

Social Studies

Unit	The Stone Age
Unit Duration	4 weeks
Unit Goals	
NJSLS	<ul style="list-style-type: none"> ● SOC.6.2.8.HistorySE.1.a Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. ● SOC.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. ● SOC.6.2.8.HistoryCC.2.a Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. ● SOC.6.2.8.EconGE.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. ● SOC.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. ● SOC.6.2.8.CivicsPI.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures. ● SOC.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.
Essential Questions	<ul style="list-style-type: none"> ● How does archaeology provide historical and scientific explanations for how ancient people lived over periods of time? ● What was the effect of agriculture on the development of civilization? ● How did early technology influence Stone Age life?
Student Outcomes	<ul style="list-style-type: none"> ● Interpret archeological findings to analyze elements of culture. ● Evaluate the process of collecting artifacts and interpreting their meaning. ● Distinguish between primary sources and secondary sources of information to validate archaeological finds. ● Utilize an understanding of different terminology to establish time frames. ● Analyze and define the period of time called the Old Stone Age. ● Identify technological advances during the Stone Ages. ● Analyze and define the period of time called the New Stone Age. ● Explain how agricultural developments transitioned society from hunter-gatherer to the development of civilizations

This pacing guide is subject to timeline modifications.

August 2024

<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● Cite specific textual evidence to support the analysis of primary and secondary sources. ● Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● Distinguish between fact, opinion, and reasoned judgment in a text. ● Analyze the relationship between a primary and secondary source on the same topic. ● Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. ● Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● Write arguments focused on discipline-specific content. ● Write informative/explanatory texts, including the narration of historical events. ● Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. ● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. ● Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● Draw evidence from informational texts to support analysis, reflection, and research.
<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry (SSP1) ● Gathering and Evaluating Sources (SSP2) ● Seeking Diverse Perspectives (SSP3) ● Developing Claims and Using Evidence (SSP4)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). (9.4.5.CT.1) ● Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). (9.4.5.CT.2) ● Describe how digital tools and technology may be used to solve problems. (9.4.5.CT.3)

	<ul style="list-style-type: none"> ● Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). (9.4.5.CT.4) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1) ● Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). (9.4.5.TL.4) ● Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). (9.4.5.TL.5)
<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● Culture and geography can shape an individual’s experiences and perspectives. (9.4.5.GCA.CI.1) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1) ● Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). (9.4.5.IML.1)
<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● Collect, organize, and display data in order to highlight relationships or support a claim. (8.1.5.DA.1) ● Organize and present collected data visually to communicate insights gained from different views of the data. (8.1.5.DA.3) ● Explain the impact that resources, such as energy and materials used to develop technology, have on the environment. (8.2.5.ETW.4) ● Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values. (1145192)
<p>Resources and Technology Integration</p>	
<ul style="list-style-type: none"> ● World History ● Scholastic Magazine ● Brain Pop 	
<p>Assessments</p>	

- Ask questions
- Define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Formative assessment
- Teacher observation
- Class discussion
- Venn diagram

Unit	Mesopotamia
Unit Duration	8 weeks
Unit Goals	
NJSLS	<ul style="list-style-type: none"> ● SOC.6.2.8.HistorySE.1.a Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. ● SOC.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. ● SOC.6.2.8.HistoryCC.2.a Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. ● SOC.6.2.8.EconGE.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. ● SOC.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. ● SOC.6.2.8.CivicsPl.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures. ● SOC.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.6.1.5.HistoryCC.12

Essential Questions	<ul style="list-style-type: none"> ● Why did people first settle along the Tigris and Euphrates Rivers? ● What role did religion have on the culture of the people of Mesopotamia? ● What was the impact of the government on the people living in Mesopotamia? ● How did technology improve the lives of the people of Mesopotamia?
Student Outcomes	<ul style="list-style-type: none"> ● Determine how the geographical characteristics were ideal for the development of a civilization in the Fertile Crescent. ● Determine physical and political features of the Fertile Crescent, both ancient and modern. ● Describe how the people living in Mesopotamia used technology and trade to improve their lives. ● Identify the implementation of laws and how they affect the social hierarchy. ● Identify governments established along the Tigris and Euphrates as city-states with monarchies and their systems of law. ● Evaluate the social pyramid and the impact of slavery. ● Understand the impact of cuneiform on the people of the Fertile Crescent. ● Describe and understand the role of polytheism in the Fertile Crescent. ● Identify the reasons for the decline of empires within the Fertile Crescent. ● Determine the achievements that contributed to their legacy.
Interdisciplinary Standards	<ul style="list-style-type: none"> ● Cite specific textual evidence to support the analysis of primary and secondary sources. ● Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● Distinguish between fact, opinion, and reasoned judgment in a text. ● Analyze the relationship between a primary and secondary source on the same topic. ● Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. ● Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● Write arguments focused on discipline-specific content. ● Write informative/explanatory texts, including the narration of historical events. ● Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. ● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. ● Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

