that took place at the same time.
- Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.

Essential Questions

- What are some relationships between humans and their environments?
- How have historical events and developments shaped the social, political, cultural, technological, and economic factors?
- How does chronological sequencing help track events over time?

Objectives

- Students will be able to explain the relationships between humans and their environments
- Students will be able to describe how historical events and developments have shaped the social, political, cultural, technological, and economic factors
- Students will be able to identify how chronological sequencing helps track events over time

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Summative Assessment:

- online quizzes & tests
- projects

Key Vocabulary

- prehistory
- hominid
- ancestor
- tool
- Paleolithic Era
- hunter-gatherers
- society

Resources & Materials

- Textbook- World Civilizations
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:

- Students will use Chromebooks and internet sources to research the Paleolithic, Mesolithic, and Neolithic Eras and then create a newsletter using Google Apps for Education that explains events from one of the eras.

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Integration

Activities:

- Students will use Chromebooks and internet sources to research the Paleolithic, Mesolithic, and Neolithic Eras and then create a newsletter using Google Apps for Education that explains events from one of the eras.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
NJSLS-ELA W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard	Student Learning Objectives
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Careers

Activities:

- Students will work in groups to use Chromebooks and internet sources to research the Paleolithic, Mesolithic, and Neolithic Eras and then create a newsletter using Google Apps for Education that explains events from one of the eras.

Practice	Description
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standards	
Standard #	Standard Description
6.2.8.GeoPP.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.GeoPP.1.b	Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
6.2.8.HistoryCC.1.a	Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Differentiation
Students with 504 plans
<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan
Special Education
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position the student near a helping peer or have quick access to the teacher ● Modify or reduce assignments/tasks ● Reduce the length of the assignment for different modes of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill-building ● Provide teacher notes ● Use collaborative grouping strategies, such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/
Response to Intervention (RTI)
<ul style="list-style-type: none"> ● Tiered interventions following the RTI framework

- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: World History	Grade: 6th	Unit #: 2	Pacing: 10 weeks
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Unit Title: Era 2: Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)

OVERVIEW OF UNIT:

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

Big Ideas

- Political and civil institutions impact all aspects of people’s lives.
- Human rights can be protected or abused in various societies.
- Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments, and spatial patterns across Earth’s surface.
- The physical and human characteristics of places and regions are connected to human identities and cultures.
- Economic interdependence is impacted by increased specialization and trade.
- Chronological sequencing helps us track events over time as well as events that took place at the same time.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Historians develop arguments using evidence from multiple relevant historical sources.

Essential Questions

- What are the political and civil institutions that have impacted various aspects of people’s lives?
- How can human rights be protected or abused in various societies? **(AS) (HC)**
- How do geospatial technologies and representations help us to make sense of the distribution of people, places, and environments?
- How are the physical and human characteristics of places and regions connected to human identities and cultures?
- How are economic interdependence impacted by increased specialization and trade?
- How does chronological sequencing help keep track of events?
- How have historical events and developments shaped the social, political, cultural, technological, and economic factors?
- What are some of the arguments historians have developed using evidence from multiple relevant historical sources?

Objectives

- Students will be able to compare how the political and civil institutions have impacted various aspects of people's lives
- Students will be able to explain how human rights can be protected or abused in various societies
- Students will be able to identify how geospatial technologies and representations help us to make sense of the distribution of people, places, and environments
- Students will be able to compare how the physical and human characteristics of places and regions are connected to human identities and cultures
- Students will be able to describe how economic interdependence is impacted by the increased specialization and trade
- Students will be able to identify how chronological sequencing helps keep track of events
- Students will be able to explain how historical events and developments have shaped the social, political, cultural, technological, and economic factors
- Students will be able to compare some of the arguments historians have developed using evidence from multiple relevant historical sources

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- | | |
|---------------------|-----------------|
| ● Fertile Crescent | ● pyramids |
| ● silt | ● hieroglyphics |
| ● civilization | ● papyrus |
| ● irrigation | ● Rosetta Stone |
| ● canals | ● sphinxes |
| ● surplus | ● obelisk |
| ● division of labor | ● exports |
| ● rural | ● imports |
| ● urban | ● monsoons |
| ● city-state | ● subcontinent |
| ● empire | ● Sanskrit |
| ● polytheism | ● caste system |
| ● social hierarchy | ● Hinduism |
| ● cuneiform | ● reincarnation |
| ● pictographs | ● karma |
| ● scribe | ● Sikhism |

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| <ul style="list-style-type: none"> ● ziggurat ● Hammurabi's Code ● alphabet ● cataracts ● delta ● Pharoah ● dynasty ● Old Kingdom/Middle Kingdom/New Kingdom ● theocracy ● nobles ● afterlife ● mummies | <ul style="list-style-type: none"> ● Buddhism ● fasting ● meditation ● nirvana ● missionaries ● astronomy ● jade ● oracle ● Confucianism ● Daoism ● Great Wall ● seismograph |
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Resources & Materials

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- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:

- Students will use Chromebooks and Internet sources to research the history behind the pyramids of Egypt and the hieroglyphics before creating 3-D models of the pyramids and write some of the hieroglyphics that may have been in them. They will then create a flyer encouraging people to visit their pyramid.

