

Somers Point School District



Curriculum

Social Studies

Grade 6

August 2012

Board Approved: September 2012

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SOMERS POINT SCHOOL DISTRICT

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Acknowledgments

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Somers Point Schools

ment reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission to guide our work.

Our Mission

empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society. We use the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate in all disciplines. This is accomplished through:

providing diverse, challenging, effective and progressive programs in a safe, nurturing environment

providing optimal facilities and resources

providing the skills and tools needed for success

maintaining an educational partnership with home, school and community

Our Beliefs

We believe that our empowered learners:

participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations

are aware of community issues and take part in activities to better their community

possess the basic skills in obtaining information, thinking critically, solving problems and communicating effectively

possess intellectual curiosity and the ability to access information as needed

are reflective learners who have an understanding of their own strengths and weaknesses

possess the aptitudes and skills to adjust to a changing world and an unpredictable future

are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life

respect the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

Students of the Somers Point School District will demonstrate personal growth over time in relation to individualized Georgia Core Content Curriculum Standards. Achievement is evident when students:

- take academic risks
- transfer or extend content area knowledge
- are intrinsically motivated life-long learners
- are global learners who collaborate beyond the confines of the classroom or school
- demonstrate social growth
- are meta-cognitive thinkers
- solve real-world problems

Student achievement Somers Point Educators:

- promote student-centered learning
- clearly communicate the purpose of the lesson and how it fits into students' broader learning
- include hands-on learning activities
- encourage collaboration
- create a safe environment and a strong classroom community
- differentiate instruction
- align the content area, curriculum, and their students
- integrate technology
- leverage and capitalize on student interests
- use assessment data to make instructional decisions
- commit to life-long learning to improve their practice

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

Joint Schools will help students understand their past and present to become responsible and productive members of a democratic society and a globally interdependent world. Through an integrated study of social studies, the goal is to provide learners with the knowledge, skills and attitudes they need to be active, informed and contributing members of local, state and world communities.

Educational Goals & Beliefs

Students learn through a variety of relevant experiences. Therefore, we will provide interactions that activate and build on prior knowledge and promote higher level thinking skills.

Active learning is essential. Therefore, we will provide students with a variety of active, student-centered, and meaningful learning opportunities.

Instruction should be relevant, meaningful, and based on student needs. Therefore, we will provide opportunities for students to apply learning to their own lives using a variety of instructional strategies.

Society is constantly changing. Therefore, we will provide the opportunities for students to understand that the present context affects the future.

We live in a culturally diverse, global society. Therefore, we will develop student understanding of diverse cultures that honor individual dignity.

Assessment should be ongoing, diagnostic, and aligned with instruction. Therefore, we will provide multiple authentic assessments.

Using community resources is essential for effective instruction. Therefore, we will use the rich history and ethnic diversity to enhance learning.

Informed citizen participation is essential to democracy. Therefore, we will provide instruction and curriculum development that empowers students who will be informed, active problem solvers, and willing participants in the democratic process.

Students are citizens of a connected, digital society. Therefore they will utilize technology as a tool to solve problems and communicate.

New Jersey State Department of Education Core Curriculum Content Standards

6th Social Studies Standards and Cumulative Progress Indicators.

21st Century Social Studies Education in the 21st Century

Technology has transformed social studies education, allowing 21st-century learners to transcend the limitations and experience historic events virtually. By expanding their learning networks through online collaborations and other students from around the world, New Jersey social studies students develop an increased understanding of our global society. At the same time, their understanding of the fundamental principles and practices of democracy and citizenship provides the conceptual framework that allows them to make informed decisions on local, national, and international issues and challenges.

Social studies education provides learners with the knowledge, skills, and perspectives needed to be active and contributing members of local, state, national, and global communities in the digital age.

