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OCEAN COUNTY SOCIAL STUDIES CURRICULUM	
Content Area: Social Studies Course Title: World History/Global Studies	Grade Level: 6/7
The Beginnings of Human Society: Paleolithic and Neolithic Ages	1st year: September
Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations Mesopotamia Egypt India China	1st year: October- June October- December January-February March- April May- June
The Classical Civilizations of the Mediterranean World, India and China	2nd year: September-February
Expanding Exchanges and Encounters	2nd year: March-June

OCEAN COUNTY SOCIAL STUDIES CURRICULUM
Unit Overview

Content Area: Social Studies

Unit Title: The Beginnings of Human Society

Target Course/Grade Level: 6/7

Unit Summary:

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.

Primary interdisciplinary connections: Language Arts, Geography and Science

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 21st Century Life and Career 9.1 -9.3 enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st-century global workplace.

For examples visit: http://www.p21.org/storage/documents/ss_map_11_12_08.pdf

Learning Targets

Content Standards

Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CPI #	Cumulative Progress Indicator (CPI)
6.2.8.A.1.a	Compare and contrast the social organization 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 who 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.B.1.b	Compare and contrast how nomadic and agrarian societies used land and natural resources.

6.2.8.C.1.a	Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
6.2.8.D.1.b	Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
Common Core Standards	
RH.6-8.3.	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, and causally).
RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.10	Read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
WHST.6-8.1	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> ● Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. ● Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.

NJ World Class Area Technology Standards	
8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
21st Century Life and Career Standards	
9.1	Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2	Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally.
Unit Essential Questions <ul style="list-style-type: none"> ● How does the development of technology affect the development of a society? ● What are the consequences of technology? ● Why do people migrate? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Understand that technological advancements impact all aspects of the development of a society. ● Throughout history humans have developed technology and skills to help them survive. ● People may move as individuals or as a group and absorb or pass on ideas. ● Slaves are usually moved against their will. ● People move for economic, political, or religious reasons.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> ● The social organization of early hunters/gatherers and those who lived in early agrarian societies ● Aspects of the Paleolithic Age ● Aspects of the Neolithic Age ● The location of the East Africa region ● The various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas ● The impact of migration on lives of the migratory hunters/gathers and on the shaping of societies 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> ● Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies ● Compare and contrast how nomadic and agrarian societies used land and natural resources. ● Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas ● Describe the impact of migration on lives of the migratory hunters/gathers and on the shaping of societies ● Explain the impact of technological advancements on hunter/gatherer and agrarian societies.

<ul style="list-style-type: none"> ● How nomadic and agrarian societies used land and natural resources ● The impact of technological advancements on hunter/gatherer and agrarian societies ● The relationship of the agricultural revolution to population growth and the subsequent development of civilizations ● How archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records ● The difference of pre-agricultural and post-agricultural periods in terms of relative length of time. 	<ul style="list-style-type: none"> ● Relate the agricultural revolution to population growth and the subsequent development of civilizations. ● Explain how archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records. ● Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
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OCEAN COUNTY SOCIAL STUDIES CURRICULUM
Evidence of Learning

Formative Assessments:	
<ul style="list-style-type: none"> ● Open Ended Questions ● Weekly Tests ● Writer’s Workshop ● Class Discussion ● Graphic Organizers ● Reading Responses ● Reading Log ● Exit Slips ● Kinesthetic Assessments ● Running Records ● Literature Circles 	<ul style="list-style-type: none"> · Open Ended Questions · Weekly Tests · Writer’s Workshop · Class Discussion · Graphic Organizers · Reading Responses · Reading Log · Exit Slips · Kinesthetic Assessments · Running Records · Literature Circles

Summative Assessments:	
<ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece 	<ul style="list-style-type: none"> ● Timed Reading Piece ● District Benchmark and Interim Assessment ● Performance Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)
- Reinforce with historical videos
- See tiered differentiation below

Suggested / possible modifications for *Gifted and Talented*:

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
 - use leveled texts and offer an advanced reader reading list
 - ask “why” and “what if” questions
 - use varied modes of pre-assessment and assessment

Follow all IEP modifications/504 plan

Low and High Prep Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning *and* to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Differentiation Strategies

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.

Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level. Examples could be QR codes to view historical videos or do historical scavenger hunts.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels. Kahoot.com can also be used to review concepts.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep. Strategies	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.

Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature Circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.

<p>Readers' Workshop (Writers' Workshop is a parallel strategy)</p>	<p>The Readers' Workshop approach involves students in three types of activities:</p> <ul style="list-style-type: none"> ● Mini-lessons (5-10 minutes) on some aspect of literature or a reading strategy. ● Independent Reading Time (30-40 minutes), where students keep a journal and respond to the literature in terms of what they think or how they feel about what they are reading. ● Sharing Time (10 minutes), where students share with another person their journal entries and the other person gives feedback.
<p>Stations/ Learning Centers</p>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p>Tape recorded materials at different levels</p>	<p>Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal.</p> <p>To design a tic-tac-toe board:</p> <ul style="list-style-type: none"> - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
<p>Choice Boards</p>	<p>Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.</p>

Low-prep Differentiation

Choices of books Homework
options Use of reading buddies
Varied journal Prompts
Orbitals
Varied pacing with anchor options
Student-teaching goal setting Work alone /
together
Whole-to-part and part-to-whole Explorations
Flexible seating
Varied computer programs Design-
A-Day
Varied Supplementary materials
Options for varied modes of expression
Varying scaffolding on same organizer Let's
Make a Deal projects
Computer mentors
Think-Pair-Share by readiness, interest, learning profile
Use of collaboration, independence, and cooperation
Open-ended activities
Mini-workshops to reteach or extend skills
Jigsaw
Negotiated Criteria
Explorations by interests
Games to practice mastery of information
Multiple levels of questions

To Differentiate Content

- _ Reading partners/ Reading Buddies
- _ Read/Summarize
- _ Read/Question/Answer
- _ Visual Organizer/Summarizer
- _ Parallel Reading with Teacher Prompt
- _ Choral Reading/Antiphonal Reading
- _ Flip books
- _ Split Journals (Double Entry - Triple Entry)
- _ Books on Tape
- _ Highlights on Tape
- _ Digests/"Cliff Notes"
- _ Notetaking Organizers
- _ Varied Texts
- _ Varied Supplementary Materials
- _ Highlighted Texts
- _ Think-Pair-Share/Preview-Midview-Postview

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

District approved textbook

Discovery Education Media <http://www.discoveryeducation.com>

Video: World History: Pre-History

Segments: The Ice Man Discovered

The Earliest Human Migration

Promethean Planet <http://www.prometheanplanet.com/en-us/>

Brain Pop <http://www.brainpop.com>

Problem Based Learning for the 21st Century <http://www.bie.org>

Edutopia <http://www.edutopia.org>

Related Primary Source Documents from the National Archives Compiled by the National Archives at New York City <http://www.archives.gov/northeast/nyc.com>