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Integration

Activities:

- Students will use Chromebooks and Internet sources to research the history behind the pyramids of Egypt and the hieroglyphics before creating 3-D models of the pyramids and writing some of the hieroglyphics that may have been in them. They will then create a flyer encouraging people to visit their pyramid.

Resources:

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21st Century Life Skills Standards

Activities:

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Standard	Student Learning Objectives
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9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Careers

Activities:

- Students will work in groups to research the history behind the pyramids of Egypt and the hieroglyphics before creating 3-D models of the pyramids and writing some of the hieroglyphics that may have been in them. They will then create a flyer encouraging people to visit their pyramid.

Practice	Description
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Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.GeoGE.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.HistoryCA.2.a	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Differentiation
Students with 504 plans
<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time

- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
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- Increase one-to-one time
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Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
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English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
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Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: World History	Grade: 6th	Unit #: 3	Pacing: 10 weeks
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Unit Title: Era 3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)

OVERVIEW OF UNIT:

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

Big Ideas

- Governments have different structures that impact development (expansion) and civic participation.
- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- Governments have protected and abused human rights (to varying degrees) at different times throughout history.
- Relationships between humans and environments impact spatial patterns of settlement and movement.
- People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.
- Economic interdependence is impacted by increased specialization and trade.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- An individual's perspective is impacted by their background and experiences.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Historians analyze claims within sources for perspective and validity.

Essential Questions

- What are the different government structures that have impacted the development (expansion) of civic participation?
- What are some principles of the US government that are based on the political philosophies, ideas, and experiences of earlier governments?
- How have governments protected and abused human rights? **(AS)(HC)**
- What are the relationships between humans and their environments, and what is the impact on the spatial pattern of settlement and movement?
- How do people voluntarily exchange goods and services when all parties are expected to gain as a result of the trade?
- What is the economic interdependence that is impacted by increased specialization and trade?

- How are historical events and developments shaped by social, political, cultural, technological, and economic factors?
- How is an individual's perspective impacted by their background and experiences?
- What are the historical events and developments that shaped the social, political, cultural, technological, and economic factors?
- What are the political, economic, and intellectual cultural circumstances and ideas that both changed and remained the same?

Objectives

- Students will be able to explain the different government structures that have impacted the development (expansion) of civic participation
- Students will be able to identify some principles of the US government that are based on political philosophies, ideas, and experiences of earlier governments
- Students will be able to analyze how governments have both protected and abused human rights
- Students will be able to identify the relationships between humans and their environments and what is the impact on the spatial pattern of settlement and movement
- Students will be able to describe the voluntary exchange of goods and services when all parties are expected to gain as a result of the trade
- Students will be able to explain the economic interdependence that is impacted by increased specialization and trade, and also how historical events and developments are shaped by social, political, cultural, technological, and economic factors
- Students will be able to identify how an individual's perspective is impacted by their background and experiences
- Students will be able to identify the historical events and developments that shaped the social, political, cultural, technological, and economic factors
- Students will be able to analyze how the political, economic, and intellectual cultural circumstances and ideas have both changed and also remained the same

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

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|---------------|----------------|
| ● polis | ● patricians |
| ● acropolis | ● consuls |
| ● democracy | ● Roman Senate |
| ● aristocrats | ● magistrates |

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| <ul style="list-style-type: none"> ● oligarchy ● aristocracy ● citizens ● tyrant ● alliance ● Peloponnesian War ● mythology ● fables ● Hellenistic ● republic ● dictator ● plebians | <ul style="list-style-type: none"> ● veto ● checks & balances ● Punic Wars ● orator ● currency ● provinces ● corruption ● aqueducts ● Civil War ● Christianity ● Bible ● Pope |
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Technology Infusion

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Activities:

- Students will use Chromebooks and internet resources to research mythology and fables. They will then use Google Apps for Education to write their own myth or fable.