Additional information about The NJ Core Curriculum Content Standards in Social Studies can be found here:
doe.state.nj.us/education/cccs/standards/6/index.html

Grade 6 Social Studies
Scope and Sequence

	Quarter I	
Timeline	Big Idea <i>Topic</i>	Standards
	Primary and Secondary Sources + Iceman of the Alps	6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.B.1.b 6.2.8.D.4.a
	Ancient Mesopotamia and Ancient Israel	6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.B.1.b 6.2.8.C.1.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d 6.2.8.D.3.e 6.2.8.A.4.a 6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.C.4.b 6.2.8.C.4.d 6.2.8.D.4.a 6.2.8.D.4.b 6.2.8.D.4.c

	Ancient India	6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.B.1.b 6.2.8.C.1.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d 6.2.8.D.3.c 6.2.8.D.3.d 6.2.8.D.3.e 6.2.8.A.3.a 6.2.8.A.4.a 6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.C.4.b 6.2.8.C.4.d 6.2.8.D.4.a 6.2.8.D.4.b 6.2.8.D.4.c
	Ancient China	6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.B.1.b 6.2.8.C.1.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d 6.2.8.D.3.c 6.2.8.D.3.d

		6.2.8.D.3.e 6.2.8.A.3.a 6.2.8.A.4.a 6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.C.4.b 6.2.8.C.4.d 6.2.8.D.4.a 6.2.8.D.4.b 6.2.8.D.4.c
	Quarter II	
Timeline	Big Idea Topic	Standards
	Ancient Egypt	6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.B.1.b 6.2.8.C.1.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d 6.2.8.D.3.e 6.2.8.A.4.a 6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.C.4.b 6.2.8.D.4.a 6.2.8.D.4.b 6.2.8.D.4.c

	Quarter III	
Timeline	Big Idea <i>Topic</i>	Standards
	Ancient Greece	6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.B.1.b 6.2.8.C.1.a 6.2.8.B.2.b 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.C.3.b 6.2.8.C.3.c 6.2.8.D.3.a 6.2.8.D.3.d 6.2.8.D.3.e 6.2.8.D.3.f 6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.A.3.d 6.2.8.A.3.e 6.2.8.B.3.a 6.2.8.B.3.b 6.2.8.A.4.a 6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.C.4.b 6.2.8.C.4.d 6.2.8.C.4.c 6.2.8.D.4.a 6.3.8.A.3 6.2.8.D.4.b 6.2.8.D.4.c

	Quarter IV	
Timeline	Big Idea <i>Topic</i>	Standards
	Ancient Rome	6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.B.1.b 6.2.8.C.1.a 6.2.8.B.2.b 6.2.8.D.2.a 6.2.8.C.3.b 6.2.8.D.2.b 6.2.8.C.3.c 6.2.8.D.3.a 6.2.8.D.3.c 6.2.8.D.3.d 6.2.8.D.3.e 6.2.8.D.3.f 6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.A.3.e 6.2.8.B.3.a 6.2.8.A.4.a 6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.C.4.b 6.2.8.C.4.d 6.2.8.D.4.a 6.2.8.D.4.b 6.2.8.D.4.c

Planned days of Instruction: Q1 Week 1	Big Idea: The Beginnings of Human Society	Topic: Primary and Secondary Sources
Cluster Concepts / Progress Indicators (CPI's) will be able to:	Essential Questions, Enduring Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
<p>compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>Describe 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.</p> <p>Compare and contrast how hunter-gatherer and agrarian societies used land and natural resources.</p> <p>Describe how contact between hunter-gatherer peoples and sedentary civilizations had both positive and negative political, economic, and social consequences.</p> <p>Explain how a text presents information sequentially, comparatively, and contrastively.</p>	<p>Essential Questions: How do primary and secondary sources help us understand the people from the Paleolithic and Neolithic Ages?</p> <p>Enduring Understandings: There are credible and questionable sources of information about historical and contemporary events.</p>	<p>Learning Activities:</p> <p>Histories Mysteries: Who Was the Iceman?</p> <p>Multimedia Product</p> <p>Oral History Project</p> <p>Virtual Cave Paintings http://www.harcourtschool.com/activity/cave_paintings/cavepaintings.html</p> <p>Archaeology Dig of Catal Huyuk http://www.smm.org/catal/processes/?flashV http://www.cnn.com/studentnews/index.html</p> <p>Archaeology for Kids http://archaeology.mrdonn.org/index.html</p> <p>Early Humans http://earlyhumans.mrdonn.org/index.html</p> <p>Stone Age Tool Kit Interactive: http://www.pbs.org/wgbh/nova/ancient/stone_toolkit.html</p> <p>CNN student news http://www.internet4classrooms.com/grade_1_help/geography_sixth_6th_grade_social_studies.htm</p> <p>Geography Skills http://brainpop.com http://googleearth.com</p>