Internet4classrooms <http://www.internet4classrooms.com/social.com>

Social Studies for Kids <http://www.socialstudiesforkids.com/subjects/archaeology.htm>

Kid Past <http://www.kidspast.com/world-history/0001-prehistoric-humans.php>

Kahoot <http://www.kahoot.com>

Safari Montage video clips: Horrible Histories “The Savage Stone Age”

“Cave Paintings of Lascaux, France”

ABC News Ancient and Modern Cultures Part 1: Ancient Man

Discovery Channel <http://dsc.discovery.com/convergence/landofmammoth/eyecandy/intro.html>

<http://dsc.discovery.com/videos/prehistoric-new-york/>

<http://dsc.discovery.com/games/iceworld/game/game.html>

The Mammoth Site <http://www.mammothsite.com/>

Mr. Donn <http://ancienthistory.mrdonn.org/EarlyMan.htm>

National Geographic <http://ngm.nationalgeographic.com/ngm/0508/feature2/index.html>

Cave Painting <http://www.visual-arts-cork.com/prehistoric/cave-painting.htm>

Chauvet Cave <http://www.culture.gouv.fr/culture/arcnat/chauvet/en/>

Lascaux Cave <http://www.lascaux.culture.fr/#/fr/00.xml>

Owl Teacher <http://www.owlteacher.com/prehistory.html>

PBS <http://www.pbs.org/wgbh/nova/first/radiocarbon.html>

American Museum of Natural History <http://www.amnh.org/ology/archaeology#>

Teacher Notes:

1. As required by the NJ Department of Education, teachers in all content areas will integrate the 21st-Century Life and Careers Standards. As the NJ DOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic

context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study.

[NJ Standards 9 Introduction](#)

[21st-Century Life and Career Standards \(with links to CPIs\)](#)

2. As indicated in the Common Core Standards, the ELA standards will be integrated throughout Social Studies/ History Courses. In addition, when possible, fiction and nonfiction reading should be integrated in social studies courses for an integrated approach. For more information on the ELA standards, see [Common Core ELA Standards](#). Particularly helpful to secondary history courses is this link:
http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
3. PBL tasks found through the resources can be adapted to address various historical/cultural units.
4. In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.
5. The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.
6. Students must engage in technology applications integrated throughout the curriculum.
7. Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

Early People: Students will evaluate the survival benefits and drawbacks of various human tools. Students will also recognize the importance of tools to early human survival.

Divide class into groups of 4-6 and assign each group as either warm weather or cold weather

environment. Present a list of various early tools (fishing hook and string, spear, animal skins, grinding rock, fur clothing, etc.) to each group. Group members should select tools appropriate for their environment. Ask students to write about the usefulness of their chosen items and how they plan to use them effectively. Give students the opportunity to trade for items that they think would be more beneficial. Students can present their results to the class and compare the items they selected with groups of a similar environment.

The Stone Age WebQuest

Introduction

The producer of the reality show "Survivor" has invited you to help him produce a new T.V. reality show. Instead of a show that takes place on a remote island with bikini-clad contestants, this show will be the polar opposite. "Stone Age" will be a new reality show consisting of an entirely different climate and way of life. This three-episode T.V. reality show will depict the Paleolithic Era (Old Stone Age), the Mesolithic Era (Middle Stone Age), and the Neolithic Era (New Stone Age) throughout each episode. It is your job to help produce this show by collecting accurate information to portray life during the Stone Ages

Task: Each person in your group will choose a job for this project as described below:

1. Sociologist - This person is in charge of finding evidence of how people lived during each era of the Stone Age. They will determine if people lived in societies, were nomadic, etc. They will also look at the art, tools, evidence of language, ceremonies and burial rites of the day. Additionally, they will determine if there was any evidence of fire and how it was used.
2. Nutritionist - This person will provide information on the diet of prehistoric man throughout the different eras during the Stone Age. They will supply information about how food was acquired and how it was shared.
3. Meteorologist - This person is responsible for providing information about the climate changes from the Ice Age through the Neolithic Revolution. They will provide evidence of necessary adaptations and development due to the climate change.
4. Anthropologist - This person will describe early man's changes in physical size during each era. They will also describe the various habitats through migration based on where fossils have been found.

Upon gathering this information - the group will compile all of their information to design the three-week T.V. show "Stone Age". They will create a presentation depicting the changes in development and growth for each era during the Stone Age. They will also design challenges for the contestants and decide how contestants win or lose the game.

OCEAN COUNTY SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit Title: Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations

Target Course/Grade Level: 6/7

Unit Summary

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

Primary interdisciplinary connections: Language Arts, Geography and Science

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 21st Century Life and Career 9.1 -9.3 enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st-century global workplace.

For examples visit: http://www.p21.org/storage/documents/ss_map_11_12_08.pdf

Learning Targets

Content Standards

Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CPI #	Cumulative Progress Indicator (CPI)
6.2.8.A.2.a	Explain why different ancient river valley civilizations developed similar forms of government.
6.2.8.A.2.b	Explain how codifying laws met the needs of ancient river valley societies.
6.2.8.A.2.c	Determine the role of slavery in the economic and social structures of ancient 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 ancient river valley civilizations.

6.2.8.B.2.b	Compare and contrast physical and political maps of ancient 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 ancient river valley civilizations.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.D.2.d	Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
	Common Core Standards
RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources
RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3.	Identify key steps in a text’s description of a process related to history/social studies.
RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6-8.6.	Identify aspects of a text that reveal an author’s point of view or purpose.
RH.6-8.10.	Read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WHST.6-8.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Establish and maintain a formal style and objective tone. ● Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.9.	Draw evidence from informational texts to support analysis reflection, and research.

NJ World Class Area Technology Standards

8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

21st Century Life and Career Standards

9.1	Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2	Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally.
9.3	Locate, organize, and reference written information from various sources to communicate with others.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are the consequences of technology? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Technology is the use of knowledge and skills and affects politics, economics, and culture. ● Societies can be transformed by
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<ul style="list-style-type: none"> ● How are religion and culture connected? ● How much does geography affect people's lives? ● What are the consequences of trade? 	<p>technology, the push to develop it can have unintended effects.</p> <ul style="list-style-type: none"> ● Communities of believers can influence culture and government and provide stability to a society. ● Religious expression as art may add value to a culture. ● Religious disagreements may lead to conflict. ● Religious conflict may lead to oppression and intolerance. ● Geography includes people as well as places and how their environments interact. ● Geographic regions share certain characteristics. ● Geography affects how people and things move and where civilizations develop. ● Trade has positive and negative consequences which may include the sharing of ideas and customs. ● Trade networks led to new ways of doing business. ● Trade on a global scale is now common.
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<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The Fertile Crescent sustained the first known civilization. ● Sumer had a class system in which priests and kings held power. ● Sargon conquered Sumerian city-states to create an empire. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify main ideas and details about the Standard of Ur. ● Identify and create a modern "standard." ● Analyze causes and effects of the first empires. ● Draw conclusions about Hammurabi's
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- Hammurabi's Code defined laws that united the empire.
- Assyrians and Persians created and governed vast empires.
- Mesopotamians cultures mad lasting governed vast empires.
- Phoenicians spread Mesopotamian civilizations through ocean trade.
- The Phoenician alphabet was a significant contribution.
- How Egypt's geography shaped its geography.
- Dynasties of pharaoh's ruled Egypt.
- That Egyptians worshipped many gods.
- That Egyptians developed one of the world's first systems of writing.
- Egyptian accomplishments in math, science, art, architecture, and literature.
- Trade led to diffusion between Egypt and its neighbors.
- How the cultures of Egypt and Nubia were linked and yet distinct.
- The story of Abraham and how the Israelite belief in one God became Judaism.
- The story of Moses and how he led the Israelites out of slavery.
- The Israelites settled in Canaan.
- Judaism is based on the Hebrew bible.
- Jewish people value studying and understanding God's laws.
- Judaism teaches how people relate to God and