	<ul style="list-style-type: none"> ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● Draw evidence from informational texts to support analysis, reflection, and research.
<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry (SSP1) ● Gathering and Evaluating Sources (SSP2) ● Seeking Diverse Perspectives (SSP3) ● Developing Claims and Using Evidence (SSP4)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). (9.4.5.CT.1) ● Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). (9.4.5.CT.2) ● Describe how digital tools and technology may be used to solve problems. (9.4.5.CT.3) ● Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). (9.4.5.CT.4) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1) ● Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). (9.4.5.TL.4) ● Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). (9.4.5.TL.5)
<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● Culture and geography can shape an individual’s experiences and perspectives. (9.4.5.GCA.CI.1) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1) ● Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). (9.4.5.IML.1)
<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● Collect, organize, and display data in order to highlight relationships or support a claim. (8.1.5.DA.1) ● Organize and present collected data visually to communicate insights gained from different views of the data. (8.1.5.DA.3) ● Explain the impact that resources, such as energy and materials used to develop technology, have on the environment. (8.2.5.ETW.4)

	<ul style="list-style-type: none"> ● Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values. (1145192)
Resources and Technology Integration	
<ul style="list-style-type: none"> ● World History ● Scholastic Magazine ● Brain Pop 	
Assessments	
<ul style="list-style-type: none"> ● Ask questions ● Define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Formative assessment ● Teacher observation ● Class discussion ● Venn diagram 	

Unit	Egypt
Unit Duration	8 weeks
Unit Goals	
NJSLS	<ul style="list-style-type: none"> ● SOC.6.2.8.HistorySE.1.a Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. ● SOC.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.

	<ul style="list-style-type: none"> ● SOC.6.2.8.HistoryCC.2.a Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. ● SOC.6.2.8.EconGE.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. ● SOC.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. ● SOC.6.2.8.CivicsPI.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures. ● SOC.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.6.1.5.HistoryCC.12
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● Why did people first settle along the Nile River? What role did religion have on the culture of the people of Ancient Egypt? ● What was the impact of government on the people living in Ancient Egypt? ● How did technology improve the lives of the people of ancient Egypt?
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● Determine how the geographical characteristics were ideal for the development of a civilization along the Nile River. ● Determine physical and political features of Egypt, both ancient and modern. ● Describe how the people living in Egypt used technology, and trade to improve their lives. ● Identify the government established along the Nile River Valley as a monarchy. ● Evaluate the social pyramid and the impact on slavery. ● Understand the impact of hieroglyphics on the advancement of ancient Egypt. ● Describe and understand the role of religion in ancient Egypt. ● Identify the reasons for the decline of ancient Egypt. ● Determine the achievements that contributed to their legacy.
<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● Cite specific textual evidence to support the analysis of primary and secondary sources. ● Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● Distinguish between fact, opinion, and reasoned judgment in a text. ● Analyze the relationship between a primary and secondary source on the same topic. ● Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

	<ul style="list-style-type: none"> ● Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● Write arguments focused on discipline-specific content. ● Write informative/explanatory texts, including the narration of historical events. ● Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. ● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. ● Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● Draw evidence from informational texts to support analysis, reflection, and research.
<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry (SSP1) ● Gathering and Evaluating Sources (SSP2) ● Seeking Diverse Perspectives (SSP3) ● Developing Claims and Using Evidence (SSP4)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). (9.4.5.CT.1) ● Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). (9.4.5.CT.2) ● Describe how digital tools and technology may be used to solve problems. (9.4.5.CT.3) ● Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). (9.4.5.CT.4) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1) ● Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). (9.4.5.TL.4) ● Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). (9.4.5.TL.5)
<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● Culture and geography can shape an individual’s experiences and perspectives. (9.4.5.GCA.CI.1) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1)

	<ul style="list-style-type: none"> ● Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). (9.4.5.IML.1)
<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● Collect, organize, and display data in order to highlight relationships or support a claim. (8.1.5.DA.1) ● Organize and present collected data visually to communicate insights gained from different views of the data. (8.1.5.DA.3) ● Explain the impact that resources, such as energy and materials used to develop technology, have on the environment. (8.2.5.ETW.4) ● Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values. (1145192)
<p>Resources and Technology Integration</p>	
<ul style="list-style-type: none"> ● World History ● Scholastic Magazine ● Brain Pop 	
<p>Assessments</p>	
<ul style="list-style-type: none"> ● Ask questions ● Define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Formative assessment ● Teacher observation ● Class discussion ● Venn diagram 	
<p>Unit</p>	<p>Ancient China</p>
<p>Unit Duration</p>	<p>8 weeks</p>

This pacing guide is subject to timeline modifications.

