

NEPTUNE CITY SCHOOL DISTRICT

World History I

Curriculum

Grade 6



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune City School District to properly prepare the Neptune City students for successful integration into the Neptune City High School Educational Program.

April 1, 2025

Document *

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

WORLD HISTORY I CURRICULUM

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Curriculum

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NEPTUNE CITY SCHOOL DISTRICT

World History I

Acknowledgements

The World History I curriculum for Grade 6 was developed through the dedicated efforts of Neptune Middle School Social Studies teacher Nicole Ward, with the guidance of the district's Curriculum Steering Committee members including Department Chairperson Nicole Sanyigo, Supervisor of Humanities Lakeda Demery, and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on a deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. As such, the World History I curriculum committee has prepared a curriculum with authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and prepare students for the 21st century workplace. The dedicated committee designed a curriculum into coherent, timebound comprehensive units of study with sample activities and classroom assessments to guide teaching practices and learning outcomes.

The World History I curriculum was written in alignment with the New Jersey Student Learning Standards for Social Studies 2020, English Language Arts 2023, and WIDA Standards 2020 with the increased rigor that is embedded in those standards. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course.

NEPTUNE CITY SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the NEPTUNE CITY School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally-conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.

- An involvement by the parents and the community in the learning process.

NEPTUNE CITY School District

Educational Outcome Goals

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.

- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

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**WORLD HISTORY I
GRADE 6**

COURSE DESCRIPTION

World History I offered in 6th grade is the first component in a series of two sequential world history courses. This course begins with the study of early humans and geography while focusing on their impact on history and how they are still relevant in the 21st century. The course continues to trace human history from prehistoric times to the height of Ancient Greece. Content, literacy and social studies skills are cornerstones of this course. Current events will be studied and integrated into the curriculum as a means of creating a link between the past and present.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness	
X	Recognize one's own feelings and thoughts
X	Recognize the impact of one's feelings and thoughts on one's own behavior
X	Recognize one's personal traits, strengths and limitations
X	Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	
X	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Social Awareness	
X	Recognize and identify the thoughts, feelings, and perspectives of others
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making	
X	Develop, implement and model effective problem solving and critical thinking skill
X	Identify the consequences associated with one's action in order to make constructive choices
X	Evaluate personal, ethical, safety and civic impact of decisions
Relationship Skills	
X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
X	Identify ways to resist inappropriate social pressure
X	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
X	Identify who, when, where, or how to seek help for oneself or others when needed

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ACCOMMODATIONS AND MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP(Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes

- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner

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- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

Multilingual Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary

- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters

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- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials vii
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: <http://visual.merriamwebster.com/>
- Use an online translator to assist students with pronunciation
http://www.reverso.net/text_translation.aspx?lang=EN

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers

- Support organizational skills
- Encourage student to proofread work
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

- Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests

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- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions.
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses.
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies).
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements
- Think Pair Share Write

- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.

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- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	The Beginning of Human Society
Suggested Time Frame	Two Marking Periods

Overview / Rationale
<p>Hunters and 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. Students will examine the evolution of early man during the Paleolithic and Neolithic Eras, focusing on their migration patterns and development of skills needed for survival and advancement. Students will be able to identify and apply geography skills and make connections throughout history to current times. Students will examine the ancient civilizations of the Tigris-Euphrates Rivers as well as look at the origins of written languages, government, and religion.</p>

Stage 1 – Desired Results	
<p>Established Goals: <i>2020 New Jersey Student Learning Standards - Social Studies</i></p> <ul style="list-style-type: none"> ● 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. ● 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas. ● 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming). ● 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies. ● 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. ● 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. ● 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● What factors account for migration? ● What is the importance of being able to develop cartographic skills? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Relationships between humans and environments impact spatial patterns of settlement and movement. ● Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

<ul style="list-style-type: none"> • What is the impact of geography on human migrations and settlement? • How does geography impact the development of cultural boundaries? • How can we talk about identity across countries and cultures? • What can we learn from studying early human society that helps us to understand events and issues today? • What do we know about early humans? • In what ways did humans develop tools to help control their environment? • How do geography, climate, and other natural factors affect human life? • How might the availability or scarcity of different resources affect cultural development? 	<ul style="list-style-type: none"> • Chronological sequencing helps us track events over time, as well as events that took place at the same time. • Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry. • Humanity evolved and adapted in a variety of different environments. • Conflict is inherent in the nature of human organization. • Individuals have the power to make positive changes in society. • Supply and demand are the basis of all civilizations. • Regional geographical differences can result in social, economic, and political differences. • Natural resources determine a culture's wealth. • Technological changes impact the environment. • The past influences the present and future.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The environment impacts cultures both positively and negatively. • That human migration impacts the environment. • The migration patterns of early humans affected the location of the first civilizations. • That technology impacts the development of civilizations and the environment. • That maps can be used as a potent tool to aid historians and archeologists in their study of history. • That geography skills are important tools in the study of history and environmental science. • Adaptation and modification are necessary in order to survive and evolve throughout history. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify and analyze important information as displayed on a map. • Construct and utilize maps highlighting key features of their neighborhood. • Analyze the various purposes of a timeline. • Construct timelines highlighting early humans inventions and impact on history. • Compare the impact and importance of the environment on early human civilizations. • Graph the migration of hunter and gatherer civilizations. • Describe the characteristics of early hunter gatherer societies and how they developed new tools and skills to survive in society.