- Code and its impact of modern laws.
- Summarize how Assyrian and Persian empires were governed.
- Work in teams to plan Babylon's restoration.
- Summarize information about the Phoenicians.
- Categorize information to conduct a Phoenician trade exercise.
- Compare the viewpoints to understand the lives of ordinary Egyptians.
- Summarize ancient Egypt's main accomplishments.
- Develop cultural awareness about the role of mathematics in building the pyramids.
- Analyze cause and effect as it affected relations between Egypt and Nubia.
- Solve problems that might have affected relations between Egypt and Nubia.
- Develop awareness of Jewish beliefs based on the Jewish scriptures.
- Understand the story of Moses.
- Understand the Jewish teachings and practices.
- Analyze the importance of law and learning Judaism.
- Understand the effects of Diaspora.
- Summarize Judaism's effect on the world today.
- Identify physical features of South Asia.
- Draw inferences about Indus Valley civilization.
- Compare theories about the Aryans.
- Describe the Vedas and caste system.
- Sequence the development of Hinduism.

one another.

- Key events in the history of the kingdoms of Israel and Judah.
- How the Diaspora occurred and where Jews have lived.
- How Judaism has affected our world today.
- Geography of the Indian subcontinent.
- How Indus Valley civilization was organized.
- Mysteries remain about ancient India.
- Theories about the origins of the Indo- Aryans.
- Information the Vedas provide about Aryan life.
- Groups that evolved into a caste system.
- How Hinduism evolved from Vedic beliefs and practices.
- Hindu teaching about life after death.
- How Hinduism spread throughout India.
- Buddha's search for truth led to spiritual enlightenment.
- Teachings of the Buddha.
- Two forms of Buddhism emerged.
- Chandragupta used strategy to unite India.
- Chandragupta created a bureaucracy, tax system, and spy network.
- Asoka improved the lives of his subjects.
- The Gupta dynasty created the second Indian empire.
- India made advances in the arts, sciences, and mathematics under the Gupta.
- How geographic features isolated China from other civilizations.
- That the Chinese civilizations arose along the

- Comprehend Hindu beliefs.
- Compare and contrast Buddhism with Hinduism.
- Synthesize knowledge of Buddhism.
- Determine Chandragupta's rise to power.
- Evaluate the reigns of Chandragupta and Asoka by asking questions.
- Summarize achievements of the Gupta dynasty.
- Create a booklet highlighting India's advances in learning.
- Describe the physical features of China.
- Summarize the rise of the Shang.
- Identify the main ideas and details of Zhou rule.
- Identify how the Zhou used the mandate of Heaven to gain control of China.
- Compare and contrast spiritual traditions, Confucianism, and Daoism.
- Analyze the philosophies of Confucius and Laozi.
- Understand why Shi Huang Di was able to gain and hold power as the First Emperor.
- Ask and answer questions about Qin.
- Contrast the Han's strengths with the Qin's weaknesses.
- Identify reasons why the Han dynasty was successful.
- Summarize Han society and achievements.
- Prioritize the effect of Han inventions on ancient China.

Huang River.

- Achievements of the Shang dynasty.
- Characteristics of ancestor worship.
- Goals and beliefs of Confucianism and Daoism.
- How the Qin became the first dynasty to unify China.
- Characteristics of a Legalist form of government.
- Han emperors created one of the most successful Chinese dynasties.
- Confucianism, the Silk Road, and the civil service enhanced the Han dynasty.
- Han society was based on Confucian teachings.
- China expanded and prospered under the Han dynasty.

OCEAN COUNTY SOCIAL STUDIES CURRICULUM

Evidence of Learning

Formative Assessments:

- Open Ended Questions
 - Weekly Tests
 - Writer's Workshop
 - Class Discussion
 - Graphic Organizers
 - Reading Responses
 - Reading Log
 - Exit Slips
 - Kinesthetic Assessments
 - Running Records
 - Literature Circles
- Open Ended Questions
 - Weekly Tests
 - Writer's Workshop
 - Class Discussion
 - Graphic Organizers
 - Reading Responses
 - Reading Log
 - Exit Slips
 - Kinesthetic Assessments
 - Running Records
 - Literature Circles

Summative Assessments:

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading Piece
- District Benchmark and Interim Assessment
- Performance Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
 - ask "why" and "what if" questions
 - use varied modes of pre-assessment and assessment
 - Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**District approved textbook**

Discovery Education Media <http://www.discoveryeducation.com>

Promethean Planet <http://www.prometheanplanet.com/en-us/>

Related Primary Source Documents from the National Archives Compiled by the National Archives at New York City <http://www.archives.gov/northeast/nyc.com>

Internet4classrooms <http://www.internet4classrooms.com/social.com>

Social Studies Central <http://www.socialstudiescentral.com>

Social Studies for Kids <http://socialstudiesforkids.com>

Mesopotamia:

E How http://www.ehow.com/how_10003109_make-pop-up-ziggurat-temple.html

Brain Pop: www.brainpop.com:

Sumerians:

Kids past: <http://www.kidspast.com/world-history/0035b-fertile-crescent.php>

Mr. Donn: <http://mesopotamia.mrdonn.org/>

Kids Konnect: <http://www.kidskonnect.com/subject-index/16-history/257-ancient-mesopotamia.html>

National Geographic: <http://video.kids.nationalgeographic.com/video/player/kids/people-places-kids/iraq-mesopotamia-kids.html>

The British Museum:

<http://www.mesopotamia.co.uk/menu.html#> The Indus

Civilization: www.harappa.com/har/har0.html Mohenjo-Daro:

www.mohenjodaro.net

Fact Monster: <http://sf.factmonster.com/ipka/A0001206.html>

Discovery Education: <http://www.discoveryeducation.com>

Video: Mesopotamia: From Nomads to Farmers

Segments: Discovery of Written
Language

Development of the Sumerian City-State

Hunter-Gatherer, Agrarian and Pastoral

Communities Mesopotamian Geography and

Sumerian Society

Ziggurats http://www.mesopotamia.co.uk/ziggurats/home_set.html

<http://www.crystalinks.com/ziggurat.html>

Hanging Gardens of Babylon <http://unmuseum.mus.pa.us/hangg.htm>

<http://www.cleveleys.co.uk/wonders/gardensofbabylon.htm>

Hammurabi's Code <http://www.phillipmartin.info/hammurabi/homepage.htm>

Odyssey Online - graphics, info, games from the Michael C. Carlos Museum at Emory University