August 2024

Unit Goals

NJSLS	<ul style="list-style-type: none"> ● SOC.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. ● SOC.6.2.8.HistoryCA.3.a Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. ● SOC.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. ● SOC.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	<ul style="list-style-type: none"> ● Why did people first settle in ancient China? ● What role did religion have on the culture of the people of Ancient China? ● What was the impact of government on the people living in Ancient China? ● How did technology improve the lives of the people of ancient China?
Student Outcomes	<ul style="list-style-type: none"> ● Determine how the geographical characteristics were ideal for the development of civilizations in China. ● Determine physical and political features of the Huang River Valley, both ancient and modern. ● Describe how the people living in China used technology, and trade to improve their lives. ● Identify the government of ancient China as a monarchy and the role of dynasties. ● Evaluate the impact of social classes and the development of laws on the expansion of ancient China. ● Understand the impact of the development of the Chinese language ● Describe and understand the roles of religion, government, and philosophy in ancient China specifically Confucianism, Legalism, and Taoism. ● Identify the reasons for the decline of the Shang, Zhou, Qin, and Han dynasties. ● Determine the achievements that contributed to their legacy.
Interdisciplinary Standards	<ul style="list-style-type: none"> ● Cite specific textual evidence to support the analysis of primary and secondary sources. ● Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

This pacing guide is subject to timeline modifications.

August 2024

	<ul style="list-style-type: none"> ● Distinguish between fact, opinion, and reasoned judgment in a text. ● Analyze the relationship between a primary and secondary source on the same topic. ● Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. ● Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● Write arguments focused on discipline-specific content. ● Write informative/explanatory texts, including the narration of historical events. ● Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. ● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. ● Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● Draw evidence from informational texts to support analysis, reflection, and research.
<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry (SSP1) ● Gathering and Evaluating Sources (SSP2) ● Seeking Diverse Perspectives (SSP3) ● Developing Claims and Using Evidence (SSP4)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). (9.4.5.CT.1) ● Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). (9.4.5.CT.2) ● Describe how digital tools and technology may be used to solve problems. (9.4.5.CT.3) ● Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). (9.4.5.CT.4) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1) ● Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). (9.4.5.TL.4) ● Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). (9.4.5.TL.5)

<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● Culture and geography can shape an individual’s experiences and perspectives. (9.4.5.GCA.Cl.1) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1) ● Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). (9.4.5.IML.1)
<p>Resources and Technology Integration</p>	
<ul style="list-style-type: none"> ● World History ● Scholastic Magazine ● Brain Pop 	
<p>Assessments</p>	
<ul style="list-style-type: none"> ● Ask questions ● Define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Formative assessment ● Teacher observation ● Class discussion ● Venn diagram 	
<p>Unit</p>	<p>Ancient Greece</p>
<p>Unit Duration</p>	<p>8 weeks</p>
<p>Unit Goals</p>	

NJSLS	<ul style="list-style-type: none"> ● SOC.6.2.8.HistoryUP.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. ● SOC.6.2.8.HistoryCC.4.f 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. ● SOC.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. ● SOC.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. ● SOC.6.2.8.HistoryCA.3.a Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. ● SOC.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. ● SOC.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	<ul style="list-style-type: none"> ● What role did geography play in the development of civilization in ancient Greece? ● What role did religion play in the development of Greek culture? ● How did the development of civilization impact the culture of ancient Greece? ● How is the legacy of Ancient Greece evident in the modern world?
Student Outcomes	<ul style="list-style-type: none"> ● Analyze the hierarchical nature of society in ancient Greece and the roles/ rights of those within the social structure. ● Identify the concepts and principles of Athenian democracy and determine the influence it played on the development of the United States Constitution. ● Compare and contrast life in Athens and Sparta placing an emphasis on the concepts of social liberties and equality. ● Demonstrate an understanding of how geography and natural resources affected the development of ancient Greece. ● Analyze the effects of expanding trade routes and means of trade throughout the Mediterranean world. ● Analyze the effects of technology on farming, commerce, military, and daily life in ancient Greece. ● Describe the contributions and achievements that established their legacy
Interdisciplinary Standards	<ul style="list-style-type: none"> ● Cite specific textual evidence to support the analysis of primary and secondary sources. ● Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

This pacing guide is subject to timeline modifications.

