

Marking Period	Unit 2	Recommended Instructional Days
Marking Period 1-2	Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)	35-45 Days
<b>NJSLS - World History/Global Studies 6.2</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b>		<p><b><u>Recommended Activities:</u></b></p> <ul style="list-style-type: none"> <li>● Do Nows - Exit Tickets</li> <li>● DBQ: Was Hammurabi’s Code Just?</li> <li>● DBQ: How Did the Nile River Shape Ancient Egypt?</li> <li>● Journal writing: write from the perspective of a member of a particular social class or from the point of view of somebody who has</li> </ul> <p><b><u>Optional Extension Activities:</u></b></p> <ul style="list-style-type: none"> <li>● SHED: What can we learn about Babylonia from Hammurabi’s Code?</li> <li>● Simulated archaeological dig</li> <li>● Further research into Early River Valley civilizations</li> <li>● Further research: compare and contrast Neanderthals and early Homo sapiens</li> <li>● Dr. Jared Diamond, Professor of Physiology at the University of California at Los Angeles and the author of the Pulitzer Prize winning book Guns, Germs, and Steel, has written that the agricultural revolution had both a bright and dark side. Ask students to write letters to Dr. Diamond based on the information in Student Handout 2.1. Ask them to agree or disagree that the coming of farming had both pros and cons</li> </ul>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Political and civil institutions impact all aspects of people’s lives</b>	6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	
<b>Social and political systems have protected and denied human rights (to varying degrees) throughout time.</b>	6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations	
<b>Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.</b>	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 Mode	
<b>The physical and human characteristics of places and</b>	6.2.8.GeoHE.2.a: Determine the extent to which geography	

<p><b>regions are connected to human identities and cultures.</b></p>	<p>influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</p>	<p>and to give reasons for their point of view. (See Farming: Pros &amp; Cons PDF</p> <ul style="list-style-type: none"> <li>● Debate what makes a human a human</li> <li>● Discuss and/or debate the meaning of civilization</li> <li>● Create a museum display</li> <li>● Explore archaeological digs online</li> <li>● Explore cave art</li> </ul> <p><b><u>Interdisciplinary Connections:</u></b></p> <ul style="list-style-type: none"> <li>● Science: Explore irrigation techniques and how they are used to grow food.</li> <li>● Economics: Evaluating trade and its importance to society.</li> <li>● Language Arts: Explore the birth of written language and how the practice was standardized.</li> <li>● Music: Examine instruments from the ancient Valley Civilizations.</li> <li>● Art: Analyze art during the time, comparing and contrasting each civilization to one another.</li> </ul> <p><b><u>New Jersey Legislative Statutes and Administrative</u></b></p> <ul style="list-style-type: none"> <li>● <b>Amistad Law: N.J.S.A. 18A 52:16A-88</b> <ul style="list-style-type: none"> <li>○ <b>Conduct a DO NOW where students explore the importance of agriculture to civilizations, and how that importance led to the Civil War and showcased the importance of African Americans to the U.S. success.</b></li> </ul> </li> <li>● <b>LGBT+ and Disabilities Law: N.J.S.A. 18A:35-4.35</b> <ul style="list-style-type: none"> <li>○ <b>Evaluate and analyze the impact Hatshepsutt had on the ancient world and her accomplishments.</b></li> </ul> </li> </ul>
<p><b>Economic interdependence is impacted by increased specialization and trade.</b></p>	<p>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.</p>	
<p><b>Chronological sequencing helps us understand the interrelationship of historical events.</b></p>	<p>6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	
<p><b>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</b></p>	<p>6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p>	
<p><b>Historians develop arguments using evidence from multiple relevant historical sources</b></p>	<p>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.</p>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b></p>		

<b>Disciplinary Strand: Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Political and civil institutions impact all aspects of people's lives</b>	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	<p><b><u>Unit Overarching Essential Question:</u></b></p> <ul style="list-style-type: none"> <li>● A. Civics, Government, and Human Rights                             <ul style="list-style-type: none"> <li>○ How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>○ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> </ul> </li> <li>● B. Geography, People, and the Environment                             <ul style="list-style-type: none"> <li>○ How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> </ul> </li> <li>● C. Economics, Innovation, and Technology                             <ul style="list-style-type: none"> <li>○ How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>○ How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> </ul> </li> <li>● D. History, Culture, and Perspectives                             <ul style="list-style-type: none"> <li>○ How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> </ul> </li> </ul>
<b>Governments have different structures which impact development (expansion) and civic participation.</b>	<p>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).</p> <p>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.</p> <p>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</p>	