<http://carlos.emory.edu/ODYSSEY/NEAREAST/homepg.html>

Exploring Ancient World Cultures - Near East from Indiana <http://eawc.evansville.edu/nepage.htm>

Ancient Sumer from Vilanova College in Brisbane, AU <http://www.vnc.qld.edu.au/enviro/sumer/2001.htm>

Mr. Dowling's Electronic Passport - Mesopotamia <http://www.mrdowling.com/603mesopotamia.html>

History for Kids - The Sumerians, Babylonians, Assyrians, Hittites

<http://www.historyforkids.org/learn/westasia/history/history.htm>

Mesopotamia (Assyria, Babylonia, Sumer) from the British Museum

<http://www.mesopotamia.co.uk/menu.html>

Mesopotamia from Fordham <http://www.fordham.edu/halsall/ancient/asbook03.html>

The Sumerians <http://www.fsmitha.com/h1/ch01.htm>

Ancient Mesopotamia http://www.historylink101.com/ancient_mesopotamia.htm

Sumerians <http://www.crystalinks.com/sumer.html> s

Mesopotamian Art <http://www.artlex.com/ArtLex/m/mesopotamian.html>

<http://www.anciv.info/mesopotamia/mesopotamian-art-and-architecture.html>

Babylonian Math <http://www.angelfire.com/il2/babylonianmath/>

<http://www.anciv.info/mesopotamia/mesopotamian-art-and-architecture.html>

<http://ancienthistory.about.com/od/abacus/a/BabylonianMath.htm>

Egypt:

Brain Pop: www.brainpop.com Cleopatra
Egyptian Pharaohs
Mummies

Mark Millmore's Ancient Egypt - excellent graphics and text

<http://www.discoveringegypt.com/> University of Chicago

<http://oi.uchicago.edu/OI/MUS/ED/TRC/EGYPT/egyphome.html> Ancient Egypt ThinkQuest -
Facts, activities, resources, crafts, and recipes

http://library.thinkquest.org/CR0210200/ancient_egypt/egypt.htm

Odyssey Online from Michael C. Carlos Museum of Emory University - graphics and info

<http://carlos.emory.edu/ODYSSEY/EGYPT/homepg.htm>

1 Ancient Egypt from the British Museum in the UK

<http://www.ancientegypt.co.uk/menu.html>

Color Tour of Egypt from University of Memphis <http://www.memphis.edu/egypt/egypt.html>

Exploring Ancient Cultures- Egypt from Indiana site <http://eawc.evansville.edu/egpage.htm>

Daily Life in Ancient Egypt from Mr. Donn's site <http://egypt.mrdonn.org/index.html>

Mr. Dowling's Electronic Passport - Ancient Egypt <http://www.mrdowling.com/604egypt.html>

Ancient Egypt <http://www1.kent.k12.wa.us/staff/DarleneBishop/egypt/egypt.html>

History for Kids - ancient Egypt <http://www.historyforkids.org/learn/egypt/>

Egyptian Mythology <http://www.touregypt.net/gods1.htm>

<http://www.akhet.co.uk/mythhome.htm>

Egyptian Mummies <http://www.bbc.co.uk/history/ancient/egyptians/#mummification>

More Mummies Information from Neferchichi.com <http://www.neferchichi.com/mummies.html>

New York Times Daily Lesson Plan 'Mummy Dearest' <http://learning.blogs.nytimes.com/1999/08/24/mummy-dearest/>

ONLY FOR THE BRAVE - Make a chicken (or Cornish game hen) mummy

<http://www.mummytombs.com/main.mummymaking.htm>

Egyptian Mummies from the Smithsonian

http://www.si.edu/Encyclopedia_SI/nmnh/mummies.htm Mummy-Maker Game

http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_mummy_maker.shtml

Egyptian Art Lessons - http://www.artfactory.com/egyptian_art/egyptian_art_lessons.htm

Egypt: Daily Life <http://www2.sptimes.com/Egypt/EgyptCredit.4.2.html>

NOVA Online : The Pyramids <http://www.pbs.org/wgbh/nova/pyramid/>

Ancient Egypt Webquests and Activities <http://education.iupui.edu/webquests/egypt/aegypt.htm>

<http://www.woodlands-junior.kent.sch.uk/Homework/egypt/activities.htm>

<http://www.fcps.edu/KingsParkES/technology/webquests/Egypt/index.htm>

Mysteries of Egypt http://www.civilization.ca/civil/egypt/egypt_e.html

King Tutankhamun - Was It Murder? Webquest <http://questgarden.com/00/85/9/051004163536/process.htm>

Egyptian Math pages - lots of activities and history, too

<http://egypt.mrdonn.org/math.html> <http://www.math.wichita.edu/history/topics/num-sys.html#egypt>

<http://www.storyofmathematics.com/egyptian.html>

<http://www.eyelid.co.uk/numbers.htm>

Guardian's Ancient Egypt Kid Connection - activities, masks, games
<http://www.guardians.net/egypt/kids/index.htm>

Discovery Education <http://www.discoveryeducation.com>

Video: Mummies

Segment: Making Mummies

India:

BBC: http://www.bbc.co.uk/schools/primaryhistory/indus_valley/

The British Museum: <http://www.ancientindia.co.uk/>

Time for Kids: <http://www.timeforkids.com/TFK/kids/hh/goplaces/main/0,28375,610558,00.html>

KidsPast: <http://www.kidspast.com/world-history/0102-civilizations-of-india.php>

Kids Konnect: <http://www.kidskonnect.com/subject-index/26-countriesplaces/313-india.html>

History for Kids: <http://historyforkids.org/learn/india/>

Mr. Donn: <http://india.mrdonn.org/>

Snaith Primary: <http://home.freeuk.net/elloughton13/india.htm>

Discovery Education <http://www.discoveryeducation.com>

Video: World's Best: Magnificent

Beasts Segment: Indian

Subcontinent

Video: Mystic Lands: Taj Mahal: Heaven on

Earth Segment: Welcome to the Taj Mahal

China:

Discovery Education <http://www.discoveryeducation.com>

Video: Destiny Determined: Power and Ritual in

Asia: Segment: Behind the Great Wall

Video: Journals Through History: Ancient China: Contributions to the World

Segments: The Secrets of Silk

Gun Powder

Innovations and Inventions

Paper

Video: Spaced Out

Segment: Is the Great Wall of China Visible from Space?