<ul style="list-style-type: none"> • The five themes of geography are used daily throughout history. • The advancements of early humans during the Paleolithic Era is what allowed people from the Neolithic Era to progress further. 	<ul style="list-style-type: none"> • Analyze the impact of early technology and tools to establish ancient civilizations. • Analyze the impact geography has on human life from a social, economic, and political perspective. • Compare geographical differences and how those differences resulted in unique social, economic, and political agendas in early civilizations. • Utilize text clues to identify key vocabulary. • Describe aspects of culture that can not always be determined from examining artifacts. • Demonstrate an understanding of the limits of archaeological artifacts in developing an understanding of ancient society. • Identify and explain the five themes of geography.
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CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS 9.1 FINANCIAL LITERACY - Grades 6 - 8	
	Economic and Government Influence
X	9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.
	Planning and Budgeting
	Goals (e.g., higher education, autos, and homes, retirement), affect your finances.
X	9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

8.1 Computer Science- Grade 6-8	
X	8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

8.2 Design Thinking- Grades 6-8	
	Engineering Design
	Engineering design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes.
X	8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
X	8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
X	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.negative effects on society. Technology spurs new businesses and careers.
X	8.2.8.ITH.2: Compare how technologies have influenced society over time.
X	8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
	Nature of Technology
	Technology advances through the processes of innovation and invention which relies upon the imaginative and inventive nature of people. Sometimes a technology developed for one purpose is adapted to serve other purposes. Engineers use a systematic process of creating or modifying technologies that is fueled and constrained by physical laws, cultural norms, and economic resources. Scientists use systematic investigation to understand the natural world.
X	8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.
X	8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
	Ethics & Culture
	Technological disparities have consequences for public health and prosperity.
X	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Making Connections to Careers

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Actor - a professional in TV, movies, or the theater.
- Athlete - a person who plays a sport.
- Archeologist - person who studies human history and prehistory through the excavation of sites and the analysis of artifacts and other physical remains.
- Chef - a professional cook, especially in a restaurant or hotel.
- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Dietician - a person who advises others on food and nutritional needs.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court.
- Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.
- Lawyer - a person who advises, counsels or advocates for others in the context of legal.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Politician- an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

Interdisciplinary Connections

New Jersey Student Learning Standards for: Grade 6 - English Language Arts (2023)

Language Domain:

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.

D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Reading Domain

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RI.PP.6.5. Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation.

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing Domain

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue 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 link and clarify the relationships among claim(s), reasons and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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 aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

WIDA ELD STANDARD 1 **Social and Instructional Language**

Language Expectations

Narrate

- ELD-SI.4-12.Narrate
 - Share ideas about one's own and others' lived experiences and previous learning
 - Connect stories with images and representation to add meaning
 - Identify and raise questions about what might be unexplained, missing or left unsaid
 - Recount and restate ideas to sustain and move dialogue forward
 - Create closure, recap and offer next steps

Inform

- ELD-SI.4-14.Inform
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Report on explicit and inferred characteristics, patterns, or behavior
 - Describe the parts and whole of a system
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information

Explain

- ELD-SI.4-12.Explain
 - Generate and convey initial thinking
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
 - Act on feedback to revise understandings of how or why something is or works

in particular ways

Argue

- ELD-SI4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence

WIDA ELD STANDARD 5
Language for Social Studies

Explain

ELD-SS.6-8.Explain.Interpretive:

Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluating experts' points of agreement, along with strengths and weakness of explanations

ELD-SS.6-8.Explain.Expressive:

Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or event

Argue

ELD-SS.6-8.Argue.Interpretive:

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS.6-8.Argue.Expressive:

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Student Resources

Secondary Source Readings

- Achieve 3000 Articles:
 - “Mapping Out the Future”
 - “Earliest Peoples -Saving the Paintings”
 - “To Text or to Talk?”
 - “Working in the World of Words”
 - “Finding the Words”
 - “Best Invention? The Wheel!”
 - “Ancient Fast Food and Desserts”
 - “Otzi the Iceman”
- Newsela Articles: *check resource library for new additions and updates*
 - “Scientists are Excited by the Latest Cave Art Findings on Borneo”
https://newsela.com/read/worlds-oldest-figurative-painting/id/47519/?search_id=da13ce80-8003-4ef0-b253-ed8d3ef60f95
 - “Prehistoric Times: A Stone Age Family”
https://newsela.com/read/lib-ushistory-prehistoric-stone-age-family/id/27410/?search_id=76c8955f-04c3-472d-a863-57d888fdc0d7
 - “Prehistoric Times: Food, Clothing and Shelter”
<https://newsela.com/read/lib-ushistory-prehistoric-food-clothing-shelter/id/27413>
 - “Prehistoric Times: Using Fire and Tools in the Stone Age”
<https://newsela.com/read/lib-ushistory-prehistoric-tools-fire/id/27419/>
 - “Paper or Plastic? A Caveman would Answer Bones or Flint for Recycling”
<https://newsela.com/read/cavemen-recycling/id/1442/>
 - “Early Neanderthal Teeth may Indicate the Species is Older than Thought”
<https://newsela.com/read/benchmark-12-neanderthal-teeth/id/52494/>
 - “Oldest Homo Sapiens Bones ever Found Shake Foundations of the Human Story”
<https://newsela.com/read/oldest-bones-humans-morocco/id/31624/>
 - “Jawbone Discovery Shows African Migration Started even Earlier”
<https://newsela.com/read/humans-left-africa-earlier/id/39908/>
 - “DNA Sleuths Puzzle over Ancient European Bone’s Connection to Far East”

<https://newsela.com/read/neanderthal-dna/id/2135/>

- Junior Scholastic Online Library - Map Skills
<https://junior.scholastic.com/pages/topics/map-skills.html>
- The Great Human Migration
 - <https://www.smithsonianmag.com/history/the-great-human-migration-13561/>
- Hidden history of Prehistoric women's work revealed
 - <https://www.bbc.com/news/science-environment-42173236>

Technology

- Smithsonian 3D Digitization: continue to check website for updates and new artifacts
<https://3d.si.edu/>
- Web based content
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite (Docs, Classroom, Forms)
- Youtube.com/Vimeo.com/Teachertube.com
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Open Online Courses/Flipped Classroom
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- Educational Games
- QR code generator - <https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- Junior Scholastic, EdPuzzle, ReadWorks, NewsELA, ReadWriteThink

Teacher Resources

Google Folders contain various resources aligned to various topics.

