

Pine Hill Public Schools Curriculum

Content Area:		Social Studies	
Course Title/ Grade Level:		World History Grade 6	
Unit 1:	African Civilizations - Egypt	Duration:	10 weeks - Sept/Oct/Nov
Unit 2:	Mediterranean Empires - Greece/Rome	Duration::	14 weeks - Nov/Dec/ Jan/ Feb
Unit 3:	Asian Civilizations - China/India	Duration:	12 weeks - April/ May/June
BOE Approved Revision:		August 15, 2017	
BOE Initial Adoption Date:		August 25, 2015	

Pine Hill Public Schools Curriculum	
Unit Title African Civilizations-Ancient Egypt	Unit #: 1
Course or Grade Level: Grade 6	Length of Time: 10 weeks
Pacing	September, October, November
Essential Questions	How did physical geography affect the development & growth of societies around the world? How did the ancient Egyptian society help shape other ancient civilizations? What were the beliefs and values of people in these societies? How did each society develop & organize its economic activities?
Content Statement(s)	Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
Skills	Chronological Thinking: Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. Explain how major events are related to one another in time. Spatial Thinking: Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. Critical Thinking: Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information. Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.). Presentation Skills: Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).
Assessments	Formal assessments - tests, quizzes, rubrics Summative assessments - projects, open ended questions Oral Presentations
Interventions / differentiated instruction	Nonlinguistic representations of key concepts – maps, graphs, graphic organizers, timelines, videos, etc. Note-taking organizers Direct Instruction Small Group Instruction Cooperative Learning Mnemonic Devices Smart Board Activities
Inter-disciplinary Connections	ELA - Reading informational texts, written responses to inquiries Science - MS-ESS3 (Nile River contributions) Health - 2.1.8 (Process of mummification) Math - 7.RP (Timelines) Art/Music - 1.2 (Hieroglyphics) Technology - 8.2.8.B.5 (Advancements of the ancient Egyptians)
Lesson resources /Activities	Student textbook/atlasses Teacher made resources (notes, handouts, projects) Websites/videos Junior Scholastic magazines

New Jersey Student Learning Standards 2014

Standard(s): 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.

Strand(s): A. Civics, Government, and Human Rights; B. Geography, People, and the Environment; C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives

CPI # / CPI(s):

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

ELA/Literacy Companion 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.6-8.5. 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 (e.g., loaded language, inclusion or avoidance of particular facts).

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. 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.6-8.1. Write arguments focused on discipline-specific content. A. 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. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a

formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3 (See note; not applicable as a separate requirement) Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

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.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Research to Build and Present Knowledge

WHST.6-8.7. 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.

WHST.6-8.8. 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.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy		Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand: A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using</p>	<p>Content Statement: Understand and use technology systems Select and use applications effectively and productively Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.</p>	<p>Indicator: 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability 8.1.8.B.1 Synthesize and publish information about a local or global issue or event</p>
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<p>technology.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p> <p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>Exhibit leadership for digital citizenship</p>	<p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p>
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**Pine Hill Public Schools
Curriculum**

Unit Title Mediterranean Civilizations: Greece and Rome		Unit #: 2
Course or Grade Level: Grade 6		Length of Time: 16 weeks
Pacing	December, January, February, March	
Essential Questions	<p>How did physical geography affect the development & growth of societies around the world?</p> <p>What were the beliefs and values of people in these societies?</p> <p>How did each society develop & organize its economic activities?</p> <p>What types of government were formed in these societies & how did they develop?</p>	
Content Statement(s)	<p>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.</p> <p>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</p> <p>Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p>	
Skills	<p>Chronological Thinking: Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. Explain how major events are related to one another in time.</p> <p>Spatial Thinking: Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p> <p>Critical Thinking: Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information. Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).</p> <p>Presentational Skills: Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. Present information in a logical</p>	

	manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).
Assessments	Formal assessments - tests, quizzes, rubrics Summative assessments - projects, open ended questions Oral Presentations
Interventions / differentiated instruction	Nonlinguistic representations of key concepts – maps, graphs, graphic organizers, timelines, videos, etc. Note-taking organizers Direct Instruction Small Group Instruction Cooperative Learning Mnemonic Devices Smart Board Activities
Inter-disciplinary Connections	ELA - Reading informational texts, written responses to inquiries Science - MS-ESS (Archimedes) Health - 2.1.8 Math - 7.RP (Timelines) Art/Music - 1.2 (Greek Columns; Theater) Technology - 8.2.8.A (aqueducts)
Lesson resources / Activities	Student textbook/atlasses Teacher made resources (notes, handouts, projects) Websites/videos Junior Scholastic magazines Media center

New Jersey Student Learning Standards 2014

Standard(s): 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.