Video: Eureka!: China: Fun and Firecrackers: Eat, Play, Boys, Girls

Segment: The Red Envelope

World History - China

<http://web.archive.org/web/20040814144858/http://www.lksd.org/kongiganak/kongiganak/ContinuousEdCarnegie/Carnegie/WorldHistory/WldHistoryCh2/WldHistoryCh2China.htm>

Exploring Ancient World Cultures from Evansville, Indiana

<http://eawc.evansville.edu/chpage.htm>

Daily Life in Ancient China from Mr. Donn <http://china.mrdonn.org/index.html>

Mr. Dowling's Electronic Passport <http://www.mrdowling.com/613chinesehistory.html>

Web Links on China and the Great Wall

<http://www.enchantedlearning.com/subjects/greatwall/Walllinks.html>

Ancient China <http://www.historyforkids.org/learn/china/>

<http://webtech.kennesaw.edu/jcheek3/china.htm>

Ancient China Power Point Slides <http://ancienthistory.pppst.com/china.html>

Chinese Accomplishments <http://education2.uvic.ca/Faculty/mroth/438/CHINA/CHINA-PAGE.html>

<http://www.kidsdiscover.com/ancient-china-for-kids>

Ancient Religions:

Mr. Donn <http://egypt.mrdonn.org/lessonplans/religion.html>

Why Study Religion <http://www.studyreligion.org/start/ancient.html>

World Religions <http://www.woodlands-junior.kent.sch.uk/Homework/religion/buddhism.htm>

World Religions <http://www.uri.org/kids/world.htm>

The Story of Buddha <http://www.buddhanet.net/e-learning/buddhism/storybuddha.htm>

Hindu Website <http://www.hinduwebsite.com/links/buddhism/kids.asp>

History for Kids: Ancient Chinese Religion <http://www.historyforkids.org/learn/china/religion/index.htm>

Who Was Confucius <http://www.china-family-adventure.com/who-was-confucius.html>

Social Studies for Kids

<http://www.socialstudiesforkids.com/subjects/religions.htm>

m ThinkQuest: Religions

http://www.thinkquest.org/pls/html/f?p=52300:30:2556753184952440::::P30_CATEGORY_ID:CPJ_RELIGIONS

Teacher Notes:

IDEportal: PBL Tasks: From Ancient Civilizations to Global Citizens:

Advances in technology today have made us a global society. What can we expect tomorrow, or a hundred years from now, or in a thousand years? What problems exist today, and how could these problems be transformed by innovation into opportunities to impact the world? Using ancient civilizations as a backdrop develop an idea for the technology that will take our society to the next level.

You hop into a car to get to the mall. You pick up a phone to call home. You write an email to a friend. You make yourself a sandwich. These are just some of the things you probably take for granted every day, yet life was not always so easy. Ancient civilizations worked hard to develop agriculture, written language, transportation systems, and communication infrastructures. Technological advances often arose as a solution to a problem, and led to new possibilities, as they do today.

Consider too that while ancient civilizations traded goods and shared knowledge, they were limited by geographic location and the communication tools of that time. Advances in technology today have made us a global society. What can we expect tomorrow, or a hundred years from now, or in a thousand years? What problems exist today, and how could these problems be transformed by innovation into opportunities to impact the world?

Select an ancient civilization to study, analyzing the ways in which technology shaped and advanced each aspect of that civilization. After building a background of knowledge, pick one aspect of civilization for which you

determine the innovations had a significant impact throughout that society, and predict what the next levels of advancement in that area could be today. You may present your ideas through a website, multimedia presentation, oral presentation, or written report. The advancements you identify will have an impact on the world, and on every global citizen.

Hammurabi's Code Activity:

Students will explore Hammurabi's Code by completing the following steps: **1.** Students will read the code of laws. Teacher should discuss particular laws with the class. **2.** Students will explain why they feel Hammurabi needed a code. **3.** Students will pick what they feel are the three most important laws. Students must explain why they feel these are the three most important laws. **4.** Compare and contrast the code of laws to our Justice System. **5.** Students will pick two laws from the code that they would like to see as a law today. Students must explain why they want these two laws. **6.** Students will give their opinion of the code. **7.** Students will create their own code.

Suggested links for activity:

<http://eawc.evansville.edu/anthology/hammurabi.htm>

<http://billofrightsinstitute.org/founding-documents/bill-of-rights/>

OCEAN COUNTY SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit Title: Classical Civilizations of the Mediterranean World, India and China

Target Course/Grade Level: 6/7

Unit Summary:

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.

Primary interdisciplinary connections:

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 21st Century Life and Career 9.1 -9.3 enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st- century global workplace.

Learning Targets

Content Standards

Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

For examples visit: http://www.p21.org/storage/documents/ss_map_11_12_08.pdf

CPI #	Cumulative Progress Indicator (CPI)
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) 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 and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.
6.2.8.A.3.e	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
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 demise.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
6.2.8.C.3.b	Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
6.2.8.C.3.c	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
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	Relate the Chinese dynastic system to the longevity of authoritarian rule in China.
6.2.8.D.3.c	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.D.3.d	Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
6.2.8.D.3.e	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.f	Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
	Common Core Standards
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
WHST.6-8.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Establish and maintain a formal style and objective tone. ● Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	NJ World Class Area Technology Standards
8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
	21st Century Life and Career Standards
9.1	Evaluate the relationship of cultural traditions and historical influences on financial practice.

9.2	Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally.	
Unit Essential Questions <ul style="list-style-type: none"> ● What is power? Who should have it? ● What should governments do? ● How much does geography affect people's lives? 		Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● different forms of government were tried and tested in ancient times ● the structure of today's democratic governments was shaped by those developed in the ancient world physical geography has an influence on the security and the prosperity of a nation
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> ● The effects of mountains and sea on Greek character and culture. ● Invasions and wars in early Greek history. ● The significance of the city-state, or polis. ● The gender and class divisions of Greek society. ● The variety of governments in Greek city-states. ● The evolution of democracy in Athens. ● Differences from Athens in terms of education, citizenship, and women's roles. ● The effect of Athens's rise to dominance. ● The spread of Hellenistic culture throughout Alexander's empire. ● The influence of Greek art, architecture, mythology, poetry and drama. ● Greek philosophers, scientists, and historians. ● Influence of geography and adjacent cultures on Rome and its culture. ● Influences of the Roman republic on later governments. ● Gender and class divisions in Roman society. ● The role of war in the expansion and later collapse of the Roman republic. ● Roman contributions to technology, trade, and culture. ● Legal and cultural influences of the Roman empire on later cultures. ● Key features of Judaism and Christianity. ● Events that led to the decline of the Roman empire. 		Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> ● Analyze causes and effects of events in early Greek history. ● Sequence events leading up to the development of the polis. ● Identify important ideas and details about Greek colonization and trade. ● Distinguish the rights, roles, and status of different groups in ancient Greece. ● Summarize different aspects of government in Athens. ● Identify facts and suggest opinions about Athenian democracy. ● Compare and contrast Athens and Sparta. ● Identify evidence about the course of ancient Greek wars. ● Recognize the influence of Greek culture. ● Synthesize information on the Greek arts and religion. ● Draw conclusions about important scholars and scientists of ancient Greece. ● Analyze cause-and-effect links between geography and Rome's development. ● Compare and contrast the effects of different governmental structures. ● Draw conclusions about the daily lives of different groups in Rome. ● Summarize the growth and decline of the Roman republic. ● Analyze the effects of practical achievements on Rome's prosperity and growth. ● Identify main ideas and details about Roman culture and its legacy. ● Compare and contrast Judaism and Christianity. ● Identify causes of the Roman empire's decline and effects of its collapse.