6th World History I Resources

<https://drive.google.com/drive/folders/108k4kFsw7fCG9ryxHsiEhi6JoFfSNKzY?usp=sharing>

- The Beginnings of Human Society

Texts:

- Pearson My World History Unit 1- Chapter 1 and 2

Supplemental Workbooks:

- The DBQ Project
- Kids Discover

Websites:

- www.juniorscholastic.com
- www.history.com
- www.smithsonian.com
- www.nationalgeographic.com
- <https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts>

Videos:

- The Khan Academy
 - How Did The First Humans Live?
<https://www.khanacademy.org/humanities/big-history-project/early-humans/how-did-first-humans-live/v/bhp-how-did-first-humans-live>
 - From Foraging to Food Shopping
<https://www.khanacademy.org/humanities/big-history-project/early-humans/how-did-first-humans-live/v/bhp-from-foraging-to-food-shopping>
- Crash Course Series
 - The Agricultural Revolution https://youtu.be/Yocja_N5s1I
- National Geographic The Journey of Humankind: Scintille di vita - Episode 1: *Harnessing the power of fire is the ultimate origin event that made us modern.* (Available on Disney +, Youtube, or Amazon)
- ManKind The Story of All of Us: The Earliest Humans - Episode 1: *On a unique planet, a unique species takes its first steps: Mankind begins. But it's a world full of danger. Threatened by extinction, we innovate to survive, discovering fire and farming, building cities and pyramids, inventing trade, and mastering the art of war.* (History Channel)
- Globalization <https://youtu.be/JJ0nFD19eT8>
- Pangea <https://youtu.be/QL7LX5-ytOg>
- Five Themes of Geography <https://youtu.be/EH0yu-CqGww>
- Disabilities in Prehistory https://www.youtube.com/watch?v=t7J_oybRfuc
- The Bear That Wasn't <https://www.youtube.com/watch?v=mt106ojXPYE>

Stage 2 – Assessment Evidence**Pre-Assessments:**

- Surveys
- SGO Pre-Test in Linkit! “Map Skills Assessment”
- Writing Sample

Formative Assessments:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Primary Source Analysis
- Map creation and Analysis
- Tiered Assignments

Summative Assessments:

- Tests on following topics:
 - Geography
 - Paleolithic Era
 - Neolithic Era
 - Unit 1
- Choice Boards
- Film Analysis
- Quizzes
 - Vocabulary Quizzes
 - Map Quizzes
- Essays

Performance Task(s):

- Identity Charts
- Create maps
- Cave drawings
- Create your own civilization

Stage 3 – Learning Plan

Google Folders contain suggestions for learning activities.

6th World History I Resources

<https://drive.google.com/drive/folders/108k4kFsw7fCG9ryxHsiEhi6JoFfSNKzY?usp=sharing>

Suggested Learning Activities:

- Students will analyze the hemispheres using a globe and projection of the globe and answer questions.
- Students will label a world map with all continents and oceans.
- Students will use maps to explain the difference between latitude and longitude, and identify various parts of the world using coordinates.

- Students will use Google Applications to create a “battleship” game to practice using coordinates to determine direction and location.
- Students will identify all key features on a map, including the title, key, compass, scale, and key.
- Students will walk around the grounds of Neptune Middle School and create maps of the school. Maps will contain title, compass, and key. The key must feature important landmarks one would use in case of an emergency.
- Students will create a map of their choice (school, home, favorite place). Maps must contain title, compass, and key.
- Students will read about various land features and natural resources. Students will be able to define and correctly use geographical terms to describe their impact on early humans. Students will also research how geographical features have changed over time and the reasons for the changes.
- Students will learn the Five Themes of Geography and create a flip book or graphic organizer explaining each theme.
- Students will read the text “The Great Human Migration.” While reading, students will correctly label a blank map of the world. Students will then use their labels on the maps to show migration routes, water crossings, mountains, and evidence of human habitation.
- Students will use the text “The Great Human Migration” to write a response to the quote “We are all Africans.” Students will explain the quote and write if they agree or disagree with the statement using evidence from the text.
- Students will create and share a timeline of major life events.
- Students will create a cause and effect timeline of the impact of the agricultural revolution.
- Students will be able to put events related to the beginning of human society in chronological order on a timeline.
- Students will read texts about cave paintings and early languages using the Achieve “Earliest Peoples -Saving the Paintings.” Students will answer text based questions.
- Students will read the Achieve 3000 article “To Text or To Talk?” After answering text based questions, students will debate the assumption that teenagers rely too much on their phones and do not have the skills to carry out oral conversations.
- Students will read about cave paintings that have been discovered and their importance. Then students will create their own “cave paintings.” Students will share their paintings with each other and complete a gallery walk allowing students to interpret the paintings.
- Students will view “From Foraging to Food Shopping” on Khan Academy. They will use the clip to answer the question, how do you think foragers eventually began to settle down and develop new ways to procure food?
- Students will come up with one dish for a restaurant that serves only food that a hunter gatherer would be able to make and create a menu.
- Students will compare and contrast the roles of men and women in hunter gatherer societies. The video <https://www.bbc.com/news/science-environment-42173236> will be utilized to lead the discussion.
- Students will create “identity charts” to explore current society.
- Students will write a response to the question, “What can people learn about looking at your trash?” This will extend into a discussion and lesson on the study of archeology.

Students will create a class T-chart sharing their answers. Students can discuss or write a response to the following questions, “How many of the items would survive if they were buried in the ground for two hundred years? If you analyzed only those artifacts that still remained, would your conclusions change? If so, how?”

- Students will select three items they consider important or is something they use daily. They must describe the item and its use. Students will share their items with each other, students will discuss or write about what those items will reflect about our current society hundreds of years from now.
- Students will research life of early humans and identify societal roles, locations, migrations, tools, and what daily life was like. Students will create a variety of products based on the research (essay, project, presentation, etc.).
- Students will participate in a supply and demand simulation and relate the concepts to early civilizations.
- Students will view, discuss, and answer questions about “The Journey of Humankind: Scintille di vita - Episode 1” and “ManKind The Story of All of Us: The Earliest Humans - Episode 1. Afterwards, students will explain why fire was such an important tool. Students will then create a tool or solution to a modern problem. They will use Google Applications to create a model of their ideas. Students will present their ideas and discuss the impact the ideas could have on future civilizations.
- Students will work with groups to create their own civilizations considering the information presented in this unit.