<p><b>Civic participation and deliberation are the responsibility of every member of society</b></p>	<p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national</p>	<ul style="list-style-type: none"> <li>○ How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> </ul>
<p><b>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.</b></p>	<p>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,</p>	
<p><b>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.</b></p>	<p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>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).</p> <p>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</p>	

<p><b>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</b></p>	<p>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.</p> <p>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.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>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.</p>	
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	<p>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.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p>	
<p><b>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural</b></p>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p>	
<p><b>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</b></p>	<p>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).</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p>	
<p><b>Social Studies Practices</b></p>		
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources (sourcing; contextualization; corroboration)</li> </ul>		

<ul style="list-style-type: none"> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul>		
<p align="center"><b>Social and Emotional Learning: Competencies</b></p>	<p align="center"><b>Social and Emotional Learning: Sub-Competencies</b></p>	
<ul style="list-style-type: none"> <li>● Self- awareness</li> <li>● Social Awareness</li> <li>● Self- Management</li> <li>● Relationship Skills</li> <li>● Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>● Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>● Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>● Utilize positive communication and social skills to interact effectively with others.</li> <li>● Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>	

<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Do Nows - Exit Tickets</li> <li>● DBQ: Was Hammurabi’s Code Just?</li> <li>● SHED: What can we learn about Babylonia from Hammurabi’s Code?</li> <li>● Journal writing: write from the perspective of a member of a particular social class or from the point of view of somebody who has                             <ul style="list-style-type: none"> <li>● traveled back in time</li> <li>● Performances</li> <li>● Political Cartoons</li> <li>● Data Based Questions</li> </ul> </li> <li>● Persuasive/Expository Writing Prompts</li> <li>● Other Assessments:                             <ul style="list-style-type: none"> <li>● Current Events Journal</li> <li>● Quizzes</li> <li>● Flip Books</li> <li>● Debates/Discussions</li> <li>● Data Based Questions</li> <li>● Persuasive/Expository Writing Prompts</li> </ul> </li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>● District Assessment</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Document Analysis - Research various topics of the</li> <li>● DBQ: Was Hammurabi’s Code Just?                             <ul style="list-style-type: none"> <li>○ Essay/Objectives/Debate.Project</li> </ul> </li> <li>● DBQ: How Did the Nile River Shape Ancient Egypt?                             <ul style="list-style-type: none"> <li>○ Essay/Objectives/Debate.Project”</li> </ul> </li> <li>● Tests/Assessments</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>● McGraw Hill, <i>World History &amp; Geography</i></li> </ul>	<ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● Pearson’s Pacemaker Series</li> </ul>	<ul style="list-style-type: none"> <li>● Bilingual dictionary</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled readings</li> <li>● Novels; periodicals</li> <li>● Leveled Assessments</li> </ul>



