

**OCEAN COUNTY SOCIAL STUDIES
CURRICULUM**

Content Area: Social Studies

Course Title: World History/Global Studies

Grade Level: 6

**The Beginnings of Human Society:
Paleolithic and Neolithic Ages**

1st Quarter

**Early Civilizations and the Emergence of
Pastoral Peoples:
Ancient River Valley Civilizations
Mesopotamia
Egypt
India
China**

2nd and 3rd Quarters

**The Classical Civilizations of the
Mediterranean World, India and China**

3rd and 4th Quarters

Date Created:

Board Approved on:

OCEAN COUNTY SOCIAL STUDIES CURRICULUM
Unit Overview

Content Area: Social Studies

Unit 1 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 -9.4 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 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) |
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| 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. |

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| 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 | 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. <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 | |
| 9.1.8.A.1 | Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. |
| 9.2.8.B.5 | Evaluate the relationship of cultural traditions and historical influences on financial practice. |

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| 9.3.8.B.8 | Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally. |
| 9.4.12.A.4 | Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice. |
| 9.4.12.A.6 | Locate, organize, and reference written information from various sources to communicate with others. |
| 9.4.12.A.8 | Use correct grammar, punctuation, and terminology to write and edit documents. |
| <p>Unit Essential Questions</p> <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? | <p>Unit Enduring Understandings <i>Students will understand that...</i></p> <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. |
| <p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The social organization of early hunters/gathers 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 • 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 | <p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Compare and contrast the social organization of early hunters/gathers 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. • 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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| <ul style="list-style-type: none">• The difference 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

- Teacher Observations
- Performance Assessments
- Exit Slips/Slate Assessments
- Daily Class work
- Pre-Assessments
- Temperature Gauges

Summative Assessments

- Tests
- Quizzes
- National/State/District Wide Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan

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

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>

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>

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/arnat/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:

OCEAN COUNTY SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit 2 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 -9.4 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 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) |
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| 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 |

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

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| 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 | |
| 9.1.8.A.1 | Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. |
| 9.2.8.B.5 | Evaluate the relationship of cultural traditions and historical influences on financial practice. |
| 9.3.8.B.8 | Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally. |
| 9.4.12.A.6 | Locate, organize, and reference written information from various sources to communicate with others. |
| 9.4.12.A.8 | Use correct grammar, punctuation, and terminology to write and edit documents. |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the consequences of technology? • How are religion and culture connected? • How much does geography affect peoples lives? • What are the consequences of trade? | <p>Unit Enduring Understandings <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 technology, the push to develop it can have unintended effects. • 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. |
| <p>Unit Objectives <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 <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 Code and its impact of modern laws. • Summarize how Assyrian and Persian empires were |

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| <ul style="list-style-type: none"> • 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 Egyptian’s 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 on e 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 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. | <p>governed.</p> <ul style="list-style-type: none"> • 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. • 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. |
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| <ul style="list-style-type: none"> • 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 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. | <ul style="list-style-type: none"> • Understand why Shi Huangdi 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. <p>Prioritize the effect of Han inventions on ancient China.</p> |
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OCEAN COUNTY SOCIAL STUDIES CURRICULUM
Evidence of Learning

Formative Assessments

- Teacher Observations
- Performance Assessments
- Exit Slips/Slate Assessments
- Daily Class work
- Pre-Assessments
- Temperature Gauges

Summative Assessments

- Tests
- Quizzes
- National/State/District Wide Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan

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

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

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

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

Sumerians

Cleopatra

Egyptian Pharaohs

Mummies

Silk Road

Seven Wonders of the Ancient World

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>

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

OCEAN COUNTY SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit 3 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 -9.4 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 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) |
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| 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.c | Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. |

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| 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. |

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| 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 | |
| 9.1.8.A.1 | Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. |
| 9.2.8.B.5 | Evaluate the relationship of cultural traditions and historical influences on financial practice. |
| 9.3.8.B.8 | 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? | 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 |

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| <ul style="list-style-type: none"> • What should governments do? • How much does geography affect people's lives? | <ul style="list-style-type: none"> • 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 |
| <p>Unit Objectives <i>Students will know...</i></p> <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. • the Song dynasty's government was based on the civil service system. • the principles of Confucianism. • the reasons for the building of the Great Wall of China | <p>Unit Objectives <i>Students will be able to...</i></p> <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. • draw conclusions about the objective of the civil service exams. • analyze quotes of Confucius and compare to common proverbs. • identify ways in which Shi Huangdi centralized his |

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| <ul style="list-style-type: none"> • groups that evolved into a caste system. | <p>government.</p> <ul style="list-style-type: none"> • explain how the caste system affects the daily lives of Indian citizens. |
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| OCEAN COUNTY SOCIAL STUDIES CURRICULUM Evidence of Learning | |
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| Formative Assessments | |
| <ul style="list-style-type: none"> • Teacher Observations • Performance Assessments • Exit Slips/Slate Assessments | <ul style="list-style-type: none"> • Daily Class work • Pre-Assessments • Temperature Gauges |
| Summative Assessments | |
| <ul style="list-style-type: none"> • Tests • Quizzes • National/State/District Wide Assessments | |
| Modifications (ELLs, Special Education, Gifted and Talented) | |
| <ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all IEP modifications/504 plan | |
| Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: | |
| <p>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</p> | |
| Teacher Notes: | |