Unit Plan Title	Early Civilizations, the Emergence of Pastoral Peoples: Early River Valley Civilizations and The Classical Civilizations of the Mediterranean World, India, and China
Suggested Time Frame	Two Marking Periods

Overview / Rationale

Early river valley civilizations (e.g., Egypt, Indus River - modern Pakistan and northwestern India), and, later, the Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. Students will examine the ancient civilizations of the early river valleys and analyze the impact of the various civilizations' achievements on later civilizations. The origins and impact of religions will be explored. Progressing from early river valley civilizations, 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.

Stage 1 – Desired Results

Established Goals:

Standards to be covered...

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
- 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- 6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Essential Questions:

- How do citizens, civic ideals, and government institutions interact to

Enduring Understandings:

- Political and civil institutions impact all aspects of people's lives.

<p>balance the needs of individuals and the common good?</p> <ul style="list-style-type: none"> ● How have scientific and technological developments over the course of history changed the way people live and economies and governments function? ● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? ● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● How do our interpretations of past events inform our understanding of cause and effect and continuity and change? ● How do our interpretations of past events influence our beliefs and decisions about current public policy issues? ● How have scientific and technological developments over the course of history changed the way people live and economies and governments function? ● How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? ● How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? 	<ul style="list-style-type: none"> ● Human rights can be protected or abused in various societies. ● Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments, and spatial patterns across Earth's surface. ● The physical and human characteristics of places and regions are connected to human identities and cultures. ● Economic interdependence is impacted by increased specialization and trade. ● Chronological sequencing helps us track events over time as well as events that took place at the same time. ● Historical events and developments are shaped by social, political, cultural, technological, and economic factors. ● Historians develop arguments using evidence from multiple relevant historical sources. ● Regional geographical differences can result in social, economic, and political differences. ● Societies require rules, laws, and government. ● Citizens can influence the government in many ways if they choose to participate. ● There are varying perspectives on the meaning of historical events. ● There are credible and questionable sources of information about historical events.
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Knowledge:*Students will know...*

- How the environment can impact a civilization both physically and negatively.
- That civilizations of the Fertile Crescent thrived from the advancements made by the Mesopotamians.
- That governments are developed based on the principles of the civilization and its people.
- That human migration impacts the environment and civilizations and the environment.
- That religion impacts civilizations.
- That technology impacts the development of civilizations and the environment.
- That civilizations of the Nile River Valley thrived through trade and irrigation.
- Understand that governments are developed based on the principles of the civilization and its people.
- That human migration impacts the environment and civilizations.
- That technology impacts the development of civilizations and the environment.
- That religion impacts civilizations.

Skills:*Students will be able to...*

- Determine validity of internet resources.
- Identify the key features of life in early river valley civilizations including location, government, and legal structures.
- Describe the impact of slavery on the economy and society in the different early river valley civilizations.
- Compare and contrast physical and political maps.
- Utilize text clues to identify key vocabulary. Apply new vocabulary into written and oral expression.
- Evaluate the environmental impact of irrigation on the Tigris-Euphrates River system.
- Describe the influence the Tigris-Euphrates River civilizations had on surrounding civilizations and future civilizations.
- Describe how the rules, laws, and government of the Fertile Crescent civilizations impacted how civilizations developed and thrived.
- Explain how technology impacted the civilizations of the Fertile Crescent.
- Analyze the events that led to the rise and fall of several of the Fertile Crescent Empires (i.e., Sumeria, Akkadia, Babylon, and Assyria).
- Describe the influence the Nile River civilizations had on surrounding civilizations and future civilizations.
- Reflect on how the rules, laws, and government of the Nile River civilizations impacted how civilizations develop and thrive.
- Analyze the impact Egyptian engineering and science had on the region and later on the world.

	<ul style="list-style-type: none"> ● Analyze how technology impacted the civilizations of the Nile River. ● Analyze the events that led to the rise and fall of several of the Egyptian Dynasties. ● Evaluate how religion impacted the development of social class in Ancient Egypt and led to the development of mummification. ● Sequence illustrations and describe events surrounding the mummification process. ● Convey the religious practices of the Ancient Egyptians. ● Describe the physical features, including the river systems that border and characterize Ancient India. ● Describe the influence the Indus and Ganges River civilizations had on surrounding and future civilizations. ● Describe how the advancements of rules, laws, and government of the Aryans impacted how Ancient India developed and thrived. ● Describe the impact the caste system had on the region and later on the world. ● Explain how Hinduism and Buddhism impacted the civilizations of the Indus and Ganges River civilizations. ● Determine the impact of the geography of China on traditional ideas of Chinese isolation. ● Evaluate the basic principles of the United States government based on political philosophies, ideas, and experiences of earlier governments. ● Compare governments structures which impact expansion and civic participation. ● Describe how governments have protected and abused human rights during different times throughout history.
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	<ul style="list-style-type: none"> • Model the relationships between humans and environments. • Describe the impact of spatial patterns of settlement and movement.
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**CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS
FINANCIAL LITERACY - Grades 6 - 8**

8.2 Design Thinking- Grades 6-8	
	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
X	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.negative effects on society. Technology spurs new businesses and careers.
X	8.2.8.ITH.2: Compare how technologies have influenced society over time.
X	8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
	Nature of Technology
	Technology advances through the processes of innovation and invention which relies upon the imaginative and inventive nature of people. Sometimes a technology developed or one purpose is adapted to serve other purposes. Engineers use a systematic process of creating or modifying technologies that is fueled and constrained by physical laws, cultural norms, and economic resources. Scientists use systematic investigation to understand the natural world.
X	8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.
X	8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

Making Connections to Careers

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Actor - a professional in TV, movies, or the theater.
- Athlete - a person who plays a sport.
- Chef - a professional cook, especially in a restaurant or hotel.
- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Dietician - a person who advises others on food and nutritional needs.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court.
- Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.
- Lawyer - a person who advises, counsels or advocates for others in the context of legal.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Politician- an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

Interdisciplinary Connections

New Jersey Student Learning Standards for: Grade 6 - English Language Arts (2023)

Language Domain:

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Reading Domain

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RI.PP.6.5. Identify the author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing Domain

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue 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 link and clarify the relationships among claim(s), reasons and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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 aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations

