

2022 Social Studies Curriculum

Grade 6

Born on August 23, 2022 by the South Bergen Jointure Commission Board of Education

Revisions adopted on August 22, 2023 by the South Bergen Jointure Commission Board of Education

Aligned to the [2020 New Jersey Student Learning Standards for Social Studies \(NJSLS-SS\)](#)



The mission of the South Bergen Jointure Commission is to unlock the potential of every student. As a leading educational provider, we will focus on the development of each student's social, emotional, and academic needs. By fostering an environment that is supportive and challenging, we will empower students to maximize their independence and potential in becoming fulfilled and productive members of their community.

2020 New Jersey Student Learning Standards for Social Studies (NJSLSS)

6.2 World History

Eras 1-3

Era 1. The Beginnings of Human Society

- 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.

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

- 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.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- 6.2.8.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.

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

- 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.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 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.

Related NJDOE Curriculum Mandates: Grades 6-8

Mandate	NJ Commission Sites and Legislation	NJDOE Instructional Resources	Grade Specific Curriculum Connection/Location
Amistad Commission (K-12)	NJ Amistad Commission NJ Legislation: Amistad	Breaking Bias: Lessons from the Amistad	January Chapter 5: Mediterranean Kingdoms: 2000 BC-500 BC NJSLS Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
Holocaust Commission (K-12)	NJ Commission on Holocaust Education NJ Legislation: Holocaust/Genocide Education	Holocaust Curriculum Guides NJDOE: Holocaust Grades 6-8 Curriculum Unit 1: Prejudice and Discrimination Unit 2: The World Changes - From Prejudice to Policy Unit 3: Life in the Ghettos and Camps Unit 4: Hiding, Escape, and Rescue Unit 5: Resistance and Resilience Unit 6: Aftermath and Legacy of the Holocaust	
AAPJ Mandate (K-12)	NJ Asian American Heritage Commission NJ Legislation: AAPJ	Asian American and Pacific Islander Heritage and History in the U.S. The Wing Luke Museum of the Asian Pacific American Experience	
Diversity, Equity and Inclusion (K-12)	NJ Legislation: DEI	Diversity, Equity & Inclusion Educational Resources	
Individuals with Disabilities and LGBT (6-12)	NJ Legislation: Disabilities & LGBT	- Sample Activities/Lessons (K-12) - Culturally Responsive Practices	