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Integration

Activities:

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- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
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Careers

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	organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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Standards	
Standard #	Standard Description
6.2.8.CivicsPI.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.CivicsDP.3.a	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
6.2.8.CivicsHR.3.a	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.GeoPP.3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
6.2.8.EconEM.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.EconGE.3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
6.2.8.HistoryUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

Differentiation
<p>Students with 504 plans</p> <ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan
<p>Special Education</p> <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position the student near a helping peer or have quick access to the teacher ● Modify or reduce assignments/tasks ● Reduce the length of the assignment for different modes of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill-building ● Provide teacher notes ● Use collaborative grouping strategies, such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/
<p>Response to Intervention (RTI)</p> <ul style="list-style-type: none"> ● Tiered interventions following the RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Intervention Central - http://www.interventioncentral.org/
<p>English Language Learners (ELL)</p> <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of a translation dictionary or software ● Provide graphic organizers ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm
<p>Enrichment</p> <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher-grade concepts ● Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied

**Califon Public School
Curriculum**



Subject: World History	Grade: 6th	Unit #: 4	Pacing: 10 weeks
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Unit Title: Era 4: Expanding Exchanges and Encounters (500 CE–1450 CE)

OVERVIEW OF UNIT:

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

Big Ideas

- Political and civil institutions impact all aspects of people's lives.
- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- The diffusion of ideas and cultural practices is impacted by the movement of people and advancements in transportation, communication, and technology.
- The physical and human characteristics of places and regions are connected to human identities and cultures.
- The environmental characteristics of places and the production of goods influence the spatial patterns of world trade.
- Economic interdependence is impacted by increased specialization and trade.
- The production and consumption of goods and services influence economic growth, well-being, and quality of life.
- Historical events may have single, multiple, direct, and indirect causes and effects.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Essential Questions

- How have political and civil institutions impacted people's lives?
- What are the principles of the US government that are based on the political philosophies, ideas, and experiences of earlier governments?
- How are cultural patterns and economic decisions influenced by environments and the daily lives of people in both nearby and distant places?
- How is the diffusion of ideas and cultural practices impacted by the movement of people and advancements in transportation, communication, and technology?

- What physical and human characteristics of places and regions are connected to human identities and cultures? (AS)(HC)
- How do the environmental characteristics of places and the production of goods influence the spatial patterns of world trade?
- Why is economic interdependence impacted by increased specialization and trade?
- Why does the production and consumption of goods and services influence economic growth, well-being, and quality of life?
- In what ways can historical events have single, multiple, direct, and indirect causes and effects?
- How are historical events and development shaped by social, political, cultural, technological, and economic factors?

Objectives

- Students will be able to describe how political and civil institutions have impacted people's lives
- Students will be able to identify the principles of the US government that are based on political philosophies, ideas, and experiences of earlier governments
- Students will be able to compare how cultural patterns and economic decisions are influenced by environments and the daily lives of people in both nearby and distant places
- Students will be able to explain the diffusion of ideas and cultural practices impacted by the movement of people and advancements in transportation, communication, and technology
- Students will be able to describe how the physical and human characteristics of places and regions are connected to human identities and cultures
- Students will be able to identify how the environmental characteristics of places and the production of goods influence the spatial patterns of world trade
- Students will be able to explain how economic interdependence is impacted by increased specialization and trade
- Students will be able to describe how the production and consumption of goods and services influence economic growth, well-being, and quality of life
- Students will be able to compare and contrast how historical events have single, multiple, direct, and indirect causes and effects
- Students will be able to infer how historical events and development are shaped by social, political, cultural, technological, and economic factors

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- | | |
|--|--|
| <ul style="list-style-type: none"> ● rifts ● savannah ● rainforests ● Sahel ● Swahili ● compass ● gunpowder ● Shia ● Sunni ● Mesoamerica ● maize ● conquistadors ● adobe ● potlatch ● wampum ● Iroquois Confederacy ● Middle Ages ● medieval | <ul style="list-style-type: none"> ● monks ● monasteries ● Eurasia ● knights ● vassal ● feudalism ● manor ● serfs ● crusades ● Holy Land ● clergy ● Indulgences ● Black Death ● Parliament ● heresy ● Renaissance ● humanism ● Gutenberg's Printing Press ● Reformation |
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Resources & Materials

- Textbook- World Civilizations
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:

- Students will use Chromebooks and Internet sources to research aspects of the Renaissance. They will then use Google Apps for Education to create a newsletter, report, or flyer about one aspect of the Renaissance.

Standard

Standard Description

8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
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Interdisciplinary Integration

Activities:

- Students will use Chromebooks and Internet sources to research aspects of the Renaissance. They will then use Google Apps for Education to create a newsletter, report, or flyer about one aspect of the Renaissance.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSL-ELA W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
NJSL-ELA W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard	Student Learning Objectives
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Careers	
Activities: <ul style="list-style-type: none"> Students will use Chromebooks and Internet sources to research aspects of the Renaissance. They will then use Google Apps for Education to create a newsletter, report, or flyer about one aspect of the Renaissance. 	
Practice	Description
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.CivicsDP.4.a	Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.GeoHP.4.a	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.GeoHP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
6.2.8.GeoHP.4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
6.2.8.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.GeoGI.4.a	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.GeoSV.4.a	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
6.2.8.EconNE.4.a	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
6.2.8.HistoryCC.4.a	: Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.HistoryCC.4.b	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.HistoryCC.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.
6.2.8.HistoryCC.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
6.2.8.HistoryCC.4.e	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
6.2.8.HistoryCC.4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.HistoryCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
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- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
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