

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Upper Elementary School
Social Studies*

*Ancient Civilizations
Grades 6*

Date: Summer 2023
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Course Description and Fundamental Concepts

This course provides students with a survey of the Ancient World and its impact on Western Civilization. In a year-long study, sixth-grade students explore various cultures using a global approach to World History that includes insights into Eastern Cultures. Students will delve into the development of religion, government, economy, and social life in various historical periods. They will discuss how these events are relevant to their modern world.

Throughout the year, this class is intended to meet daily for fifty-four minutes per period. Units will cover the following topics:

- 1. Building Skills - History, Archaeology, Civics,**
- 2. Personal Financial Literacy/Economics**
- 3. Early Humans and Societies**
- 4. Mesopotamia, Egypt, and Kush**
- 5. Civilization in India and China**
- 6. Foundations of Western Ideas**
- 7. The Roman World**
- 8. The Middle Ages**

New Jersey Student Learning Standards (NJSLs)

Subject/Content Standards

Include grade-appropriate subject/content standards that will be addressed

Era 1. The Beginnings of Human Society

Core Idea	Performance Expectations
Relationships between humans and environments impact spatial patterns of settlement and movement.	<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.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> • 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.
Chronological sequencing helps us understand the interrelationship of historical events.	<ul style="list-style-type: none"> • 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
Examining historical sources may answer questions but may also lead to more questions.	<ul style="list-style-type: none"> • 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none"> 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.	<ul style="list-style-type: none"> 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).
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> 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.
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none"> 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.
Chronological sequencing helps us understand the interrelationship of historical events.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 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.
Historians develop arguments using evidence from multiple relevant historical sources.	<ul style="list-style-type: none"> 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.

Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)

Core Idea	Performance Expectations
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> 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.
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	<ul style="list-style-type: none"> 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.
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> 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.
Relationships between humans and environments impact spatial patterns of settlement and movement.	<ul style="list-style-type: none"> 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.
People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.	<ul style="list-style-type: none"> 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.
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none"> 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.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 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.

An individual’s perspective is impacted by one’s background and experiences.	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
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Core Idea	Performance Expectations
Perspectives change over time.	<ul style="list-style-type: none"> 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).
Historical contexts and events shaped and continue to shape people’s perspectives.	<ul style="list-style-type: none"> 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.
Historians analyze claims within sources for perspective and validity.	<ul style="list-style-type: none"> 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.

Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE)

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none"> 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	<ul style="list-style-type: none"> 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
Cultural patterns and economic decisions influence environments and the daily lives of people.	<ul style="list-style-type: none"> 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.

<p>The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.</p>	<ul style="list-style-type: none"> • 6.2.8.GeoPP.4.a: 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.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
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<p>Core Idea</p>	<p>Performance Expectations</p>
	<ul style="list-style-type: none"> • 6.2.8.GeoPP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
<p>The physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<ul style="list-style-type: none"> • 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. • 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
<p>The environmental characteristics of places and the production of goods influence the spatial patterns of world trade.</p>	<ul style="list-style-type: none"> • 6.2.8.GeoGI.4.a: Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
<p>Economic interdependence is impacted by increased specialization and trade.</p>	<ul style="list-style-type: none"> • 6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
<p>The production and consumption of goods and services influence economic growth, well-being and quality of life.</p>	<ul style="list-style-type: none"> • 6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
<p>Historical events may have single, multiple, and direct and indirect causes and effects.</p>	<ul style="list-style-type: none"> • 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism. • 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> • 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe. • 6.2.8.HistoryCC.4.d: 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.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. • 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. • 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
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6.3 Active Citizenship in the 21st Century

Civics, Government, and Human Rights: Civic and Political Institutions

Core Idea	Performance Expectations
<p>Political and civil institutions impact all aspects of people’s lives.</p>	<ul style="list-style-type: none"> • 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why the government is necessary, and the purposes the government should serve.
<p>Governments have different structures which impact development (expansion) and civic participation.</p>	<ul style="list-style-type: none"> • 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). • 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. • 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.