<ul style="list-style-type: none"> ● The Song dynasty's government was based on 	<ul style="list-style-type: none"> ● Draw conclusions about the objective of the civil service
<ul style="list-style-type: none"> ● the civil service system. ● The principles of Confucianism. ● The reasons for the building of the Great Wall of China. ● Groups that evolved into a caste system. 	<ul style="list-style-type: none"> ● exams. ● Analyze quotes of Confucius and compare to common proverbs. ● Identify ways in which Shi Huang Di centralized his government. ● Explain how the caste system affects the daily lives of Indian citizens.

OCEAN COUNTY SOCIAL STUDIES CURRICULUM

Evidence of Learning

Formative Assessments:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Open Ended Questions ● Weekly Tests ● Writer's Workshop ● Class Discussion ● Graphic Organizers ● Reading Responses ● Reading Log ● Exit Slips ● Kinesthetic Assessments ● Running Records ● Literature Circles | <ul style="list-style-type: none"> ● Open Ended Questions ● Weekly Tests ● Writer's Workshop ● Class Discussion ● Graphic Organizers ● Reading Responses ● Reading Log ● Exit Slips ● Kinesthetic Assessments ● Running Records ● Literature Circles |
|---|---|

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading Piece
- District Benchmark and Interim Assessment
- Performance Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
 - use leveled texts and offer an advanced reader reading list
 - ask "why" and "what if" questions
 - use varied modes of pre-assessment and assessment
 - Follow all IEP modifications/504 plan

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

District approved textbook

Discovery Education Media <http://www.discoveryeducation.com>

Promethean Planet <http://www.prometheanplanet.com/en-us/>

Brain Pop <http://www.brainpop.com>

Related Primary Source Documents from the National Archives Compiled by the National Archives at New York City <http://www.archives.gov/northeast/nyc.com>

Internet4classrooms <http://www.internet4classrooms.com/social.com>

Social Studies Central <http://www.socialstudiescentral.com>

Social Studies for Kids <http://socialstudiesforkids.com>

Harcourt School http://www.harcourtschool.com/ss1/Grade6/interactives/gr6_unit4.html
<http://www.harcourtschool.com/ss1/biographies/banzhao/index.html>

Ancient Greece http://www.ancientgreece.com/s/People/Main_Page/

Buzzle <http://www.buzzle.com/articles/famous-people-in-ancient-greece.html>

Ancient Greece UK <http://www.ancientgreece.co.uk/>

America Museum of Natural History <http://www.amnh.org/ology/>

Mr. Donn <http://greece.mrdonn.org/lessonplans/index.html>

Metropolitan Museum of Art http://www.metmuseum.org/explore/china_dawn/essay_fall.html

Nabataean History <http://nabataea.net/amaps.html>

Fact Monster <http://sf.factmonster.com/ipka/A0001206.html>

BBC http://www.bbc.co.uk/history/interactive/animations/colosseum/index_embed.shtml

Teacher Oz <http://www.teacheroz.com/romans.htm>
National Geographic http://education.nationalgeographic.com/education/?ar_a=1
<http://www.nationalgeographic.com/geobee/>
FacingHistory <http://www.facinghistory.org/>
Show <http://show.mappingworlds.com/world/>
NanaZone <http://nanazone.org/>
Quizlet <http://quizlet.com/1755705/6th-grade-ancient-rome-flash-cards/>
Lesson Planet/Judaism <http://www.lessonplanet.com/worksheets/judaism>
Department Of Education Australia
<http://www.education.vic.gov.au/studentlearning/teachingresources/history/support.htm>
EDSITEment! <http://www.history.com/edsitement.neh.gov/lesson-plan/following-great-wall-chinayguide.org/ancient/lecture15b.html>
PBS <http://www.pbs.org/wgbh/nova/ancient/song-dynasty.html>
Kathi Mitchell <http://www.kathimitchell.com/middleages.htm>
History Guide/Christianity <http://www.historyguide.org/ancient/lecture15b.html>
Oracle Think Quest <http://library.thinkquest.org/12255/temple/confucianism.html>

Teacher Notes:

IDEportal: PBL Tasks: Ancient Leadership: Students use the wisdom of the Classic societies of Athens and Sparta to give leadership tips to their school principal.

INTEROFFICE MEMORANDUM

To: Ancient History Students
From: Your Principal
Subject: Ideas
Date:

Hello!

As principal, I believe it is an important part of my job to learn about different approaches to leadership so I can manage the school most efficiently. Recently, I was browsing through the leadership section on www.amazon.com, and I noticed that quite a few of the books centered on ideas and philosophies from Ancient History. There were ideas about Confucius, Shi Huangdi, Chandragupta, Liu Bang, and Hammurabi.

I thought that there might be something to looking back on history to find inspiration and ideas for today. Unfortunately, the demands of my job do not allow me to do much outside research. Therefore, I have decided to call upon the Ancient History scholars at my disposal—you!

Your teacher mentioned that you will soon be studying Athens and Sparta—two of the most famous and successful

city-states in Ancient Greece. From what I remember from my school days, these two city-states had very different governments, societies, cultures and values—yet both enjoyed tremendous power and prosperity.

I am asking that you investigate these two city-states to determine if any of their characteristics could be applied here in our school. In order to do this, you will need to learn about each society, as well as compare them to each other and to our present school community. Then, I would like each of you to submit a proposal to me with your findings, along with recommendations as to how the best of both communities could be incorporated into the leadership and structure of our school.

I look forward to hearing your ideas!