Narrate

- **ELD-SI.4-12.Narrate**
 - Share ideas about one's own and others' lived experiences and previous learning
 - Connect stories with images and representation to add meaning
 - Identify and raise questions about what might be unexplained, missing or left unsaid
 - Recount and restate ideas to sustain and move dialogue forward
 - Create closure, recap and offer next steps

Inform

- **ELD-SI.4-14.Inform**
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Report on explicit and inferred characteristics, patterns, or behavior
 - Describe the parts and whole of a system
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information

Explain

- **ELD-SI.4-12.Explain**
 - Generate and convey initial thinking
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
 - Act on feedback to revise understandings of how or why something is or works

in particular ways

Argue

- ELD-SI4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence

WIDA ELD STANDARD 5
Language for Social Studies

Explain

ELD-SS.6-8.Explain.Interpretive:

Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluating experts' points of agreement, along with strengths and weakness of explanations

ELD-SS.6-8.Explain.Expressive:

Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or event

Argue

ELD-SS.6-8.Argue.Interpretive:

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS.6-8.Argue.Expressive:

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Student Resources

Google Folders contain various resources aligned to various topics.

6th World History I Resources

<https://drive.google.com/drive/folders/108k4kFsw7fCG9ryxHsiEhi6JoFfSNKzY?usp=sharing>

Primary Source Readings

- “The Epic of Gilgamesh”
 - http://p1cdn4static.sharpschool.com/UserFiles/Servers/Server_20337961/File/A-short-version-of-The-Epic-of-Gilgamesh.pdf
- The DBQ Project:
 - “How Great Was Alexander the Great?”
 - “Asoka: Ruthless Conqueror or Enlightened Ruler?”
 - “How Did the Nile River Shape Ancient Egypt?”
 - “Hammurabi’s Code: Was It Just?”
 - “The Great Wall of Ancient China: Did the Benefits Outweigh the Costs?”
- “Ancient Egypt: Mummies and Mystery” Google Arts and Culture
https://artsandculture.google.com/project/ancient-egypt?mkt_tok=eyJpIjoiWW1RNE5tRTBNVFk0WVRBeSIsInQiOiJlS0kzZHIyUnJhS2o0KzBXN201aWZNVTQ1VFVQZ2xPMkh3NkZTbEQwK2RrOTNwdGtZYzBKeU8wNmU2dzJLZTQwMDJaSU0dXpyRTBVNDJHSHp6Qks2Q3VVSnbIZjZFS3luaU03NXN0Y3c3WDU0Qk1IXC8rVERQeDgyM3dJN1wvM2p1In0%3D

Secondary Source Readings

- “The World’s First Gay Love Story”
 - <http://lgbthistoryproject.blogspot.com/2012/02/worlds-first-gay-love-story.html>
- “When Heros Love”
 - <http://cup.columbia.edu/book/when-heroes-love/9780231132602>
- “A History of Speech - Language Pathology Ancient History: 3500 BC - 500 AD, Mesopotamia - 3500 to 539 BC”
 - https://www.acsu.buffalo.edu/~duchan/new_history/ancient_history/mesopotamia.html

- “This 3,000-Year-Old Wooden Toe Shows early Artistry of Prosthetics”
 - <https://www.smithsonianmag.com/smart-news/study-reveals-secrets-ancient-cairo-toe-180963783/>
- “Khnumhotep and Niankhkhnum & Occam’s Razor”
 - <https://www.makingqueerhistory.com/articles/2016/12/20/khnumhotep-and-niankhkhnum-and-occams-razor>
- “The Mummy Who Would Be King.”
 - <https://www.pbs.org/wgbh/nova/mummy/>
- “Hijra- India’s Third Gender Rises Again”
 - <https://www.sapiens.org/body/hijra-india-third-gender/>
- Achieve 3000 Articles: *check resource library for new additions and updates*
 - “How Did the Nile River Shape Ancient Egypt?”
 - “Chowing Down in Mesopotamia”
 - “Tut’s Treasures”
 - “Old Machines, New Answers”
 - “Empires and Nation States- Digging up History”
 - “Ancient Middle East: King Tut Questions Answered”
 - “Ancient Middle East: Will This Pyramid Draw Crowds?”
 - “Diwali: Festival of Lights”
 - “Greek Gods and Goddesses”
 - “Taj Mahal Turning Green”
 - “A Really Great Wall”
 - “Ancient Greece and Rome- RIP”
 - “Ancient Greece and Rome - Old Bones Show Doctors Work”
 - “Straight from the Horse's Mouth”
 - “Ancient Greece and Rome- Losing History”
 - “Ancient Greece and Rome - Look What They Found”
- Newsela Articles: *check resource library for new additions and updates*
 - “A Guide to the Ancient Harappans, an Ancient Indus Valley Community”
https://newsela.com/read/natgeo-life-ancient-cities-indus/id/53424/?search_id=fc95359b-2af1-4462-8f99-daca1f6dc19d
 - “Early Villages and the Social Network Created”
https://newsela.com/read/natgeo-life-ancient-cities-indus/id/53424/?search_id=fc95359b-2af1-4462-8f99-daca1f6dc19d
 - “The Babylonian Empire”
https://newsela.com/read/lib-ushistory-babylonia/id/32868/?search_id=fc95359b-2af1-4462-8f99-daca1f6dc19d
 - “Early Civilization in the Indus Valley”
https://newsela.com/read/lib-Early-Civilization-Indus-Valley/id/32774/?search_id=fc95359b-2af1-4462-8f99-daca1f6dc19d

- “The First Civilizations Emerge on the World Stage”
https://newsela.com/read/BHP-U7-2-agrarian-civilizations-intro/id/3820/?search_id=fc95359b-2af1-4462-8f99-daca1f6dc19d
- “Iron Dagger in King Tut’s Tomb Fell Out of the Sky-Sort of”
https://newsela.com/read/king-tut-extraterrestrial-dagger/id/18307/?search_id=fc95359b-2af1-4462-8f99-daca1f6dc19d
- “Life in Summerian Times in Mesopotamia”
https://newsela.com/read/lib-life-sumer-mesopotamia/id/32778/?search_id=fc95359b-2af1-4462-8f99-daca1f6dc19d

Supporting Text pages

- Pearson my World History Units 2, 3, and 4 Chapters 3 through 11

Technology

- Smithsonian 3D Digitization: continue to check website for updates and new artifacts
<https://3d.si.edu/>
- Web based content
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite (Docs, Classroom, Forms)
- Youtube.com/Vimeo.com/Teachertube.com
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Open Online Courses/Flipped Classroom
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- Educational Games
- QR code generator -<https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- Junior Scholastic, EdPuzzle, ReadWorks, NewsELA, ReadWriteThink

Teacher Resources

Google Folders contain various resources aligned to various topics.