Civics, Government, and Human Rights: Participation and Deliberation

Core Idea	Performance Expectations
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<p>Civic participation and deliberation are the responsibility of every member of society.</p>	<ul style="list-style-type: none"> • 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. • 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
<p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>	<ul style="list-style-type: none"> • 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<ul style="list-style-type: none"> • 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. • 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions). • 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea	Performance Expectations
<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<ul style="list-style-type: none"> • 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies. • 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. • 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). • 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.

	<ul style="list-style-type: none"> • 6.3.8.CivicsPR.5: 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.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy. • 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.
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Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	<ul style="list-style-type: none"> • 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"> • 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation). • 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	<ul style="list-style-type: none"> • 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
Individuals can use their talents, resources, and abilities to give back.	<ul style="list-style-type: none"> • 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

<p>The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p>	<ul style="list-style-type: none"> • 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. • 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
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Credit and Debt Management

Core Ideas	Performance Expectations
<p>There are strategies to increase your savings and limit debt.</p>	<ul style="list-style-type: none"> • 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each. • 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
<p>Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</p>	<ul style="list-style-type: none"> • 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs. • 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

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Credit Profile

Core Ideas	Performance Expectations
<p>There are strategies to build and maintain a good credit history.</p>	<ul style="list-style-type: none"> • 9.1.8.CP.1: Compare prices for the same goods or services. • 9.1.8.CP.2: Analyze how spending habits affect one's ability to save. • 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores. • 9.1.8.CP.4: Summarize borrower's credit report rights.
<p>Credit history affects personal finances.</p>	<ul style="list-style-type: none"> • 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.

Economic and Government Influences

Core Ideas	Performance Expectations
Taxes affect one's personal finances.	<ul style="list-style-type: none"> • 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income • 9.1.8.EG.2: Explain why various sources of income are taxed differently.
There are government agencies and policies that affect the financial industry and the broader economy.	<ul style="list-style-type: none"> • 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. • 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws. • 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education. • 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods. • 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions. • 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
There are procedures required to take advantage of consumer protection laws and assistance programs.	<ul style="list-style-type: none"> • 9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

Financial Institutions

Core Ideas	Performance Expectations
<p>There are a variety of factors that influence how well suited a financial institution and/or service will be in meeting an individual's financial needs.</p>	<ul style="list-style-type: none"> • 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers. • 9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking). • 9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals. • 9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.

Financial Psychology

Core Ideas	Performance Expectations
<p>An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.</p>	<ul style="list-style-type: none"> • 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. • 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions. • 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.). <ul style="list-style-type: none"> • 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions. • 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.
<p>Marketing techniques are designed to encourage individuals to purchase items they may not need or want.</p>	<ul style="list-style-type: none"> • 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. • 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

Planning and Budgeting

Core Ideas	Performance Expectations
<p>A budget aligned with an individual’s financial goals can help prepare for life events.</p>	<ul style="list-style-type: none"> • 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process. • 9.1.8.PB.2: Explain how different circumstances can affect one’s personal budget. • 9.1.8.PB.3: Explain how to create budget that aligns with financial goals. • 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).
<p>Goals (e.g., higher education, autos, and homes, retirement), affect your finances.</p>	<ul style="list-style-type: none"> • 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences. • 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.
<p>There are strategies to decrease and manage expenses.</p>	<p>9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.</p>

Risk Management and Insurance

Core Ideas	Performance Expectations
<p>Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.</p>	<ul style="list-style-type: none"> • 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed. • 9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss. • 9.1.8.RM.3: Evaluate the need for different types of warranties.
<p>Insurance can protect your personal finances.</p>	<p>9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.</p>

[English Companion Standards](#)

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
1, 2, 3, 4, 5, 6, 7, 8, 9	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
1, 2, 3, 4, 5, 6, 7, 8, 9	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
1, 2, 3, 4, 5, 6, 7, 8, 9	RH.6-8.3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
1, 2, 3, 4, 5, 6, 7, 8, 9	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
1, 2, 3, 4, 5, 6, 7, 8, 9	RH.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).
1, 2, 3, 4, 5, 6, 7, 8, 9	RH.6-8.6.	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
1, 2, 3, 4, 5, 6, 7, 8, 9	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
1, 2, 5, 6, 7, 8, 9	RH.6-8.8.	Distinguish among fact, opinion, and reasoned judgment in a text.