		<p>Create a digital tour</p> <p>***Writing Standard: Describe the text structure of a textbook section and provide textual evidence to support the structure.</p> <p>Assessment Models: rubric formative mastery</p> <p>Supplemental Resources: laptop smartboard projector</p>
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<p>Objectives of Instruction: Week 2</p>	<p>Big Idea: Ancient Civilizations</p>	<p>Topic: Ancient Mesopotamia and Ancient Israel</p>
<p>Cluster Concepts / Progress Indicators (CPI's) Students will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>describe 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.</p> <p>compare and contrast how hunter-gatherer and agrarian societies used land and natural resources.</p> <p>describe the agricultural revolution (including the impact of food surpluses from farming) to population growth and the subsequent development of civilizations.</p> <p>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 Valley and Modern</p>	<p>Essential Questions: Are there general lessons to be learned from ancient Mesopotamia and Ancient Israel?</p> <p>Enduring Understandings: The past influences the present and future. Both the Sumerians and ancient Israelites developed a society based on ideas of justice and strict laws.</p>	<p>Learning Activities: Multimedia Product CNN student news http://www.cnn.com/studentnews/index.html Ancient Mesopotamia for Kids http://mesopotamia.mrdonn.org/index.html A Virtual Dig http://www.usbornequicklinks.com/usa/utility_pages/usa_select_link.asp?lang=usa2&id=1949&From=6&To=7 Geography Skills http://www.internet4classrooms.com/gravel_help/geography_sixth_6th_grade_social_studies.htm http://brainpop.com Create a digital tour http://googleearth.com ***Writing Standard: Identify key step on how a civilization is formed. (SEQUENCING GRAPHIC ORGANIZER)</p> <p>Assessment Models: rubric formative mastery</p>

an/India; Ancient China and
n China), and determine the
litical impact of these
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n how technological
cements led to greater
mic specialization, improved
nry, trade, and the
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t river valley civilizations.

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n language transformed all
ts of life in ancient river
civilizations.

ze the factors that led to the
nd fall of various ancient river
civilizations and determine
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ements of the ancient river
civilizations represent the
enduring legacies.

nine common factors that
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Roman Empire, Gupta India,
an China.

are the golden ages of
e, Rome, India, and China,
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Supplemental Resources:
laptop
smartboard
projector

Assessment Models:
rubric
formative
mastery

Supplemental Resources:
laptop
smartboard
projector

represent world legacies.

compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Jainism, Sikhism, and Taoism), patterns of expansion, and responses to the current challenges of globalization.

compare and contrast the methods of autocratic rule, philosophies, bureaucratic structures; communication and transportation methods used by the rulers of ancient China, and India to control and unify their expanding empires.

analyze how geography influenced the development of the political, economic, and cultural centers of ancient empires and well as the empires' relationships with other parts of the world.

analyze how geography influenced the development of the political, economic, and cultural centers of ancient empires and well as the empires' relationships with other parts of the world.

describe how maritime and overland routes (i.e., the African Ocean and Silk Road) impacted globalization, transportation, communication, and the development of international trade.