6th World History I Resources

<https://drive.google.com/drive/folders/108k4kFsw7fCG9ryxHsiEhi6JoFfSNKzY?usp=sharing>

Texts:

- The Beginnings of Human Society

Supplemental Workbooks:

- Core Curriculum Lessons and Activities - Ancient Civilizations
- Core Curriculum Lessons and Activities - Ancient Egypt
- Core Curriculum Lessons and Activities - Ancient Greece
- The DBQ Project
- Kids Discover

Websites:

- www.juniorscholastic.com
- www.history.com
- <https://www.pbs.org>
- www.smithsonian.com
- www.nationalgeographic.com
- <https://ed.ted.com>
- <https://www.britishmuseum.org/visit/object-trails/desire-love-identity-lgbtq-histories>
- <https://www.history.com/topics/ancient-history/alexander-the-great>
- <https://www.commonsense.org>
- <http://womeninworldhistory.com/>
- <https://china.mrdonn.org/mulan.html>
- Wonderopolis
 - <https://wonderopolis.org/>
- Bitesize Articles
 - <https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4>
 - <https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zc8yb9q>
 - <https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty>
 - <https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zckr4wx>
 - <https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn>
 - <https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3>
 - <https://www.3dgeography-pictures.co.uk/>
 - <https://www.uri.org/kids/world-religions>

Videos:

- “How Earth Changed History - Water”
<https://youtu.be/SPMxFdBoxc0>
- “An Introduction to India”
<https://youtu.be/gzdeTgT-DIY>
- “Intro to Ancient Greece”
https://www.youtube.com/watch?v=-9keQHIG_EQ
- “A Day in the Life of an Ancient Athenian”
<https://youtu.be/ar8S6virCwM>
- “The Five Major World Religions”
https://www.youtube.com/watch?v=m6dCxo7t_aE
- The Khan Academy
 - “Ancient Mesopotamia”

- <https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-mesopotamia/v/ancient-mesopotamia>
- “Ancient Mesopotamia and the Hebrew Bible”
<https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-mesopotamia/v/ancient-history-and-the-old-testament>
- “Ancient Egypt and the Nile River Valley”
<https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-egypt-hittites/v/overview-of-ancient-egypt>
- “The Hittite Empire and the Battle of Kadesh”
<https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-egypt-hittites/v/hittite-empire-video>
- The Standard of Ur”
<https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient/v/standard-of-ur-c-2600-2400-b-c-e>
- “Indus River Valley Civilizations”
<https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/v/indus-valley-civilization>
- “Hinduism: Core Ideas of Brahman, Atman, Samsara, and Moksha”
<https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/v/hinduism-introduction-core-ideas-of-brahman-atman-samsara-and-moksha>
- The Crash Course Series
 - “Indus Valley Civilization”
<https://youtu.be/n7ndRwqJYDM>
 - “Mesopotamia”
https://www.youtube.com/watch?v=sohXPx_XZ6Y
 - “Ancient Egypt”
<https://youtu.be/Z3Wvw6BivVI>
 - “The Epic of Gilgamesh”
<https://youtu.be/sWppk7-Mti4>
 - “The Persians and the Greeks”
<https://youtu.be/Q-mkVSasZIM>

Texts:

- The Khan Academy
 - “Social, Political, and Environmental Characteristics of Early Civilizations”
<https://www.khanacademy.org/humanities/world-history/world-history-beginnings/birth-agriculture-neolithic-revolution/a/why-did-human-societies-get-more-complex>
 - “Ancient Mesopotamian Civilizations”
<https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-mesopotamia/a/mesopotamia-article>
 - “Geography Shapes Culture and History in the Far East”
<https://www.khanacademy.org/humanities/big-history-project/agriculture-civilization/first-cities-states/a/east-asia>

- “Greco - Roman”
<https://www.khanacademy.org/humanities/big-history-project/agriculture-civilization/first-cities-states/a/greco-roman>
- The Odyssey
 - <https://www.nytimes.com/2019/03/21/learning/lesson-plans/epic-explorations-teaching-the-odyssey-with-the-new-york-times.html>
 - <https://www.cliffsnotes.com/literature/o/the-odyssey/the-odyssey-at-a-glance>
 - https://www.ducksters.com/history/ancient_greece/odyssey.php
 - https://www.softschools.com/literature/summary/the_odyssey/

Stage 2 – Assessment Evidence

Pre-Assessments:

- Surveys

Formative Assessments:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Primary Source Analysis
- Map Analysis
- Tiered Assignments

Summative Assessments:

- Test on the following topics:
 - Mesopotamia
 - Egypt
 - Indus River
 - China
 - Greece
 - Unit 2 Test
 - Final exam
- Choice Board
- Film Analysis

Performance Task(s):

- Cuneiform/Hieroglyphics
- Mummification
- Research project

Stage 3 – Learning Plan

Google Folders contain suggestions for learning activities.