Strand(s): A. Civics, Government, and Human Rights; B. Geography, People, and the Environment; C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives

CPI # / CPI(s):

6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.

6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

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

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

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

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

6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire.

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

ELA/Literacy Companion 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.

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RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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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. 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.6-8.1. Write arguments focused on discipline-specific content. A. 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. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3 (See note; not applicable as a separate requirement) Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

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.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Research to Build and Present Knowledge

WHST.6-8.7. 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.

WHST.6-8.8. 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.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction,

and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy		Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand:</p> <p>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <p>B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>Content Statement:</p> <p>Understand and use technology systems Select and use applications effectively and productively</p> <p>Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.</p> <p>Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p> <p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>Exhibit leadership for digital citizenship</p>	<p>Indicator:</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p>
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**Pine Hill Public Schools
Curriculum**

Unit Title : Asian Civilizations- China and India		Unit #: 3
Course or Grade Level: Grade 6		Length of Time: 10 weeks
Pacing	April, May, June	

Essential Questions	<p>How did physical geography affect the development & growth of societies around the world?</p> <p>What were the beliefs and values of people in these societies?</p> <p>How did each society develop & organize its economic activities?</p> <p>What types of government were formed in these societies & how did they develop?</p>
Content Statement(s)	<p>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.</p> <p>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</p> <p>Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p>
Skills	<p>Chronological Thinking: Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. Explain how major events are related to one another in time.</p> <p>Spatial Thinking: Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p> <p>Critical Thinking: Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information. Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).</p> <p>Presentational Skills: Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).</p>
Assessments	<p>Formal assessments - tests, quizzes, rubrics</p> <p>Summative assessments - projects, open ended questions</p> <p>Oral Presentations</p>
Interventions / differentiated instruction	<p>Nonlinguistic representations of key concepts – maps, graphs, graphic organizers, timelines, videos, etc.</p> <p>Note-taking organizers</p> <p>Direct Instruction</p> <p>Small Group Instruction</p> <p>Cooperative Learning</p> <p>Mnemonic Devices</p> <p>Smart Board Activities</p>
Inter-disciplinary Connections	<p>ELA - Reading informational texts, written responses to inquiries</p> <p>Science - MS-ESS2.C (monsoons)</p> <p>Health - 2.1.8</p> <p>Math - 7.RP (Timelines)</p> <p>Art/Music - 1.2 (Bronze work)</p> <p>Technology - 8.2.8.A (Mohenjo-Daro; Han Dynasty)</p>
Lesson resources / Activities	<p>Student textbook/atlases</p> <p>Teacher made resources (notes, handouts, projects)</p> <p>Websites/videos</p> <p>Junior Scholastic magazines</p> <p>Media center</p>

Standard(s): 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.

Strand(s): A. Civics, Government, and Human Rights; B. Geography, People, and the Environment; C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives

CPI # / CPI(s):

6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of China and India to control and unify their expanding empires.

6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.

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

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

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

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

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

6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

ELA/Literacy Companion 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.

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RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

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WHST.6-8.3 (See note; not applicable as a separate requirement) Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

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.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Research to Build and Present Knowledge

WHST.6-8.7. 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.

WHST.6-8.8. 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.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy		Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand: A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using</p>	<p>Content Statement: Understand and use technology systems Select and use applications effectively and productively Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.</p>	<p>Indicator: 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability 8.1.8.B.1 Synthesize and publish information about a local or global issue or event</p>
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<p>technology.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p> <p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>Exhibit leadership for digital citizenship</p>	<p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p>
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