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<p>'s.</p> <p>ze how trade, technology, the bility of natural resources, ontact with other civilizations ed the development of es in Eurasia and the cas.</p> <p>n how the development of usiness practices and ng systems impacted global and the development of a ant class.</p> <p>.4.a</p> <p>n how contact between dic peoples and sedentary ations had both positive and ive political, economic, and al consequences.</p> <p>religion both unified and e</p> <p>a professional document using oed features of a word processing m.</p> <p>a multimedia presentation ng sound and images</p> <p>ps in a text's description of a l to history/social studies (e.g., mes law, how interest rates are ed)</p>		
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Estimated days of Instruction: Week 3	Big Idea: Ancient Civilizations	Topic: Ancient India
Cluster Concepts / Progress Indicators (CPI's) will be able to:	Essential Questions, Enduring Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
<p>compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>compare the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on societies and on the shaping of cultures.</p> <p>compare and contrast how nomadic agrarian societies used land and natural resources.</p> <p>describe the agricultural revolution (including the impact of food surplus (farming) to population growth and the subsequent development of civilizations).</p> <p>compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Ancient Egypt and Modern India; Indus River Valley and Modern Pakistan/India; Ancient</p>	<p>Essential Questions: Are there general lessons to be learned from ancient India?</p> <p>Enduring Understandings: Early India was a land of warriors, thinkers and scientists. Their contributions helped shape today's society.</p>	<p>Learning Activities:</p> <p>Reader's Theater Plays</p> <p>Scavenger Hunt: http://india.mrdonn.org/indus.html</p> <p>Explore Ancient Indus Valley and play virtual trader game: http://www.bbc.co.uk/schools/primaryhistory/indus_valley/</p> <p>Edit Indus Newspaper based on four different picture prompts of maps, etc.: http://www.bbc.co.uk/schools/primaryhistory/indus_valley/art_and_writing/teachers_resources.html</p> <p>The Beginnings of the Caste System http://adaniel.tripod.com/origin.htm</p> <p>***Writing Standard: Read a primary or secondary source and summarize the main idea.</p> <p>Assessment Models:</p> <p>formative assessments</p> <p>unit test</p> <p>laptops</p> <p>projector</p> <p>smartboard</p>

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civilizations, then and now.

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nd fall of various ancient river
civilizations and determine
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vements of the ancient river
civilizations represent the
enduring legacies.

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hina.

are the golden ages of Greece,
, India, and China, and justify
achievements that represent
legacies.

are and contrast the tenets of
is world religions that
oped in or around this time
l (i.e., Buddhism, Christianity,
cianism, Islam, Judaism,
m, and Taoism), their patterns
ansion, and their responses to
irrent challenges of
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are and contrast the methods
autocratic rule, philosophies,
ureaucratic structures;
unication and transportation
ns) used by the rulers of
, China, and India to control
nify their expanding empires.

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<p> ct with other civilizations ed the development of empires asia and the Americas. </p> <p> ze the relationship between routes and the development of ful city-states and kingdoms in </p> <p> n how contact between dic peoples and sedentary ations had both positive ve political, economic, and al consequences. </p> <p> ze how religion both unified ived people. </p> <p> l a professional document using ed features of a word processing m. </p> <p> a multimedia presentation ng sound and images </p> <p> and use appropriate tools and resources to accomplish a variety s and to solve problems. </p> <p> ine the central ideas or a primary or secondary source; urate summary of the source or knowledge or opinions. </p>		

<p>Planned days of Instruction: Week 4</p>	<p>Big Idea: Ancient Civilizations</p>	<p>Topic: Ancient China</p>
<p>Cluster Concepts / Progress Indicators (CPI's) students will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>compare and contrast the social organization of early hunter-gatherers and those who lived in early agrarian societies.</p> <p>compare 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.</p> <p>compare and contrast how hunter-gatherer and agrarian societies used land and natural resources.</p> <p>describe the agricultural revolution (including the impact of food storage from farming) to population growth and the subsequent development of civilizations.</p> <p>compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient</p>	<p>Essential Questions: Why do rules and government change?</p> <p>Enduring Understandings: The ancient Chinese established long-ruling dynasties and valued three great philosophies: Confucianism, Daoism, and Legalism. They changed based on the needs of the people, their society and their culture.</p>	<p>Learning Activities: Use a graphic organizer to compare the Shang, Qin, and Han dynasties using: http://www.usborne.com/quicklinks/eng/catalogue/ologue.aspx?cat=1&loc=usa&id=1458 http://www.usborne.com/quicklinks/eng/catalogue/ologue.aspx?cat=1&loc=usa&id=1458 http://www.usborne.com/quicklinks/eng/catalogue/ologue.aspx?cat=1&loc=usa&id=1458 Virtual Scavenger Hunt on government, culture & philosophy: http://china.mrdonn.org/index.html</p> <p>Assessment Models:</p> <p>Rubric Formative Assessments Unit Test</p>

and Modern Egypt; Indus Valley and Modern an/India; Ancient China and n China), and determine the litical impact of these ations, then and now.

n how technological cements led to greater mic specialization, improved nry, trade, and the pment of a class system in t river valley civilizations

ze the impact of religion on ife, government, and culture ous ancient river valley ations.

n how the development of n language transformed all ts of life in ancient river civilizations.

ze the factors that led to the d fall of various ancient river civilizations and determine er there was a common n of growth and decline.