**SOCIAL STUDIES
GRADE 6: PACING GUIDE**

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Chapter 1: What is History? NJSLS Era 1. The Beginnings of Human Society 6.2.8.GeoPP.1.a 6.2.8.GeoPP.1.b 6.2.8.HistoryCC.1.a 6.2.8.HistoryCC.1.b 6.2.8.HistoryCC.1.c 6.2.8.HistoryCC.1.d 6.2.8.HistorySE.1.a	Chapter 2: Early Humans: The Story Begins NJSLS Era 1. The Beginnings of Human Society 6.2.8.GeoPP.1.a 6.2.8.GeoPP.1.b 6.2.8.HistoryCC.1.a 6.2.8.HistoryCC.1.b 6.2.8.HistoryCC.1.c 6.2.8.HistoryCC.1.d 6.2.8.HistorySE.1.a Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) 6.2.8.CivicsPI.2.a 6.2.8.CivicsHR.2.a 6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a 6.2.8.GeoGE.2.a 6.2.8.HistoryCC.2.a 6.2.8.HistoryCC.2.b 6.2.8.HistoryCC.2.c 6.2.8.HistoryCA.2.a	Chapter 3: Sumerians: The First Great Civilizations 5000 BC-200 BC NJSLS Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) 6.2.8.CivicsPI.2.a 6.2.8.CivicsHR.2.a 6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a 6.2.8.GeoGE.2.a 6.2.8.HistoryCC.2.a 6.2.8.HistoryCC.2.b 6.2.8.HistoryCC.2.c 6.2.8.HistoryCA.2.a	Chapter 4: Ancient Egypt: Land of the Pharos: 5000 BC-1000 BC NJSLS Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) 6.2.8.CivicsPI.2.a 6.2.8.CivicsHR.2.a 6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a 6.2.8.GeoGE.2.a 6.2.8.HistoryCC.2.a 6.2.8.HistoryCC.2.b 6.2.8.HistoryCC.2.c 6.2.8.HistoryCA.2.a	Chapter 5: Mediterranean Kingdoms: 2000 BC-500 BC NJSLS Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) 6.2.8.CivicsPI.3.a 6.2.8.CivicsDP.3.a 6.2.8.CivicsDP.3.b 6.2.8.CivicsHR.3.a 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b 6.2.8.EconEM.3.a 6.2.8.EconGE.3.a 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.b 6.2.8.HistoryUP.3.c 6.2.8.HistoryCA.3.a 6.2.8.HistoryCA.3.b *NJDOE Curriculum Mandates
FEBRUARY	MARCH	APRIL	MAY	JUNE
Chapter 6: Early Civilizations of India, China and the Americas: 3000 BC-200 BC	Chapter 7: Greek City-States and the Golden Age: 1500 BC - 400 BC	Chapter 8: Alexander the Great: 360 BC-320 BC	Chapter 9: The Rise of Rome: 800 BC-AD 400	Chapter 10: The Barbarians and the Vikings: AD 400-1100
NJSLS Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) 6.2.8.CivicsPI.3.a, 6.2.8.CivicsDP.3.a, 6.2.8.CivicsDP.3.b, 6.2.8.CivicsHR.3.a, 6.2.8.GeoPP.3.a, 6.2.8.GeoPP.3.b, 6.2.8.EconEM.3.a, 6.2.8.EconGE.3.a, 6.2.8.HistoryCC.3.a, 6.2.8.HistoryUP.3.a, 6.2.8.HistoryUP.3.b, 6.2.8.HistoryUP.3.c, 6.2.8.HistoryCA.3.a, 6.2.8.HistoryCA.3.b				

SOCIAL STUDIES
GRADE 6: COURSE OVERVIEW

MONTH	TOPICS	VOCABULARY	STUDENT LEARNING OBJECTIVES	ASSESSMENT
September	- What is History? - History is All About Changes - Historians and Archaeologists - Maps and Timelines	- History - Slavery - Revolution - Industry - Agriculture - Development - Imperialism - Culture - Historian - Border - Primary Source - Civilization - Archaeologist - Artifact - CE - BCE	Students will be able to: - To explain why life in ancient times was just as exciting as life today. - To describe how historians and archaeologists learn about the past. - To explain why people make maps and how to use a timeline.	Pacemaker: World History Chapter Mastery Test - Test A: General - Test B: Modified <u>Group Assessment Option</u> Work in groups of two or three. Suppose you are archaeologists who have uncovered the remains of an ancient city. What artifacts do you hope to find? Make a list of top 10 artifacts that you think you will tell you the most about life in the ancient city, PCI Education: World History Shorts 1 Chapter Quiz
NJSLS.SS	MATERIALS		OUTLINE	
<u>NJSLS</u> Era 1. The Beginnings of Human Society 6.2.8.GeoPP.1.a 6.2.8.GeoPP.1.b 6.2.8.HistoryCC.1.a 6.2.8.HistoryCC.1.b 6.2.8.HistoryCC.1.c 6.2.8.HistoryCC.1.d 6.2.8.HistorySE.1.a	Textbooks - Pacemaker: World History - PCI Education: World History Shorts 1 Online Resources - IXL - Flocabulary - BrainPOP SmartBoard Activities Teacher Made Activities - PowerPoint Presentations - Worksheets		Pacemaker: World History Chapter 1: What is History? - Lesson 1-1: History is All About Changes - Lesson 1-2: Historians and Archaeologists - Lesson 1-3: Maps and Timelines PCI Education: World History Shorts 1 - The Beginning of Civilization	