<ul style="list-style-type: none"> <li>● Pearson, <i>The African-American Odyssey</i></li> <li>● Pearson’s Pacemaker Series, World History</li> <li>● Amistad Curriculum</li> <li>● Holocaust &amp; Genocide Education Curriculum</li> <li>● DBQ Online</li> <li>● JStor</li> <li>● NewsELA</li> <li>● Cicero: History Beyond the Textbook</li> <li>● ArcGIS</li> <li>● American Reading Company Thematic Text Sets: World Mythology &amp; Ancient Civilizations</li> </ul>	<ul style="list-style-type: none"> <li>● DBQ Online</li> <li>● ProEd Shorts</li> <li>● NewsELA</li> <li>● Videos</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> <li>● McGraw Hill, <i>World History &amp; Geography</i></li> <li>● Pearson, <i>The African-American Odyssey</i></li> <li>● Pearson’s Pacemaker Series, World History</li> <li>● Amistad Curriculum</li> <li>● Holocaust &amp; Genocide Education Curriculum</li> <li>● DBQ Online</li> <li>● JStor</li> <li>● NewsELA</li> <li>● Cicero: History Beyond the Textbook</li> <li>● ArcGIS</li> <li>● American Reading Company Thematic Text Sets: World Mythology &amp; Ancient Civilizations</li> </ul>	<ul style="list-style-type: none"> <li>● Modified assessments and/or rubric</li> <li>● Videos in their native language</li> <li>● Pearson’s Pacemaker Series</li> <li>● ProEd Shorts</li> <li>● NewsELA</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment activities &amp; projects</li> <li>● Choice Boards</li> <li>● Inquiry projects</li> <li>● Genius Hour Projects</li> <li>● McGraw Hill, <i>World History &amp; Geography</i></li> <li>● Pearson, <i>The African-American Odyssey</i></li> <li>● Pearson’s Pacemaker Series, World History</li> <li>● Amistad Curriculum</li> <li>● Holocaust &amp; Genocide Education Curriculum</li> <li>● DBQ Online</li> <li>● JStor</li> <li>● NewsELA</li> <li>● Cicero: History Beyond the Textbook</li> <li>● ArcGIS</li> <li>● American Reading Company Thematic Text Sets: World Mythology &amp; Ancient Civilizations</li> </ul>
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**Supplemental Resources**

**Technology:**

- Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot,

**Other:**

- Novels, Periodicals, Maps, artifacts, JStor, ARC’s Research Lab, NewsELA, DBQ Online

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>● Provide individual instruction as needed</li> <li>● Modify assessments and/or rubrics</li> <li>● Repeat instructions as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> <li>● Multi-sensory (VAKT) approach during instruction</li> <li>● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>● Modify test content and/or format</li> <li>● Retakes</li> <li>● Additional time</li> <li>● Preferential seating</li> <li>● Review, restate and repeat directions; written directions</li> <li>● Study guides</li> <li>● Break assignments into segments of shorter tasks</li> <li>● Oral rather than written answers</li> </ul>	<ul style="list-style-type: none"> <li>● Modified activities</li> <li>● Extend time requirements</li> <li>● Preferred seating</li> <li>● Checks for understanding/review</li> <li>● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Reading materials in the native language</li> <li>● Watching videos in the native language</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting &amp; acceleration</li> <li>● Leveled readings</li> <li>● Leveled Assessments</li> <li>● Enrichment activities &amp; projects</li> <li>● Choice Boards</li> <li>● Inquiry projects</li> </ul>

<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>● Standard 9.1 Personal Financial Literacy</li> <li>● Standard 9.2 Career Awareness, Exploration, Preparation and Training</li> <li>● Standard 9.3: Career and Technical Education</li> <li>● Standard 9.4 Life Literacies and Key Skills</li> </ul>	<p><b>Disciplinary Concepts:</b></p> <ul style="list-style-type: none"> <li>● Financial health</li> <li>● Financial Landscape</li> <li>● Money Management</li> <li>● Career Awareness and Planning</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem-solving</li> <li>● Digital Citizenship</li> <li>● Global and Cultural Awareness</li> <li>● Information and Media Literacy</li> <li>● Technology Literacy</li> </ul>	
	<p><b>Core Ideas:</b></p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>
	<p><b>Performance Expectation/s:</b></p>	<p>Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) •</p>

		Information and Media Literacy (IML) • Technology Literacy (TL)
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p>Continually self-reflects and seek to improve historical thinking skills:</p> <ul style="list-style-type: none"> <li>● Critical Thinking &amp; Problem Solving</li> <li>● Creativity and Innovation</li> <li>● Collaboration, Teamwork and Leadership</li> <li>● Cross-Cultural Understanding and Interpersonal Communications</li> <li>● Communication and Media Fluency</li> <li>● Accountability, Productivity and Ethics</li> </ul> <p>Evaluate resources, understand author bias, and evaluate echo chambers; Uses effective communication and collaboration skills and resources to interact with a global society; Plans, executes, and alters goals in response to changing societal and economic conditions; Seeks to attain skill and content mastery to achieve success in a chosen career path.</p>	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
<b>X</b>	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	<b>X</b>	Holocaust Law: <i>N.J.S.A. 18A:35- 28</i>	<b>X</b>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	<b>X</b>	Standards in Action: <i>Climate Change</i>