Sincerely,

	Novice	Apprentice	Practitioner	Expert
Background on Sparta	accurate description of: <input type="checkbox"/> government <input type="checkbox"/> societal structure <input type="checkbox"/> culture <input type="checkbox"/> daily life	accurate description of: <input type="checkbox"/> government <input type="checkbox"/> societal structure <input type="checkbox"/> culture <input type="checkbox"/> daily life accurate use of most words from Sparta vocabulary list	accurate description of: <input type="checkbox"/> government <input type="checkbox"/> societal structure <input type="checkbox"/> culture <input type="checkbox"/> daily life accurate use of all words from Sparta vocabulary list	all of <i>Practitioner</i> plus annotated appendix with 3or more primary sources that illustrate Spartan society
Background on Athens	accurate description of: <input type="checkbox"/> government <input type="checkbox"/> societal structure <input type="checkbox"/> culture <input type="checkbox"/> daily life	accurate description of: <input type="checkbox"/> government <input type="checkbox"/> societal structure <input type="checkbox"/> culture <input type="checkbox"/> daily life accurate use of most words from Athens vocabulary list	accurate description of: <input type="checkbox"/> government <input type="checkbox"/> societal structure <input type="checkbox"/> culture <input type="checkbox"/> daily life accurate use of all words from Athens vocabulary list	all of Practitioner plus annotated appendix with 3or more primary sources that illustrate Athenian society
Comparison of Sparta & Athens	compares the two societies in 3 categories listed above	compares the two societies in all categories listed above	<input type="checkbox"/> compares the two societies in all categories listed above <input type="checkbox"/> uses specific examples from each society	all of <i>Practitioner</i> plus includes comparisons to American society today

Comparison to School Community	<input type="checkbox"/> 3 points of comparison/contrast <input type="checkbox"/> uses a specific example from each society <input type="checkbox"/> references 1-2 school policies & characteristics	<input type="checkbox"/> 4 points of comparison/contrast <input type="checkbox"/> uses specific examples from each society <input type="checkbox"/> references 3-4 specific school policies & characteristics	<input type="checkbox"/> 5 points of comparison/contrast <input type="checkbox"/> uses specific examples from each society <input type="checkbox"/> references 5+ specific school policies & characteristics	all of <i>Practitioner</i> plus states opinion as to which ancient society the school community most closely emulates
Recommendations	list of 5 or more recommendations for the school	<input type="checkbox"/> list of 5 or more recommendations for the school <input type="checkbox"/> explanations of recommendations contain specific references to Athens or Sparta	<input type="checkbox"/> list of 5 or more recommendations for the school <input type="checkbox"/> explanations of recommendations contain specific references to Athens or Sparta <input type="checkbox"/> all recommendations could reasonably be adopted by the school	all of <i>Practitioner</i> plus recommendations are put in priority order with explanation of order included

OCEAN COUNTY SOCIAL STUDIES CURRICULUM
Unit Overview

Content Area: Social Studies

Unit Title: Expanding Exchanges and Encounters

Target Course/Grade Level: 6/7

Unit Summary:

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.

Primary interdisciplinary connections: Language Arts, Geography and Science

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 21st Century Life and Career 9.1 -9.3 enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st-century global workplace.

For examples visit: http://www.p21.org/storage/documents/ss_map_11_12_08.pdf

Learning Targets

Content Standards

Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CPI #	Cumulative Progress Indicator (CPI)
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, and 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 and 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 posed challenges and opportunities for trade and development.
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 of China and Japan influenced their development and their relationship with one another.
6.2.8.B.4.g	Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.
6.2.8.B.4.h	Explain how the locations, landforms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.
6.2.8.C.4.a	Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
6.2.8.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
6.2.8.C.4.c	Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
6.2.8.C.4.d	Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.
6.2.8.C.4.e	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	Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
6.2.8.D.4.b	Analyze how religion both unified and divided people.
6.2.8.D.4.c	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.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.D.4.e	Assess the demographic, economic, and religious impact of the plague on Europe.
6.2.8.D.4.f	Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.D.4.g	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.h	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
6.2.8.D.4.i	Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.
6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
	Common Core Standards
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
RH.6-8.10	Read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WHST.6-8.1	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> ● Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. ● Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Establish and maintain a formal style and objective tone. ● Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
WHST.6-8.7	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
WHST.6-8.8	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
WHST.6-8.9	<p>Draw evidence from informational texts to support analysis reflection, and research.</p>
WHST.6-8.10	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>NJ World Class Area Technology Standards</p>	

8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
21st Century Life and Career Standards	
9.1	Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2	Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally.
Unit Essential Questions <ul style="list-style-type: none"> ● Why do people migrate and what happens when they do? ● How are religion and culture connected? ● How should we handle conflict? ● What are the positives and negatives of trade? ● What is power and who should have it? ● How should we handle conflict? ● What are the positives and negatives of trade? ● What is power and who should have it? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● People migrate for political, economic, and religious reasons, and absorb or pass on ideas. ● Religion can influence culture and government and provide stability to society. ● Religious disagreements can lead to conflict, oppression, and intolerance. ● Negotiation and compromise are two ways to handle conflict. ● Trading partners shared ideas, customs, and can become enemies. ● Trade networks led to new ways of doing business. ● Power may come through political, economic, religious, or military strength and be held by individuals or groups. ● Those not in power may lack influence. ● Abuses of power can lead to conflict. ● Sharing power tends to limit its abuse.

Unit Objectives*Students will know...*

- The importance of geography and leadership to the Byzantine Empire.
- Advantages of Constantinople for defense and trade.
- Features of the Roman Catholic and Eastern Orthodox churches.
- Causes of the Great Schism.
- Main features of Byzantine culture, law, religion.
- Ways in which Byzantine culture spread.
- Arabian geography and culture before Islam.
- The role of Muhammad in establishing and spreading Islam.
- Core beliefs of Islam.
- Ways that Muslim daily life reflects beliefs of Islam.
- Ways that Muslim rule expanded and faith spread.
- Important Muslim empires and dynasties.
- Key features of Muslim culture.
- Intellectual achievements of Muslim scholars.
- The regions of Africa.
- Trade was important in developing societies.
- The cultural organization of African societies.
- Cultural traditions that have carried over into modern day.
- Mongol rulers allowed trade to flourish along the Silk Road.
- Mongol rulers kept Chinese traditions, but changed China's government.
- The people of Japan depended on the sea as a major food source.
- Japanese clans were strongly influenced in China.
- Rival warriors ruled Japan for centuries.
- Feudal society was highly organized and

Unit Objectives*Students will be able to...*

- Analyze effects of geography and leadership on the Byzantine empire.
- Categorize geographic features as advantages for trade and defense.
- Compare and Contrast the structure and function of the Roman Catholic and Eastern Orthodox churches.
- Compare views reflected in the Great Schism and explain why it occurred.
- Summarize important issues about Byzantine civilization.
- Identify causes and effects of Byzantine cultural diffusion.
- Identify main ideas and details about the origins and spread of Islam.
- Make decisions to choose necessary items for living in parts of Muslim Arabia.
- Summarize main ideas of Islam.
- Describe how the Five Pillars of Islam affect Muslims every day.
- Sequence expansion of Muslim political rule and Islamic religious influence.
- Make an illustrated timeline of Muslim empires.
- Analyze effects of spreading Muslim culture.
- Synthesize information in a class schedule for Muslim learning.
- Explain the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.
- Identify major areas of ancient Africa.
- Analyze the importance of trade in ancient Africa.
- Summarize African social structure.
- Identify and locate major cities and regions of ancient Africa.
- Sequence events related to the Mongol empire.
- Compare viewpoints involving Chinese rights under Mongol reign.
- Sequence events involving early attempts to unify Japan.
- Generate new ideas about governing.
- Analyze the causes and effects of feudalism.
- Summarize the achievements of a samurai.