6th World History I Resources

<https://drive.google.com/drive/folders/108k4kFsw7fCG9ryxHsiEhi6JoEfSNKzY?usp=sharing>

Suggested Learning Activities:

- Students will use sources from <https://www.commonsense.org> specifically and https://drive.google.com/file/d/1EJF6kuCa4ENAfvecPGnOfLhNrXKc_Gj/view?usp=sharing to determine if websites and digital resources are valid sources.
- Students will use a Junior Scholastic map to answer questions about political and economic maps.
https://junior.scholastic.com/content/dam/classroom-magazines/junior-scholastic/pages/map-skills/JS-MapSkills-Lesson04-Political_Eco.pdf
- Students will use a Junior Scholastic map to answer questions about comparing map types.
<https://junior.scholastic.com/content/dam/classroom-magazines/junior-scholastic/pages/map-skills/JS-MapSkills-Lesson12-MapTypes.pdf>
<https://junior.scholastic.com/content/dam/classroom-magazines/junior-scholastic/pages/map-skills/JS-MapSkills-Lesson12-MapTypes.pdf>
- Students will use a map of the Nile River to answer questions.
<https://junior.scholastic.com/pages/archives/articles/Who's-Buried-in-King-Tut's-Tomb.html#1075L>
- Students will map the locations of the early river valley civilizations. After mapping locations, students will analyze the importance of location and explain its impact on each early civilization.
- Students will investigate the GRAPES (geography, religions, achievement, politics, economics, and social structure) of Fertile Crescent civilizations. Students will take their research and present via graphic organizer, group presentation, or other teacher decided outcome.
- Students will describe the common elements of the early river valley civilizations in a written piece or digital display using Google Applications.
- Students will explain the reasons that civilizations may have developed in certain river valleys and compare and contrast the various civilizations.
- Students will define and use the terms: agricultural revolution, domestication, civilization, irrigation, social hierarchy, and government.
- Students will use the video “ How the Earth Changed History - Water” to respond to the question, “What made civilization possible?”
- Students will research the various river valley civilizations for similarities in their adaptation to their environment
- Students will research climates of early civilizations. Compare prehistoric and historic climates to present-day climates. Would/could civilizations have emerged in the same

areas today? Would other regions be appropriate for civilizations to develop? Where and why?

- Students will participate in a floating debate, providing evidence and reason to support or change Hammurabi's Code.
- Students will explain how Hammurabi's Code influences laws today.
- Students will create a timeline of major events of several Fertile Crescent Empires (Sumeria, Akkadia, Babylon, and Assyria.)
- Students will compare and contrast the Harappan Civilization and Ancient Egypt focusing on important innovations of each civilization.
- Students will chronologically list the order of Ancient Egypt's major periods from the Early Dynastic Period to the Ptolemaic Period. Students will identify major events, advances, and leaders for each period.
- Students will describe common social roles in Ancient Egyptian times. Students will then organize and list people of society according to the Ancient Egyptian social hierarchy and explain how the social hierarchy contributed to the success of the Ancient Egyptian civilization.
- Students will name and describe common gods and describe the role and significance of gods in Ancient Egypt. Students will state the connection between gods and daily life.
- Students will explain why the Egyptians had pyramids, how they were built, and how this process might have been different today.
- Students will explain how the mummification process helped preserve the Ancient Egyptian bodies and why that was important to them.
- Students will complete a mummification demonstration or conduct research on the process.
- Students will research hieroglyphics and cartouches using Google Arts and Culture. Students will create their names in hieroglyphics, play a game to try reading hieroglyphics, and read about the work Egyptologists do.
- Students will complete a research project: In groups of 4-5, students will each be assigned a research topic. Students will be asked to think about and research all social levels of society (from the rich to the poor). Presentation: Gallery Walk-invite another class or a buddy class to view work and learn about daily life in Ancient Egypt. After completing research and the Gallery Walk, students will relate their work to present day life. Topics:
 - Role of Children and Education: Research education, specifically who was educated, where, and how.
 - Clothing and Jewelry: Research the clothing and dress for men, women, and children. Which of these items would Ancient Egyptians wear? Select your items (based on who you are in society), dress like an Ancient Egyptian, create a fashion collage, or other design option.
 - Food: Research traditional food and drink. Choose an item (e.g., beer, bread, etc.) and explain the process of how it was made. Create a recipe card for the chosen food or drink item.

- Transportation: Research the different modes of transportation by land and by water. Build a small model of a specific mode of transportation. The model can be in a digital, 3D, or a 2D form.
- Games and Sports: Research games, sports, and activities for both adults and children. Find or create a game that was or would have been played in Ancient Egypt. Create a rules sheet and teach others how to play.
- Students will recreate sheets of papyrus using the same techniques as Ancient Egypt.
- Students will compare how technology was created and used during Ancient times to how we utilize and create technology today.
- Students will participate in a Yoga Day, using breathing techniques utilized in Ancient India.
- Students will use a choice board to compare the different religions in Ancient India and make a timeline of each showcasing their research.
- Students will research and complete a graphic organizer on the different regions of India.
- Students will describe common social roles in Ancient India. Students will then organize and list people of society according to the Ancient Indian social hierarchy and explain how the social hierarchy contributed to the success of the Ancient Indian civilization.
- Students will chronologically list the order of Ancient China's dynasties from the Xia Dynasty to the Tang Dynasty. Students will identify major events, advances, and leaders for each period.
- Students will describe common social roles in Ancient China. Students will then organize and list people of society according to the Ancient Chinese social hierarchy and explain how the social hierarchy contributed to the success of the ancient Chinese civilization.
- Students will compare the different models of ancient Chinese social hierarchy.
- Students will research the roles of women in Ancient China and describe how those roles have changed over time.
- Students will read the poem "A Ballad of Mulan" and create a graphic novel expressing the main ideas of the poem.
- Students will investigate the GRAPES (geography, religions, achievement, politics, economics, and social structure) of ancient Chinese civilization. Students will take their research and present via graphic organizer, group presentation, or other teacher decided outcome.
- Students will use Wonderopolis articles to complete a webquest about Ancient China.
- Students will use BBC "Bitesize" articles to complete research questions about Ancient Greece. Links and questions can be found here:
https://docs.google.com/document/d/1JaQP4D8hwCuHuVc-TBWFialUNMe2YX9NBXgu4_GifgU/edit?usp=sharing
- Students will research life in Athens vs. Sparta and use their research to answer the question, "Which city-state was better?" Students will use evidence to explain and defend.
- Students will compare city-states of Ancient Mesopotamia and Ancient Greece specifically looking at the rise and fall of civilizations.