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are and contrast the methods autocratic rule, philosophies, ureaucratic structures; unication and transportation ns) used by the rulers of , China, and India to control nify their expanding empires.

ze the role of religion and means rulers used to unify ntrally govern expanding ries with diverse populations.

n how geography influenced evelopment of the political, mic, and cultural centers of mpire and well as the es' relationships with other of the world.

s how maritime and overland routes (i.e., the African an and Silk Road) impacted ization, transportation, unication, and the pment of international trade s

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<p>ze how trade, technology, the bility of natural resources, ontact with other civilizations ed the development of es in Eurasia and the cas.</p> <p>ze the relationship between routes and the development verful city-states and oms in Africa.</p> <p>n how contact between dic peoples and sedentary ations had both positive ive political, economic, and al consequences.</p> <p>ze how religion both unified ived people.</p> <p>l a professional document using ed features of a word processing m.</p> <p>a multimedia presentation ng sound and images</p> <p>and use appropriate tools and resources to accomplish a variety s and to solve problem</p>		
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<p>Types of Instruction</p>	<p>Big Idea: Ancient Civilizations</p>	<p>Topic: Egypt</p>
<p>Cluster Concepts / Progress Indicators (CPI's) will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>are and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>Compare 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.</p> <p>are and contrast how hunter-gatherer and agrarian societies used natural resources.</p> <p>Describe the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.</p> <p>are and contrast physical and political maps of ancient river</p>	<p>Essential Questions:</p> <p>How do natural resources and culture affect the course of history?</p> <p>Enduring Understandings: Instead of fighting wars, Egypt used natural barriers and formed a rich and powerful civilization.</p>	<p>Learning Activities:</p> <p>***Writing Standard: Research a pharaoh and write a persuasive essay on the most influential pharaoh based on trade, expansion, technological achievements, etc.</p> <p>Ancient Egypt for Kids: http://egypt.mrdonn.org/index.html</p> <p>Ancient Rulers: http://www.peoplespot.com/notable/leaders/ancientrulers.htm</p> <p>Artifacts Activity http://www.pbs.org/teachers/connect/resources/009/preview/</p> <p>Videos on Egypt's Golden Empire: http://www.pbs.org/teachers/connect/resources/004/preview/</p> <p>***Writing Standard: Read multiple sources on one topic and use graphic organizer to list facts and opinions to determine which is the more credible source. (A Young People's History of America vs. Social Studies text)</p>

<p>civilizations and their counterparts (i.e., Mesopotamia and Iraq; Ancient and Modern Egypt; Indus Valley and Modern China/India; Ancient China and Modern China), and determine the political impact of these civilizations, then and now.</p> <p>Explain how technological advancements led to greater economic specialization, improved commerce, trade, and the development of a class system in ancient river valley civilizations.</p> <p>Analyze the impact of religion on life, government, and culture in various ancient river valley civilizations.</p> <p>Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>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.</p> <p>Identify which of the major achievements of the ancient river valley civilizations represent the enduring legacies. Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism,</p>		<p>***The Donner Family Controversy: http://www.pbs.org/wgbh/nova/ancient/julie-schablitsky.html</p> <p>Assessment Models: NJ Writer's Rubric</p> <p>Materials: laptop projector smartboard</p>
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ianity, Confucianism, Islam, m, Sikhism, and Taoism), patterns of expansion, and responses to the current nges of globalization.

are and contrast the methods autocratic rule, philosophies, ureaucratic structures; unication and transportation ns) used by the rulers of , China, and India to control nify their expanding empires.

ze the role of religion and means rulers used to unify ntrally govern expanding ries with diverse populations.

n how geography influenced velopment of the political, mic, and cultural centers of mpire and well as the es' relationships with other of the world.

s how maritime and overland routes (i.e., the African an and Silk Road) impacted ization, transportation, unication, and the pment of international trade 's

ze how trade, technology, the bility of natural resources, nttact with other civilizations ed the development of es in Eurasia and the cas.