MONTH	TOPICS	VOCABULARY	STUDENT LEARNING OBJECTIVES	ASSESSMENT
October	- Early Humans - The Hunters - The Agricultural Revolution - The Fertile Crescent	Ice Age Glacier Stone Age Settlement Specialize Craft Fertile Crescent Fertile	Students will be able to: - Understand how humans began to hunt and what happened after the ice age - Explain how the development of agriculture changed the world - Describe the area known as the Fertile Crescent	Pacemaker: World History Chapter Mastery Test - Test A: General - Test B: Modified <u>Group Assessment Option</u> Form a group of three of four students. Discuss the ways life in early villages was like life in towns and cities today. Make a list of the ways they were alike. Share the list with the rest of the class.
NJSLS.SS	MATERIALS	OUTLINE		
<u>NJSLS</u> Era 1. The Beginnings of Human Society 6.2.8.GeoPP.1.a 6.2.8.GeoPP.1.b 6.2.8.HistoryCC.1.a 6.2.8.HistoryCC.1.b 6.2.8.HistoryCC.1.c 6.2.8.HistoryCC.1.d 6.2.8.HistorySE.1.a Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) 6.2.8.CivicsPI.2.a 6.2.8.CivicsHR.2.a 6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a 6.2.8.GeoGE.2.a 6.2.8.HistoryCC.2.a 6.2.8.HistoryCC.2.b 6.2.8.HistoryCC.2.c 6.2.8.HistoryCA.2.a	Textbooks - Pacemaker: World History - PCI Education: World History Shorts 1 Online Resources - IXL - Flocabulary - BrainPOP SmartBoard Activities Teacher Made Activities - PowerPoint Presentations - Worksheets	Pacemaker: World History Chapter 2: Early Humans: The Story Begins - Lesson 2-1: The Hunters - Lesson 2-2: The Agricultural Revolution - Lesson 2-3: The Fertile Crescent PCI Education: World History Shorts 1 - The Beginning of Civilization		
				PCI Education: World History Shorts 1 Chapter Quiz

MONTH	TOPICS	VOCABULARY	STUDENT LEARNING OBJECTIVES	ASSESSMENT
November	- Sumerians: 5000-2000 B.C. - Civilizations - City-States - Inventions - Life in Sumer	Swamp Irrigate Canal Dike Merchant Goods Temple Goddess Priest City-state Independent Tablet Cuneiform Scribe Contract Chariot Pictograph Create Noble	Students will be able to: - Explain why the civilization of Sumer grew - Discuss the growth of Sumerian city-states - Name the most important Sumerian inventions - Describe life in Sumer	Pacemaker: World History Chapter Mastery Test - Test A: General - Test B: Modified <u>Group Assessment Option</u> Choose five items found in your classroom and draw a symbol for each. Work in small groups to see if you can guess what one another's symbols represent. Once you have determined what each symbol means, create a sentence by putting certain symbols next to each other in a row. Present your group's sentence to the class to see if your classmates can guess what it says.
NJSLS.SS	MATERIALS	OUTLINE		
<u>NJSLS</u> Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) 6.2.8.CivicsPI.2.a 6.2.8.CivicsHR.2.a 6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a 6.2.8.GeoGE.2.a 6.2.8.HistoryCC.2.a 6.2.8.HistoryCC.2.b 6.2.8.HistoryCC.2.c 6.2.8.HistoryCA.2.a	Textbooks - Pacemaker: World History - PCI Education: World History Shorts 1 Online Resources - IXL - Flocabulary - BrainPOP SmartBoard Activities Teacher Made Activities - PowerPoint Presentations - Worksheets	Pacemaker: World History Chapter 3: Sumerians : The First Great Civilization - Lesson 3-1: The Sumerian Civilization - Lesson 3-2: Sumerian City-States - Lesson 3-3: Sumerian Inventions PCI Education: World History Shorts 1 - A New Set of Laws		
		PCI Education: World History Shorts 1 Chapter Quiz		