- Students will read a summary of the “Odyssey”, answer guided questions, and discuss elements of Greek mythology and culture.
- Students will research and complete a graphic organizer on the philosophies and actions of Socrates, Plato, Aristotle, and Alexander the Great.
<https://docs.google.com/document/d/10qKKe8rHleidudEN0xYsk-f6516nI9vH4I1zVACaYSS/edit?usp=sharing>
- Students will use BBC “Bitesize” articles to complete research and choice activities on Greek Mythology.
<https://docs.google.com/document/d/1ZImFpQYWONgFQmdhwHobwIDzg2ZQK51HOpLs1QMK9sE/edit?usp=sharing>
- Students will participate in an Olympics Day. Sixth grade teachers will work together to plan and organize a day long event related to the Olympics.

World History I Pacing Guide

Time Frame	Topic	New Jersey Student Learning Standards
The Beginnings of Human Society: Four Weeks	Geography & Themes of Geography	<ul style="list-style-type: none"> 6.2.8.GeoPP.1.a 6.2.8.GeoPP.1.b
The Beginnings of Human Society: Six Weeks	Hunter and Gatherer Societies/Paleolithic and Neolithic Eras	<ul style="list-style-type: none"> 6.2.8.HistoryCC.1.a 6.2.8.HistoryCC.1.b 6.2.8.HistoryCC.1.c 6.2.8.HistoryCC.1.d 6.2.8.HistorySE.1.a
The Beginnings of Human Society and Early Civilizations, the Emergence of Pastoral Peoples: Early River Valley Civilizations and The Classical Civilizations of the Mediterranean World, India, and China : Nine Weeks	Tigris-Euphrates River Civilizations/Mesopotamia	<ul style="list-style-type: none"> 6.2.8.HistoryCC.1.a 6.2.8.HistoryCC.1.b 6.2.8.HistoryCC.1.c 6.2.8.HistoryCC.1.d 6.2.8.HistorySE.1.a 6.2.8.CivicsPI.2.a 6.2.8.CivicsHR.2.a 6.2.8.GeoSV.2.a 6.2.8.Geo.HE.2.a 6.2.8.GeoGE.2.a 6.2.8.HistoryCC.2.a 6.2.8.HistoryCC.2.b 6.2.8.HistoryCC.2.c 6.2.8.HistoryCA.2.a 6.2.8.CivicsPI.2.a 6.2.8.CivicsDP.3.a 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b 6.2.8.EconGE.3.a 6.2.8.HistoryCC.3.a
Early Civilizations, the Emergence of Pastoral Peoples: Early River Valley Civilizations and The Classical Civilizations of the Mediterranean World, India, and China:	Ancient Egypt	<ul style="list-style-type: none"> 6.2.8.CivicsPI.2.a 6.2.8.CivicsDP.3.a 6.2.8.CivicsHR.3.a 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b 6.2.8.EconGE.3.a 6.2.8.HistoryCC.3.a

Four Weeks		
Early Civilizations, the Emergence of Pastoral Peoples: Early River Valley Civilizations and The Classical Civilizations of the Mediterranean World, India, and China:	Indus River	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.2.a ● 6.2.8.CivicsHR.3.a ● 6.2.8.GeoPP.3.a ● 6.2.8.GeoPP.3.b ● 6.2.8.EconGE.3.a ● 6.2.8.HistoryCC.3.a
Three Weeks		
Early Civilizations, the Emergence of Pastoral Peoples: Early River Valley Civilizations and The Classical Civilizations of the Mediterranean World, India, and China:	Classical India and Pakistan	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.3.a ● 6.2.8.CivicsHR.3.a ● 6.2.8.GeoPP.3.a ● 6.2.8.GeoPP.3.b ● 6.2.8.EconGE.3.a ● 6.2.8.HistoryCC.3.a
Four Weeks		
Early Civilizations, the Emergence of Pastoral Peoples: Early River Valley Civilizations and The Classical Civilizations of the Mediterranean World, India, and China:	Ancient and Classical China	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.3.a ● 6.2.8.CivicsHR.3.a ● 6.2.8.GeoPP.3.a ● 6.2.8.GeoPP.3.b ● 6.2.8.EconEM.3.a ● 6.2.8.EconGE.3.a ● 6.2.8.HistoryCC.3.a
Four Weeks		
Early Civilizations, the Emergence of Pastoral Peoples: Early River Valley Civilizations and The Classical Civilizations of the Mediterranean World, India, and China:	Ancient and Classical Greece	<ul style="list-style-type: none"> ● 6.2.8.CivicsDP.3.b ● 6.2.8.CivicsHR.3.a ● 6.2.8.GeoPP.3.a ● 6.2.8.GeoPP.3.b ● 6.2.8.EconEM.3.a ● 6.2.8.EconGE.3.a ● 6.2.8.HistoryCC.3.a
Five Weeks		
The Beginnings of Human Society and Early Civilizations, the Emergence	Review and Final Assessment	<ul style="list-style-type: none"> ● 6.2.8.GeoPP.1.a ● 6.2.8.GeoPP.1.b ● 6.2.8.HistoryCC.1.a

<p>of Pastoral Peoples: Early River Valley Civilizations and The Classical Civilizations of the Mediterranean World, India, and China:</p> <p>One Week</p>		<ul style="list-style-type: none"> ● 6.2.8.HistoryCC.1.b ● 6.2.8.HistoryCC.1.c ● 6.2.8.HistoryCC.1.d ● 6.2.8.HistorySE.1.a ● 6.2.8.CivicsPI.2.a ● 6.2.8.CivicsHR.2.a ● 6.2.8.GeoSV.2.a ● 6.2.8.Geo.HE.2.a ● 6.2.8.GeoGE.2.a ● 6.2.8.HistoryCC.2.a ● 6.2.8.HistoryCC.2.b ● 6.2.8.HistoryCC.2.c ● 6.2.8.HistoryCA.2.a ● 6.2.8.CivicsPI.2.a ● 6.2.8.CivicsPI.3.a ● 6.2.8.CivicsHR.3.a ● 6.2.8.GeoPP.3.a ● 6.2.8.GeoPP.3.b ● 6.2.8.EconGE.3.a ● 6.2.8.HistoryCC.3.a ● 6.2.8.CivicsDP.3.a ● 6.2.8.CivicsDP.3.b ● 6.2.8.GeoSV.2.a ● 6.2.8.GeoHE.2.a ● 6.2.8.GeoGE.2.a ● 6.2.8.EconEM.3.a
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