1, 2 6, 9	RH.6-8.9.	Analyze the relationship between a primary and secondary source on the same topic.
1, 2, 3, 4, 5, 6, 7, 8, 9	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
5, 6, 7	WHST.6-8.1.	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 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 create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.
2, 3, 4, 5, 6, 7, 8, 9	WHST.6-8.2.	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> 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 aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form.

		F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
2, 3, 4, 5, 6, 7	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
5, 6	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
2, 3, 4, 5, 6, 7, 9	WHST.6-8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
4, 5, 6, 7	WHST.6-8.7.	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.
2, 3, 4, 5, 6, 7, 8, 9	WHST.6-8.8.	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.
2, 3, 4, 5, 6, 7, 8, 9	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
2, 3, 4, 5, 6, 7	WHST.6-8.10	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.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 6		
Unit Addressed	Core Idea	Standard / Description
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p>
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	<p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p>
	Early planning can provide more options to pay for postsecondary training and employment.	<p>9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p> <p>9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.</p> <p>9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p>

1	There are a variety of resources available to help navigate the career planning process.	<p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p>
	Employee benefits can influence your employment choices.	<p>9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p>9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.</p>
1	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	<p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p>9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p>9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p>9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>
	There are resources to help an individual create a business plan to start or expand a business.	<p>9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.</p>

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 6

Unit Addressed	Core Idea	Standard / Description
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1, 2, 3, 4, 5, 6, 7, 8	<p>Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>	<p><i>9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</i></p> <p><i>9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</i></p> <p><i>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</i></p> <p><i>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</i></p>
1	<p>Critical Thinking and Problem-solving: Multiple solutions often exist to solve a problem.</p>	<p><i>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</i></p> <p><i>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</i></p>
	<p>Critical Thinking and Problem-solving: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p>	<p><i>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</i></p>
2, 3, 4, 5, 6, 7, 8	<p>Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.</p>	<p><i>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</i></p> <p><i>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</i></p>
	<p>Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.</p>	<p><i>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i></p>

	<p>Digital Citizenship: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</p>	<p><i>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</i></p> <p><i>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</i></p> <p><i>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</i></p>
	<p>Digital Citizenship: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.</p>	<p><i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i></p>
	<p>Digital Citizenship: Digital technology and data can be leveraged by communities to address effects of climate change.</p>	<p><i>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</i></p>
4, 5, 6, 7	<p>Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p>	<p><i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</i></p> <p><i>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i></p>
4, 7	<p>Information and Media Literacy: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</p>	<p><i>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</i></p> <p><i>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i></p>
1, 2, 3, 4, 5, 6, 7, 8	<p>Information and Media Literacy: Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</p>	<p><i>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</i></p> <p><i>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</i></p>

		<i>9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</i>
4, 7	Information and Media Literacy: The mode of information can convey a message to consumers or an audience.	<i>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</i>
1, 2, 3, 4, 5, 6, 7	Information and Media Literacy: Sources of information are evaluated for accuracy and relevance when considering the use of information.	<i>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</i> <i>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</i>
4, 7	Information and Media Literacy: There are ethical and unethical uses of information and media.	<i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</i> <i>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</i> <i>9.4.8.IML.11: Predict the personal and community impact of online and social media activities</i>
1, 5, 6, 7,8	Information and Media Literacy: There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	<i>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</i> <i>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</i> <i>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</i> <i>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</i>

