

Focus Topic: 6.1 – History: America in the World

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
<ul style="list-style-type: none"> • TSW compare/contrast forms of governance among European groups 	6.1.8.A.1.a	<ul style="list-style-type: none"> • How did migratory patterns affect the development of civilizations? 	<ul style="list-style-type: none"> • European exploration expanded global economic and cultural exchange into the Western Hemisphere 	Ongoing observation & questioning during class discussions
<ul style="list-style-type: none"> • TSW explain how and why early government structures developed, and determine the impact of these early structures 	6.1.8.A.2.b	<ul style="list-style-type: none"> • What struggles accompanied early civilizations? 	<ul style="list-style-type: none"> • A variety of factors contributed to the development of civilizations 	Performance tasks
<ul style="list-style-type: none"> • TSW analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes 	6.1.8.B.1.b	<ul style="list-style-type: none"> • How impact did the creation of early government have? 		Self-Assessment
<ul style="list-style-type: none"> • TSW use physical and political maps to explain how the location and spatial relationship of places worldwide have contributed to cultural diffusion and economic interdependence 	6.1.4.B.2			Literature Connections
<ul style="list-style-type: none"> • TSW evaluate the impact of science, religion, and technology innovations on European exploration 	6.1.8.C.1.a			Multiple Choice
<ul style="list-style-type: none"> • TSW explain why individuals and societies trade, how trade functions, and the role of trade during this period 	6.1.8.C.1.b			Real Life Connections
<ul style="list-style-type: none"> • TSW explain how taxes and government regulation can affect economic opportunities 	6.1.8.C.3.a			Reflective Writings
<ul style="list-style-type: none"> • TSW analyze the debates involving uniform currency and tariffs 	6.1.8.C.4.a			
<ul style="list-style-type: none"> • TSW determine the extent to which currency and tariffs each met the economic challenges facing the new nation 	6.1.8.C.4.a			
<ul style="list-style-type: none"> • TSW analyze how technological innovations affected the status and social class of different groups of people 	6.1.8.C.4.c			
<ul style="list-style-type: none"> • TSW explain the outcomes that resulted from technological innovations 	6.1.8.C.4.c			

<ul style="list-style-type: none"> • TSW apply opportunity cost to evaluate decisions including ones made in their communities 	6.1.4.C.1			
<ul style="list-style-type: none"> • TSW explain how scarcity and choice influence decisions made by individuals, communities, and nations 	6.1.4.C.2			
<ul style="list-style-type: none"> • TSW explain the role of specialization in the production and exchange of goods and services 	6.1.4.C.5			
<ul style="list-style-type: none"> • TSW compare/contrast gender roles, religion, values, cultural practices, and political systems 	6.1.8.D.1.a			
<ul style="list-style-type: none"> • TSW evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives 	6.1.8.D.1.c			
<ul style="list-style-type: none"> • TSW analyze the power struggle among European countries 	6.1.8.D.2.a			
<ul style="list-style-type: none"> • TSW determine how the power struggle among European countries had an impact on people living in Europe and the Americas 	6.1.8.D.2.a			
<ul style="list-style-type: none"> • TSW compare / contrast the voluntary and involuntary migratory experiences of different groups of people 	6.1.8.D.2.b			
<ul style="list-style-type: none"> • TSW explain why migratory experiences differed 	6.1.8.D.2.b			
<ul style="list-style-type: none"> • TSW analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted 	6.1.8.D.4.a			
<ul style="list-style-type: none"> • TSW explain how an individual's beliefs, values, and traditions may reflect more than one culture 	6.1.4.D.18			
<ul style="list-style-type: none"> • TSW describe why it is important to understand the perspectives of other cultures in an interconnected world 	6.1.4.D.20			

Focus Topic: 6.2 – World History / Global Studies

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
<ul style="list-style-type: none"> • TSW compare/contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies 	6.2.8.A.1.a	<ul style="list-style-type: none"> • What are the roles and responsibilities of citizens? 	<ul style="list-style-type: none"> • Archaeology provides historical and scientific explanations for how ancient people lived 	Ongoing observation & questioning during class discussions
<ul style="list-style-type: none"> • TSW explain why different ancient river valley civilizations developed similar forms of government 	6.2.8.A.2.a	<ul style="list-style-type: none"> • How did resources affect the development of civilizations? 	<ul style="list-style-type: none"> • Ancient river valley civilizations developed due to favorable geographic conditions 	Performance tasks
<ul style="list-style-type: none"> • TSW explain how codifying laws met the needs of ancient river valley societies 	6.2.8.A.2.b	<ul style="list-style-type: none"> • In what ways did geography influence development? 	<ul style="list-style-type: none"> • Classical civilizations developed and expanded into empires of unprecedented size and diversity by creating centralized governments 	Self-Assessment
<ul style="list-style-type: none"> • TSW determine the role of slavery in the economic and social structures of ancient river valley civilizations 	6.2.8.A.2.c	<ul style="list-style-type: none"> • What were the motivations for civilizations to modify the environment? 	<ul style="list-style-type: none"> • Classical civilizations declined as a result of internal weaknesses and external invasions 	Literature Connections
<ul style="list-style-type: none"> • TSW compare/contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires 	6.2.8.A.3.a	<ul style="list-style-type: none"> • What role did religion play in early development? 		Projects
<ul style="list-style-type: none"> • TSW compare/contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations 	6.2.8.A.3.b			
<ul style="list-style-type: none"> • TSW determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution 	6.2.8.A.3.c			
<ul style="list-style-type: none"> • TSW compare/contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now 	6.2.8.A.3.d			