MONTH	TOPICS	VOCABULARY	STUDENT LEARNING OBJECTIVES	ASSESSMENT
December	- Ancient Egypt: 5000-1000 B.C. - Egypt and the Nile - The Pyramids - Egyptian Culture	Desert Pyramid Upstream Transport Unite Mummy Pharaoh Hieroglyphics Tax Papyrus Tomb Translate	Students will be able to: - Explain why people settled along the Nile River - Explain why the pharaohs had their people build pyramids - Describe Egyptian culture	Pacemaker: World History Chapter Mastery Test - Test A: General - Test B: Modified <u>Group Assessment Option</u> What a small group, create a trivia game about the pyramids of Egypt. Use information from this chapter, encyclopedias, other books and the internet. New information about the pyramids is available from ongoing archaeological digs.
NJSLS.SS	MATERIALS	OUTLINE		
<u>NJSLS</u> Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) 6.2.8.CivicsPI.2.a 6.2.8.CivicsHR.2.a 6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a 6.2.8.GeoGE.2.a 6.2.8.HistoryCC.2.a 6.2.8.HistoryCC.2.b 6.2.8.HistoryCC.2.c 6.2.8.HistoryCA.2.a	Textbooks - Pacemaker: World History - PCI Education: World History Shorts 1 Online Resources - IXL - Flocabulary - BrainPOP SmartBoard Activities Teacher Made Activities - PowerPoint Presentations - Worksheets	Pacemaker: World History Chapter 4: Ancient Egypt: Land of the Pharaohs - Lesson 4-1: Egypt and the Nile - Lesson 4-2: The Pyramids - Lesson 4-3: Egyptian Culture PCI Education: World History Shorts 1 - The Gift of the Nile		
				PCI Education: World History Shorts 1 Chapter Quiz

MONTH	TOPICS	VOCABULARY		STUDENT LEARNING OBJECTIVES	ASSESSMENT
January	- Mediterranean Kingdoms: 2000-500 B.C. - The Phoenicians - The Israelites - The Babylonians - The Hittites - The Assyrians	Navigate Colony Worship Bible Nomad Commandment Judaism Christianity Conquer	Capital Religious Empire Code Treaty Military Siege Tribute	Students will be able to: - Explain the importance of the sea in the Phoenician civilization - Explain the importance of religion to the ancient Israelites - Understand why Babylon was one of the greatest cities in the ancient world - Understand why the Hittites were so powerful in the eastern Mediterranean - Describe the military society of the Assyrians	Pacemaker: World History Chapter Mastery Test - Test A: General - Test B: Modified <u>Group Assessment Option</u> In a group of three or four, make a poster promoting one of the Mediterranean kingdoms. Be sure to talk about the religion, laws or any special developments of that empire. Discuss what you think life would have been like in that kingdom. Share with the class the information from your poster about your chosen empire.
NJSLS.SS	MATERIALS			OUTLINE	
NJSLS Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) 6.2.8.CivicsPI.3.a 6.2.8.CivicsDP.3.a 6.2.8.CivicsDP.3.b 6.2.8.CivicsHR.3.a 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b 6.2.8.EconEM.3.a 6.2.8.EconGE.3.a 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.b 6.2.8.HistoryUP.3.c 6.2.8.HistoryCA.3.a 6.2.8.HistoryCA.3.b	Textbooks - Pacemaker: World History - PCI Education: World History Shorts 1 Online Resources - IXL - Flocabulary - BrainPOP SmartBoard Activities Teacher Made Activities - PowerPoint Presentations - Worksheets			Pacemaker: World History Chapter 5: Mediterranean Kingdoms - Lesson 5-1: The Phoenicians - Lesson 5-2: The Israelites - Lesson 5-3: The Babylonians - Lesson 5-4: The Hittites - Lesson 5-5: The Assyrians PCI Education: World History Shorts 1 - The Growth of Christianity	PCI Education: World History Shorts 1 Chapter Quiz NJDOE Curriculum Mandate Connections - Holocaust Mandate NJDOE: Holocaust Grades 6-8 Curriculum - Amistad Mandate - AAPI Mandate - Diversity, Equity and Inclusion Mandate