1, 2, 3, 4, 5, 6, 7, 8	Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	<p>9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.</p> <p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</p>
2, 3, 4, 5, 6, 7, 8	Technology Literacy: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	<p>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
2, 3, 4, 5, 6, 7, 8	Creating	<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p>
2, 3, 4, 5, 6, 7, 8	Connecting	<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>
5, 7, 8	Performing/ Presenting/ Producing	<p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 6: Conveying meaning through art.</p>

2, 3, 4, 5, 6, 7, 8	Responding	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>
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Unit Addressed	Content / Standard #	Standard Description
1, 2, 3, 4, 5, 6, 7, 8	Math/7.NS.A.3	<i>Solve real-world and mathematical problems involving the four operations with rational numbers</i>
1, 2, 3, 4, 5, 6, 7, 8	Math/7.RP.A.3	<i>Use proportional relationships to solve multi-step ratio and percent problems.</i>
5, 6, 7, 8	Science	<i>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</i>

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:

Unit Addressed	Performance Expectations
4	<p>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12)</p> <p>Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.</p> <p>The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>

<p>6, 9</p>	<p>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
<p>4, 6, 9</p>	<p>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards</p>
<p>4, 5, 6</p>	<p>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>
<p>5</p>	<p>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12) A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.</p>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)	
Unit 1 Reading as a Historian/Personal Financial Literacy	September (~19 days)	
Unit 2 Early Humans and Societies	October (~19 days)	
Unit 3 Mesopotamia & the Fertile Crescent	November (~16 days)	
Unit 4 Kingdoms of the Nile	December (~15 days)	
Unit 5 Civilizations of India and China	January (~18 days)	
Unit 6 Foundations of Western Ideas	February (~18 days)	
Unit 6/Unit 6.5 Foundations of Western Ideas/Making a Difference through Tolerance	March (~15-20 days)	
Unit 7 Roman World	April (~15-20 days)	
Unit 7 Roman World	May (~18 days)	
Unit 8 Middle Ages	June (~15 days)	

Units Scope and Sequence

Unit 1 Name: Building Skills - History, Archaeology, Civics, Economics, and Personal Financial Literacy

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why the government is necessary, and the purposes the government should serve.

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy.

9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.

9.1.8.CP.1: Compare prices for the same goods or services.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income

9.1.8.EG.2: Explain why various sources of income are taxed differently.

9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).

NJSLS - Career Awareness, Exploration, Preparation, and Training

NJSLS - Life Literacies and Key Skills

NJSLS - Interdisciplinary Standards

Fundamental Concepts / Big Ideas

- **In this unit, students will address the question, “*What are the major skills needed to study history, geography, archaeology, civics and economics?*”**
 - **Define History**
 - **Identify geographical features**

- o **The science of archaeology**
- o **Introduce concepts of economics. (Personal Financial responsibility)**
- o **Citizenship and the responsibility of citizens within governments (Civics)**
- **They will learn to work with different types of sources to understand and learn from history. This includes analyzing written sources, artifacts, maps and geography, art and graphics.**

Learning Objectives

Students will be able to...

- Identify a primary source and a secondary source
- Analyze and interpret an artifact
- Study maps and use them as tools to study cultures and time periods
- Understand the common vocabulary associated with historic events
- Look at and evaluate art as a means of understanding the people and events of the past
- Study “Info-graphics” as a visual tool to complement details written in text
- Practice active reading through understanding Social Studies terms
- Reinforce terms, tools and themes of geography
- Identify and understand key terms relating to civics and government
- Identify and understand key terms related to economics and trade
- Identify the importance of personal financial responsibility including planning and budgeting, credit profile, and credit and debt management.

Unit 1.5 Name: Personal Financial Literacy/Economics

Learning Goals: What do I want my students to learn?

Standards

[NJSLs -](#)

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy.

9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.

9.1.8.CP.1: Compare prices for the same goods or services.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income

9.1.8.EG.2: Explain why various sources of income are taxed differently.

9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

In this unit, students are able to...