August 2024

	<ul style="list-style-type: none"> ● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● Distinguish between fact, opinion, and reasoned judgment in a text. ● Analyze the relationship between a primary and secondary source on the same topic. ● Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. ● Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● Write arguments focused on discipline-specific content. ● Write informative/explanatory texts, including the narration of historical events. ● Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. ● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. ● Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● Draw evidence from informational texts to support analysis, reflection, and research.
<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry (SSP1) ● Gathering and Evaluating Sources (SSP2) ● Seeking Diverse Perspectives (SSP3) ● Developing Claims and Using Evidence (SSP4)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). (9.4.5.CT.1) ● Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). (9.4.5.CT.2) ● Describe how digital tools and technology may be used to solve problems. (9.4.5.CT.3) ● Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). (9.4.5.CT.4) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1) ● Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). (9.4.5.TL.4) ● Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). (9.4.5.TL.5)

This pacing guide is subject to timeline modifications.

August 2024

Career Ready Practices	<ul style="list-style-type: none"> ● Culture and geography can shape an individual’s experiences and perspectives. (9.4.5.GCA.CI.1) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1) ● Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). (9.4.5.IML.1)
-------------------------------	--

Resources and Technology Integration

- World History
- Scholastic Magazine
- Brain Pop

Assessments

- Ask questions
- Define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Formative assessment
- Teacher observation
- Class discussion
- Venn diagram

Curriculum Modifications

Special Education and 504 Students	<p style="text-align: center;"><u>General Modifications</u></p> <ul style="list-style-type: none"> ● Allow outlining, instead of writing for an essay or major project ● Computerized spell-check support ● Word bank of choices for answers to test questions ● Provision of calculator and/or number line for math tests ● Film or video supplements in place of reading text ● Reworded questions in simpler language ● Projects instead of written reports
---	--

This pacing guide is subject to timeline modifications.

August 2024

	<ul style="list-style-type: none"> ● Highlighting important words or phrases in reading assignments ● Modified workload or length of assignments/tests ● Modified time demands ● Pass/no pass option ● Modified grades based on IEP <p style="text-align: center;"><u>Behavioral Modifications</u></p> <ul style="list-style-type: none"> ● Breaks between tasks ● Cue expected behavior ● Daily feedback to student ● Use de-escalating strategies ● Use positive reinforcement ● Use proximity/touch control ● Use peer supports and mentoring ● Model expected behavior by adults ● Have parent sign homework/behavior chart ● Set and post class rules ● Chart progress and maintain data
<p>Students At Risk of School Failure - Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.</p>	<ul style="list-style-type: none"> ● Maximize use of community resources ● Connect family to school and school activities ● Support through transition ● Help develop compensating strategies ● Increase opportunity for positive peer group influences ● Supplemental courses ● Placement in small and interactive groups
<p>English Language Learner Students (ELL)</p>	<ul style="list-style-type: none"> ● Alternate Responses ● Notes in Advance ● Extended Time ● Simplified Instruction (written and verbal) ● Online Dictionary ● Use lots of visuals ● Use physical activity; model, role-play ● Repeat/Rephrase often ● Use lower level materials when appropriate
<p>Gifted & Talented Students (G&T)</p>	<p style="text-align: center;"><u>Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:</u></p> <ul style="list-style-type: none"> ● Differentiated curriculum for the gifted learner.

This pacing guide is subject to timeline modifications.

August 2024

	<ul style="list-style-type: none">● Regular classroom curricula and instruction that is adapted, modified, or replaced.● Educational opportunities consist of a continuum of differentiated curricular options, instructional approaches and materials.● Integrated G&T programming into the general education school day.● Flexible groupings of students to facilitate differentiated instruction and curriculum. <p style="text-align: center;"><u>Learning Environments:</u></p> <ul style="list-style-type: none">● Extensive outside reading● Active classroom discussion● Innovative oral and written presentations● Deductive and inductive reasoning● Independent writing and research● Divergent thinking● Challenging problem solving situations● Interactive, independent and interdisciplinary activities
--	---