<ul style="list-style-type: none"> • TSW compare/contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system 	6.2.8.A.3.e			
<ul style="list-style-type: none"> • TSW analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations 	6.2.8.A.4.a			
<ul style="list-style-type: none"> • TSW compare/contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order 	6.2.8.A.4.b			
<ul style="list-style-type: none"> • TSW determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions 	6.2.8.A.4.c			
<ul style="list-style-type: none"> • TSW explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies 	6.2.8.B.1.a			
<ul style="list-style-type: none"> • TSW compare/contrast how nomadic and agrarian societies used land and natural resources 	6.2.8.B.1.b			
<ul style="list-style-type: none"> • TSW determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations 	6.2.8.B.2.a			
<ul style="list-style-type: none"> • TSW compare/contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now 	6.2.8.B.2.b			

<ul style="list-style-type: none"> • TSW determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion 	6.2.8.B.3.a			
<ul style="list-style-type: none"> • TSW explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise 	6.2.8.B.3.b			
<ul style="list-style-type: none"> • TSW explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world 	6.2.8.B.4.a			
<ul style="list-style-type: none"> • TSW assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers 	6.2.8.B.4.b			
<ul style="list-style-type: none"> • TSW explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia 	6.2.8.B.4.d			
<ul style="list-style-type: none"> • TSW analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges 	6.2.8.B.4.e			
<ul style="list-style-type: none"> • TSW explain how the geographies of China and Japan influenced their development and their relationship with one another 	6.2.8.B.4.f			
<ul style="list-style-type: none"> • TSW explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations 	6.2.8.B.4.g			
<ul style="list-style-type: none"> • TSW relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations 	6.2.8.C.1.a			
<ul style="list-style-type: none"> • TSW determine the impact of technological advancements on hunter/gatherer and agrarian societies 	6.2.8.C.1.b			

<ul style="list-style-type: none"> • TSW explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations 	6.2.8.C.2.a			
<ul style="list-style-type: none"> • TSW analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China 	6.2.8.C.3.a			
<ul style="list-style-type: none"> • TSW explain how the development of a uniform system of exchange facilitated trade in classical civilizations 	6.2.8.C.3.b			
<ul style="list-style-type: none"> • TSW 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.C.3.c			
<ul style="list-style-type: none"> • TSW explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization 	6.2.8.C.4.a			
<ul style="list-style-type: none"> • TSW analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas 	6.2.8.C.4.b			
<ul style="list-style-type: none"> • TSW explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class 	6.2.8.C.4.c			
<ul style="list-style-type: none"> • TSW analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa 	6.2.8.C.4.d			
<ul style="list-style-type: none"> • TSW determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts 	6.2.8.C.4.e			
<ul style="list-style-type: none"> • TSW demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time 	6.2.8.D.1.a			
<ul style="list-style-type: none"> • TSW relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures 	6.2.8.D.1.b			

<ul style="list-style-type: none"> • TSW explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records 	6.2.8.D.1.c			
<ul style="list-style-type: none"> • TSW analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations 	6.2.8.D.2.a			
<ul style="list-style-type: none"> • TSW explain how the development of written language transformed all aspects of life in ancient river valley civilizations 	6.2.8.D.2.b			
<ul style="list-style-type: none"> • TSW analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline 	6.2.8.D.2.c			
<ul style="list-style-type: none"> • TSW justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies 	6.2.8.D.2.d			
<ul style="list-style-type: none"> • TSW compare/contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality 	6.2.8.D.3.a			
<ul style="list-style-type: none"> • TSW relate the Chinese dynastic system to the longevity of authoritarian rule in China 	6.2.8.D.3.b			
<ul style="list-style-type: none"> • TSW determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China 	6.2.8.D.3.c			
<ul style="list-style-type: none"> • TSW compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies 	6.2.8.D.3.d			
<ul style="list-style-type: none"> • TSW compare/contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization 	6.2.8.D.3.e			
<ul style="list-style-type: none"> • TSW determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies 	6.2.8.D.3.f			
<ul style="list-style-type: none"> • TSW explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences 	6.2.8.D.4.a			
<ul style="list-style-type: none"> • TSW analyze how religion both unified and divided people 	6.2.8.D.4.b			

<ul style="list-style-type: none"> • TSW analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people 	6.2.8.D.4.c			
<ul style="list-style-type: none"> • TSW analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders 	6.2.8.D.4.d			
<ul style="list-style-type: none"> • TSW assess the demographic, economic, and religious impact of the plague on Europe 	6.2.8.D.4.e			
<ul style="list-style-type: none"> • TSW determine which events led to the rise and eventual decline of European feudalism 	6.2.8.D.4.f			
<ul style="list-style-type: none"> • TSW analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty 	6.2.8.D.4.g			
<ul style="list-style-type: none"> • TSW determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe 	6.2.8.D.4.h			
<ul style="list-style-type: none"> • TSW explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society 	6.2.8.D.4.i			
<ul style="list-style-type: none"> • TSW compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies 	6.2.8.D.4.j			

Focus Topic: 6.3 – Active Citizenship in the 21st Century

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
<ul style="list-style-type: none"> • TSW deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion 	6.3.8.A.1	<ul style="list-style-type: none"> • How are conflicting points of view addressed in a democratic society? 	<ul style="list-style-type: none"> • People collaboratively develop and practice strategies for managing and resolving conflict 	Ongoing observation & questioning during class discussions
<ul style="list-style-type: none"> • TSW engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society 	6.3.8.D.1			Performance tasks