- Understand the basic financial knowledge, including an understanding of banks and the banking system, financial markets, credit and credit cards, and tax laws, as well as the ability to apply this knowledge in making decisions on how to spend, earn, or save money today to build wealth for tomorrow.
- Answer the question: *What are the major skills needed for Personal Financial Literacy and understanding economics?*
- Understand concepts of economics. (Personal Financial responsibility)
- Understand the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.
- Acquire the necessary knowledge and skills to not only achieve personal success, but also find and maintain financial wellness.

- There are government agencies and policies that affect the financial industry and the broader economy.
- There are procedures required to take advantage of consumer protection laws and assistance programs.
- A budget aligned with an individual's financial goals can help prepare for life events.
- Goals (e.g., higher education, autos, homes, retirement) that affect your finances.
- There are strategies to decrease and manage expenses.
- There are strategies to increase your savings and limit debt.
- Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.
- There are strategies to build and maintain a good credit history.
- Credit history affects personal finances.

Learning Objectives

Students will be able to...

- Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
- Compare prices for the same goods or services.
- Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.
- Explain how taxes affect disposable income and the difference between net and gross income
- Explain why various sources of income are taxed differently.
- Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
- Describe the impact of personal values on various financial scenarios.
- Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).

Unit 2 Name: Early Humans and Societies

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) -

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.

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[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- In this unit, students will learn about the subject of history and about the world's earliest people, the rise of organized society, and the lasting impact of agriculture.
- Students will learn the climate's impact on hunter-gathering society and their migration. (Climate)
- Students will learn the roles of women and their impact in hunter gathering societies. (Women)

Learning Objectives

Students will be able to...

- Understanding chronological order by using a sequence chain to take notes
- Compare and contrast archaeology and anthropology
- Know the difference between prehistory and history
- Learn about the Old, Middle, and New Stone Ages, hominids to homosapiens and the invention of tools
- Discover the emergence of our earliest human ancestors and their progress based on the use of tools and fire as well as the development of art and language
- Discover how physical and human geography contribute to the study of history
- Learn about prehistoric people and how they adapted to their environment
- Learn about hunter-gatherer societies and the migrations of early people
- Understanding the role of women and their impact on hunter-gathering societies.

- Understand how agriculture brought changes to human society and revolutionized human history, also known as the New Stone Age
- Understand how agriculture led to the settlement and the evolution of organized societies
- Students will be able to analyze the impact of climate change on environmental, biological and social systems

Unit 3 Name: Mesopotamia and The Fertile Crescent

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) -

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.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley 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.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.

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.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.

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[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- In this unit, students will learn about the early civilizations of Mesopotamia and the Fertile Crescent.
- Students will study how several great empires rose and fell in the Fertile Crescent, the region stretching from the Persian Gulf northwest up the Tigris and Euphrates Rivers and west to the Mediterranean Sea.
- Students will learn the roles of women and their impact in early civilizations. (Women)
- Students will understand the development and role of early economics (bartering). (Economics)
- Students will recognize power and privilege within a government institution. (Civics)

Learning Objectives

Students will be able to...

- Explain that the physical features and climate of Southwest Asia have strongly influenced where and how people lived.

- Identify the main idea within a text.
- Analyze the effect of irrigation on farming settlements
- Describe the rise of city states and their relationship between them.
- Learn the roles of women and their impact in these culture groups that developed within Mesopotamia.
- Evaluate the advances and inventions of the societies in the Fertile Crescent
 - Writing
 - Written laws
 - Trading/bartering
 - Military and advancements
 - Formation of governments
- Explain the early role of bartering in the development of later economies.
- Compare written law systems and understand the role of civics (eye for an eye, jury duty).

Unit 4 Name: Kingdoms of the Nile

Learning Goals: What do I want my students to learn?

Standards

[NJSLs -](#)

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.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley 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.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.

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.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.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceive the principles of liberty and equality then and now (i.e., political, economic, and social)

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Fundamental Concepts / Big Ideas

- In this unit, students will learn about the early civilizations of Ancient Egypt and Kush
- Students will consider how the Egyptians were able to create a long lasting civilization and have lasting contributions to culture and society.

Learning Objectives

Students will be able to...