<ul style="list-style-type: none"> marked by military values. ● Religion influenced feudal Japanese society. ● How invasions created disorder in Europe. ● That Feudalism and manorism brought social and economic order in Europe. ● How monasteries and religious orders helped spread Christianity. ● That the church became the center of authority in medieval Europe. ● The Norman Conquest of England. ● The rights protected under the Magna Carta. ● The development of the English Parliament. ● Reasons for the Crusades in the Middle Ages. ● The social, economic, and cultural impact of religious campaigns. ● Medieval farming methods that increased food supplies. ● The effects of crop surpluses. ● The role of trade in bringing about change. ● The effects of religious faith on art and values. ● The effects of famine, war, and plague o medieval society. ● The geography of the Maya, Aztec, and Inca Empires. ● The culture and economy of the Maya, Aztec, and Inca Empires. ● The major technological innovations of the ancient civilizations of Asia, Africa, Europe, and the Americas. 	<ul style="list-style-type: none"> ● Develop cultural awareness by participating in a Japanese custom. ● Identify main ideas and details about European feudalism. ● Categorize information to review the order brought by feudalism and manorism. ● Research and summarize information about medieval monasteries. ● Work in teams to create a classroom monastery. ● Understand important ideas about how limits on monarchy evolved in England. ● Identify the effects of the Norman Conquest and the Magna Carta. ● Sequence events related to the Crusades. ● Synthesize information about one of the Crusades. ● Compare and contrast farming and trading. ● Identify evidence on town-versus-country life. ● Summarize the impact of religion on art and learning. ● Draw conclusions about the consequences of famine, war, and plague. ● Compare and contrast the ancient civilizations of Maya, Aztec, and Incas. ● Research the surrounding geography, the main structure and their purposes, the inhabitants, the building materials, the general layout, and any other revealing information or artifacts of the Maya, Aztec, and Inca Empires. ● Consider how culture and local geography influences the Maya, Aztec, and Inca Empires. ● Compare the major technological innovations of the ancient civilizations of Asia, Africa, Europe, and the Americas. ● Explain how the development of new business practices and banking systems impacted global trade and the merchant class.
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<p>OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM Evidence of Learning</p>
<p>Formative Assessments:</p>

<ul style="list-style-type: none"> ● Open Ended Questions ● Weekly Tests ● Writer’s Workshop ● Class Discussion ● Graphic Organizers ● Reading Responses ● Reading Log ● Exit Slips ● Kinesthetic Assessments ● Running Records ● Literature Circles 	<ul style="list-style-type: none"> ● Open Ended Questions ● Weekly Tests ● Writer’s Workshop ● Class Discussion ● Graphic Organizers ● Reading Responses ● Reading Log ● Exit Slips ● Kinesthetic Assessments ● Running Records ● Literature Circles
<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece ● Timed Reading Piece ● District Benchmark and Interim Assessment ● Performance Assessments 	
<p style="text-align: center;">Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> ● Leveled Guided Reading Books ● Paired partner reading ● Literacy Projects ● Differentiated Instruction/Layered Curriculum/Tiered Lessons ● Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K- <p>12) Suggested / possible modifications for <i>Gifted and Talented</i>:</p> <ul style="list-style-type: none"> ● ask open-ended questions ● encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating) http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy ● do not always be explicit, allow for discovery ● use centers and group students according to ability or interest ● propose interest-based extension activities <ul style="list-style-type: none"> ▪ use leveled texts and offer an advanced reader reading list ▪ ask “why” and “what if” questions ▪ use varied modes of pre-assessment and assessment ▪ Follow all IEP modifications/504 plan 	

**Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:
District approved textbook**

Discovery Education Media <http://www.discoveryeducation.com>

Promethean Planet <http://www.prometheanplanet.com/en-us/>

Brain Pop <http://www.brainpop.com>

Related Primary Source Documents from the National Archives Compiled by the National Archives at New York City <http://www.archives.gov/northeast/nyc.com>

Internet4classrooms <http://www.internet4classrooms.com/social.com>

Social Studies Central <http://www.socialstudiescentral.com>

Social Studies for Kids <http://socialstudiesforkids.com>

Byzantine PowerPoint <http://worldhistory.pppst.com/byzantine-empire.html>

Milestone documents <http://www.milestonedocuments.com/subject/world-history-to-1500> Eduplace

http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u5/index.html

Cybersleuth [\[kids.com/sleuth/History/Explorers/Marco_Polo/index.htm\]\(http://kids.com/sleuth/History/Explorers/Marco_Polo/index.htm\)](http://cybersleuth-</p></div><div data-bbox=)

History for Kids <http://www.historyforkids.org/learn/islam/religion/index.htm>

Islam PowerPoint <http://religions.pppst.com/islam.html>

Woodlands School <http://www.woodlands-junior.kent.sch.uk/Homework/Religion.html>

Mr. Donn <http://medievalurope.mrdonn.org/feudalism.html>

<http://americanhistory.mrdonn.org/triangle-trade.html>

Middle Ages UK <http://www.middle-ages.org.uk/feudalism.htm>

KidsKconnect <http://www.kidskconnect.com/subject-index/16-history/278-renaissance.html>

KathiMitchell

<http://www.kathimitchell.com/middleages.htm>

Local Histories

<http://www.localhistories.org/middle.html>

Timemaps

<http://www.timemaps.com/history/africa-1000bc>

Teacher Notes:

Byzantine Empire

Students will plan a dialogue between leaders of the Roman Catholic Church and the Eastern Orthodox Church.

Students will review differences between the churches as reflected in the Great Schism and identify statements leaders of each church might have made about the disputed issues. Pairs will plan and write

their own dialogues. Dialogues can be presented as play script, comic strip, or PowerPoint. Dialogue should reflect the tense tone between church leaders.

IDEportal: PBL Tasks: Digital Serfs?: As technology continues to rapidly change the world we live in, what impact will it have on our economic system? Students study the Middle Ages through the lens of the possibility of an emerging 'digital feudalism' today.

As technology continues to rapidly change the world we live in, what impact will it have on our economic system? In 2006, Gary Marx suggested “social and intellectual capital will become economic drivers”. More recently we have seen an expansion of intellectual property law, allowing both private individuals as well as huge corporations the ability to own ideas. If ideas are the new base of our economic system, do intellectual property laws have the potential to take us back to a feudal system similar to that of the Middle Ages?

Feudalism was a land-based economic and political system used during the Middle Ages in which the upper nobility class maintained control over all the land, providing the lower classes with no other choice but to work for the local king or lord. As individuals/corporations claim ownership of ideas for the coming 5-7 decades, will the next generation of technologists have no choice but to live as “digital serfs” inside the fiefdoms of today?

As you research feudalism to gain an understanding of its economic, political, and social structures, consider the possibility of the rise of “digital feudalism” in the 21st century. What are the potential short- term and long-term impacts to our emerging global society? Is this inevitable, or is there a better way to manage this current surge in ideas and technology? Your team is responsible for creating a multimedia video that you will submit to Open Source Bridge to share at their annual conference.