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<p>ze the role of religion and means rulers used to unify centrally govern expanding empires with diverse populations.</p> <p>ze how religion both unified and divided people.</p> <p>ze the role of religion and empires in shaping each empire's social hierarchy, and state the impact these political structures had on the lives of various groups of people</p> <p>l</p> <p>a professional document using varied features of a word processing program.</p> <p>a multimedia presentation using sound and images</p> <p>and use appropriate tools and resources to accomplish a variety of tasks and to solve problems.</p> <p>Grade 8, read and comprehend complex texts in the grades 6–8 text band independently and proficiently.</p>		
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<p>Focus of Instruction:</p>	<p>Big Idea: Ancient Civilizations</p>	<p>Topic: Ancient Greece</p>
<p>Cluster Concepts / Progress Indicators (CPI's) will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>describe the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and evaluate the impact of migration on societies and on the shaping of modern societies.</p> <p>compare and contrast how nomadic agrarian societies used land and natural resources.</p> <p>analyze the agricultural revolution (including the impact of food surplus (farming) to population growth) and the subsequent development of civilizations.</p> <p>compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Ancient Egypt and Modern Egypt; Indus River Valley and</p>	<p>Essential Questions: What impact did Greece have on modern day society?</p> <p>Enduring Understandings: Although Greek civilization began almost 4000 years ago, their Greek ideas about government, science and the arts are still important today. When Alexander the Great conquered the Persian Empire, he spread Greek culture and ideas through southwest Asia and the Mediterranean world.</p>	<ul style="list-style-type: none"> Learning Activities: <p>Reader's Theater Internet Scavenger Hunt on the Greek Gods and Goddesses http://www.uni.edu/schneidj/webquests/fall04/myology/index.html</p> <p>Ancient Greece for Kids: http://greece.mrdonn.org/</p> <p>Interactive Greece: http://www.woodlands-junior.kent.sch.uk/Homework/greece/interactive.</p> <p>BBC Ancient Greece: http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/</p> <p>The Parthenon's Many Lives http://www.pbs.org/teachers/connect/resource/13/preview/ http://www.pbs.org/teachers/connect/resource/10/preview/</p> <ul style="list-style-type: none"> Assessment Models:

in Pakistan/India; Ancient and Modern China), and nine the geopolitical impact of civilizations, then and now.

how technological advances led to greater economic specialization, improved currency, trade, and the development of a class system in the river valley civilizations

analyze the impact of religion on life, government, and culture in the ancient river valley civilizations.

how the development of writing and language transformed all aspects of life in ancient river valley civilizations.

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.

identify which of the major achievements of the ancient river valley civilizations represent the enduring legacies.

analyze common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and China.

compare the golden ages of Greece, Rome, India, and China, and justify achievements that represent

Rubric
formative assessments
unit test

<p>legacies.</p> <p>are and contrast the tenets of is world religions that oped in or around this time l (i.e., Buddhism, Christianity, cianism, Islam, Judaism, m, and Taoism), their patterns ansion, and their responses to irrent challenges of ization.</p> <p>mine the extent to which ns, mythologies, and other systems shaped the values of al societies.</p> <p>are and contrast the rights and nsibilities of free men, women, ; and foreigners in the al, economic, and social ures of classical civilizations.</p> <p>mine the foundational concepts rinciples of Athenian cracy and the Roman Republic ter influenced the pment of the United States itution.</p> <p>are and contrast the roles and nsibilities of citizens in Athens parta to those of United States is today, and evaluate how is perceived the principles of r and equality then and now.</p> <p>are and contrast the American system and the legal systems sical civilizations, and nine the extent to which the</p>		
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systems influenced the current system

mine how geography and the ability of natural resources impacted the development of the political, economic, and cultural aspects of each of the classical empires and provided motivation for expansion.

Explain how geography and the availability of natural resources led to the development of Greek empires and to their demise.

Analyze the role of religion and other factors rulers used to unify and effectively govern expanding empires with diverse populations

Explain how geography influenced the development of the political, economic, and cultural centers of empires and well as the empires' relationships with other parts of the world.

Describe how maritime and overland routes (i.e., the African Ocean and Silk Road) impacted globalization, transportation, communication, and the development of international trade networks.

Analyze how trade, technology, the availability of natural resources, and contact with other civilizations impacted the development of empires in Asia and the Americas.