- Identify the themes, economics and geography, and how they impacted the growth of Egyptian and Kush civilizations.
- Identify cause and effect within historical events.

- Analyze how the access to a water supply, fertile and a protective setting along the Nile Valley allowed a great civilization to arise in Egypt around 3200 BCE.
- Evaluate the interconnective elements of Egyptian government, social hierarchy, and their religion during the Old Kingdom.
- Assess Egyptians lasting achievement in writing, architecture and art.
- Examine the kingdoms of Kush and Aksum's development as advanced civilizations within a large trading network. (Amastad, Economy)
- Evaluate the advances and inventions of the societies in the Egypt
 - Writing
 - Written laws
 - Trading/bartering
 - Military and advancements
 - Formation of governments
- Compare written law systems.
- Learn the roles of women and their impact in early civilizations. (Women)
- Understand the development and role of early economics (bartering). (Economics)
- Recognize power and privilege within a government institution. (Civics)
- Analyze the human form in Egyptian art as the purpose to dismiss physical disabilities. (Disabilities)
- Compare the rise of a single woman in power using masculine dress and titles in a male-dominated society. (LGBTQ)

Unit 5 Name: Civilizations of India and China

Learning Goals: What do I want my students to learn?

Standards

[NJSLs -](#)

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.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.HistoryUP.3.c: Compare and contract the tenets of various world religions that developed in and around this time period (i.e., Buddhism, Hinduism, Islam, Judaism, Sikhism and Taoism) their patterns of expansion, and their responses to the current challenges of globalization.

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.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

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.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.

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Fundamental Concepts / Big Ideas

- In this unit, students will study the ancient civilizations of India and the two religions (Buddhism/Hinduism).
- They will also learn how Chinese civilization developed and explore interactions between China and other cultures.

- Roles of women and their impact in the civilizations of India and China. (Women)
- Development and role of early economics in India and China (bartering). (Economics)
- Recognize power and privilege within a government institution in India and China. (Civics)

Learning Objectives

Students will be able to...

- Understand how Indian civilization first developed on the Indus River.
- Determine that Hinduism, the largest religion practiced in India today, developed out of ancient Indian beliefs and practices.
- Understand that Buddhism began in India and became a major religion.
- Outline the basic beliefs of Hinduism and Buddhism and its impact on today's societies. (AAPI)
- Understand that Chinese civilization began with the Shang Dynasty along the Huang He.
- Discuss the new form of government created by the Han Dynasty and which valued family, art, and learning.
- Outline the trade routes that led to an exchange of new products and ideas among China, Rome, and other peoples. (Economics)
- Discuss the influence such contact had on the societies involved.
- Understand the roles of women and their impact in early civilizations. (Women)
- Outline and understand the development and role of early economics of India and China (bartering). (Economics)
- Discuss and recognize power and privilege within a government institution. (Civics)

Unit 6 Name: Foundations of Western Ideas

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

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.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.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceive the principles of liberty and equality then and now (i.e., political, economic, and social)

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[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- In this unit, students will learn about the history, religion, and culture of the Jewish people.
- History, religion and culture of the Ancient Greeks.
- History, religion and culture of the Persians.
- Roles of women and their impact in early civilizations. (Women)
- Development and role of early economics systems of early Western civilizations.. (Economics)
- Recognize the power and privilege within a government institution of the Hebrews and Greeks. (Civics)

Learning Objectives

Students will be able to...

- Understand how the nomadic Hebrews established the kingdom of Israel.
- Understand that the central ideas and laws of Judaism are contained in sacred texts beginning with the Torah.
- Determine how shared beliefs and customs helped Jews maintain their religion.
- Follow the ancient history of the Hebrews and make connections with the modern day world (Holocaust).
- Determine how the geography of Greece and its location on the sea strongly influenced the development of trade and the growth of city-states.
- Understand that the people of Athens tried many forms of government before creating the first democracy.
- Understand how Greek mythology influences the way we speak and write today.
- Discuss the rise of the Persian Empire and how that led to conflicts with Greece.
- Identify lasting contributions of the Persians to today's societies.
- Differentiate between the customs of the city-states of Athens and Sparta.
- Understand how Alexander the Great built a huge empire and helped to spread Greek culture into Egypt and Asia.
- Recognize the lasting contributions of the Greeks in the arts, philosophy, and science.
- Discuss the visual representation of the human form in Greek art and its expression of humanity. (LGBTQ)
- Learn the roles of women and their impact in early civilizations. (Women)
- Understand the development and role of early economics (bartering). (Economics)
- Recognize power and privilege within a government institution. (Civics)