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<p>ze the relationship between routes and the development of ful city-states and kingdoms in .</p> <p>n how the development of new essage practices and banking ns impacted global trade and velopment of a merchant</p> <p>religion both unified and e.</p>		
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<p>Planned days of Instruction Q4 Weeks 1-4</p>	<p>Big Idea: Ancient Civilizations</p>	<p>Topic: Ancient Rome</p>
<p>Cluster Concepts / Progress Indicators (CPI's) will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
<p>compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>compare the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on societies and on the shaping of civilizations.</p> <p>compare and contrast how nomadic agrarian societies used land and natural resources.</p> <p>describe the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.</p> <p>compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and</p>	<p>Essential Questions: What impact did Rome have on modern day society?</p> <p>Enduring Understandings: The Romans developed a civilization as well as an empire. Roman achievements still influence our lives today.</p>	<p>Learning Activities:</p> <p><u>Rome Unit Lessons and activities</u></p> <p>Dramatize the rise and fall of Julius Caesar and create a multimedia product.</p> <p>***Writing Standard: Compare and Contrast the Roman political system to modern day “Democracy”</p> <p>Resource: http://www.pbs.org/empires/romans/pdf/lesson2_presentation.pdf</p> <p>http://www.roman-empire.net/</p> <p>Create a digital “campaign” poster or become emperors advisory to get him elected into office.</p> <p>videos: http://www.pbs.org/empires/romans/index.html</p> <p>Who’s Who in the Roman Empire...? Create a game show (similar to the dating game) to guess the character persona.</p> <p>Project Criteria: http://www.pbs.org/empires/romans/pdf/lesson5_learning.pdf</p> <p>Roman Technology and Medicine:</p>

Ancient Egypt and Modern ; Indus River Valley and n Pakistan/India; Ancient and Modern China), and nine the geopolitical impact of civilizations, then and now.

n how technological cements led to greater mic specialization, improved nry, trade, and the pment of a class system in t river valley civilizations

ze the impact of religion on ife, government, and culture ous ancient river valley ations.

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ze the factors that led to the d fall of various ancient river civilizations and determine er there was a common n of growth and decline.

r which of the major rements of the ancient river civilizations represent the enduring legacies.

nine common factors that buted to the decline and fall of man Empire, Gupta India, an China.

are the golden ages of

Analyze the benefits of ancient roman technolog medicine and relate to modern day.

Project ideas:
<http://www.pbs.org/empires/romans/pdf/lesson7/her.pdf>

Assessment Models:

rubrics
formative assessments
unit test

e, Rome, India, and China, identify major achievements that represent world legacies.

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

Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

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

Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States government.

Compare and contrast the roles and responsibilities of citizens in Athens and Rome to those of United States citizens today, and evaluate how citizens perceived the values of liberty and equality then and now.

Compare and contrast the American

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system and the legal systems
classical civilizations, and
define the extent to which the
systems influenced the current
system

define how geography and the
availability of natural resources
impacted the development of the
political, economic, and cultural
features of each of the classical
civilizations and provided motivation
for expansion.

define how geography and the
availability of natural resources led
to the development of Greek
city-states and to their demise.

analyze the role of religion and
the means rulers used to unify
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the development of the political,
economic, and cultural centers of
the empire and well as the
empires' relationships with other
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define how maritime and overland
routes (i.e., the African
monsoon and Silk Road) impacted
globalization, transportation,
communication, and the
development of international trade
networks

analyze how trade, technology, the
availability of natural resources, and

ct with other civilizations
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n how the development of
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 ns impacted global trade and
 velopment of a merchant

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 ve/explanatory texts, including the
 of historical events, scientific
 res/ experiments, or technical
 es.

Introduce a topic clearly,
 what is to follow; organize ideas,
 and information into broader
 as appropriate to achieving
 clude formatting (e.g., headings),
 .g., charts, tables), and
 when useful to aiding
 sion.

Develop the topic with relevant,
 n facts, definitions, concrete
 otations, or other information and

Use appropriate and varied
 to create cohesion and clarify the
 s among ideas and concepts.

Use precise language and
 ecific vocabulary to inform about or
 topic.

<p>Establish and maintain a formal objective tone. Provide a concluding statement that follows from and supports the information or explanation presented.</p>		
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