Unit 6.5 (Supplemental) Name: Making a Difference through Tolerance: Holocaust

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) -

RH 6.8.1; RH 6-8.2; RH 6-8.4; RH 6-8.5; RH 6-8.6; RH 6-8.7; RH 6-8.8; RH 6-8.9RL ,6.1; RL 6.2; RL 6.3; RL 6.5; RL 6.7; RL 6.9, RI 6.2; RI 6.4; RI 6.6; RI 6.7; RI 6.9,SL 6.1; SL6.2,W 6.4; W6.8; W6.9

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[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- One person can make a difference.
- Honoring the differences in others creates a more just world.
- The lessons of the Holocaust and its impact have an effect on our modern world.

Learning Objectives

The 6th Holocaust Education Curriculum is designed to create a basic understanding of the Holocaust. Students will participate in cross-curricular activities in order to develop a deeper understanding of the effects of hatred and a greater sense of tolerance towards others.

Activities are shaped to increase students' empathy by exposing them to the hardships and injustices inflicted on the victims of the Holocaust. Through the use of exemplar texts, the use of multiple media sources, and shared experiences designed to increase tolerance, lessons will focus on increasing tolerance and helping students translate the lessons learned about the Holocaust into a greater sense of social conscience and justice in their daily lives.

Students will be able to...

- Articulate a basic understanding of the Holocaust.
- Recognize that hatred and bullying lead to greater societal harm.
- Recognize real people and fictional characters that made a difference by standing up for others.
- Determine the relevance of the lessons of the Holocaust in our modern-day world

Unit 7 Name: The Roman World

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - 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.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.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

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.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..

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[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- Founding leaders and development of the Roman Republic and the building of the Roman Empire. They will also learn about the circumstances that led to the Fall of Rome and note the lasting contributions of the Roman Empire.
- Students will learn the roles of women and their impact on Roman civilizations and politics. (Women)
- Students will understand the development and role of Roman economics within the Republic and the Empire. (Economics)
- Students will recognize power and privilege within a government institution in the Republic and the Empire. (Civics)

Learning Objectives

Students will be able to...

- Understand how Rome's location and government impacted its rise as a world power.
- Articulate the reasons that Rome's tripartite government and written laws contributed to a stable society.
- Understand that wars and political crises marked the later years of the Roman Republic.
- Discuss how Julius Caesar and Augustus transitioned Rome from a republic into an empire.
- Recognize that Augustus led the Roman Empire to grow politically and economically, improving the lives of the Romans. Make connections between the features of Roman culture and modern features of our world today.
- Learn women's roles and their impact on Roman civilizations and policies. (Women)
- Understand the development and role of early economics of the Republic and the Empire. (Economics)
- Recognize power and privilege within a government institution in the Republic and the Empire. (Civics)
- Discuss the rise of Christianity and its influence on Roman history and beyond.

Unit 8 Name: Introduction to the Middle Ages

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) -

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism. •

6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

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[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- In this unit, students will learn about the renewal in Europe after the fall of the Roman empire. They will also learn about the circumstances that developed into Feudalism and the Middle Ages. Includes the impact of Islam on the Middle Ages.

Learning Objectives

Students will be able to...

- Explain that after the Roman Empire fell, Europe became an unstable and violent place.
- Recognize how feudalism emerged as a new social order of the Middle Ages.
- Impact of Islam in the Middle Ages.

Please contact the Content Supervisor for any questions.