MONTH	TOPICS	VOCABULARY		STUDENT LEARNING OBJECTIVES	ASSESSMENT
February	- Early Civilizations of India, China, and the Americas 3000-200 B.C. - Ancient India - Buddhism - Early China - Early America	Conqueror Hinduism Class Caste Soul Reincarnation Buddhism Buddha Enlightened	Emperor Foreign Ancestor Dynasty Barrier Raid Isolate Collapse Shrine	Students will be able to: - Describe civilization along the Indus River Valley - Understand Buddhism and how it came about - Describe the early Chinese civilization that lived in the Huang He Valley - Understand life in the early Americas	Pacemaker: World History Chapter Mastery Test - Test A: General - Test B: Modified <u>Group Assessment Option</u> Form groups of three or four. Create a guidebook to the most interesting structures in the world. You might begin with the Great Wall of China or the Great Pyramid of Egypt. Ask classmates to name places they have been to or know about. Do some further research. Arrange your guidebook in some kind of order, such as alphabetical or geographical.
NJSLS.SS	MATERIALS		OUTLINE		
NJSLS Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) 6.2.8.CivicsPI.3.a 6.2.8.CivicsDP.3.a 6.2.8.CivicsDP.3.b 6.2.8.CivicsHR.3.a 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b 6.2.8.EconEM.3.a 6.2.8.EconGE.3.a 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.b 6.2.8.HistoryUP.3.c 6.2.8.HistoryCA.3.a 6.2.8.HistoryCA.3.b	Textbooks - Pacemaker: World History - PCI Education: World History Shorts 1 Online Resources - IXL - Flocabulary - BrainPOP SmartBoard Activities Teacher Made Activities - PowerPoint Presentations - Worksheets		Pacemaker: World History Chapter 6: Early Civilizations of India, China and the Americas - Lesson 6-1: Ancient India - Lesson 6-2: Buddhism - Lesson 6-3: Early China - Lesson 6-4: Early America PCI Education: World History Shorts 1 - India's Caste System		

MONTH	TOPICS	Vocabulary		STUDENT LEARNING OBJECTIVES	ASSESSMENT
March	- Greek City-States and the Golden Age: 1500-400 B.C. - The Sea and Ancient Greece - Athens and Sparta - Fighting in Greece - Gifts from the Greeks	Govern Tyrant Democracy Citizen Vote Expand Hostility Acropolis Myth	Laborer Revolt Constitution Revolt Jury Democratic Plague Architecture Athlete	Students will be able to: - Explain the importance of the sea and trading in Greek life - Compare life in Sparta and Athens - Describe the series of the wars the Greeks fought - Identify the gifts that Greeks gave us that are part of life today.	Pacemaker: World History Chapter Mastery Test - Test A: General - Test B: Modified <u>Group Assessment Option</u> Form a group of three or four. Make a poster about the most recent Olympics. Feature your group's favorite Olympic star.
NJSLS.SS	MATERIALS			OUTLINE	PCI Education: World History Shorts 1 Chapter Quiz
<u>NJSLS</u> Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) 6.2.8.CivicsPI.3.a 6.2.8.CivicsDP.3.a 6.2.8.CivicsDP.3.b 6.2.8.CivicsHR.3.a 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b 6.2.8.EconEM.3.a 6.2.8.EconGE.3.a 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.b 6.2.8.HistoryUP.3.c 6.2.8.HistoryCA.3.a 6.2.8.HistoryCA.3.b	Textbooks - Pacemaker: World History - PCI Education: World History Shorts 1 Online Resources - IXL - Flocabulary - BrainPOP SmartBoard Activities Teacher Made Activities - PowerPoint Presentations - Worksheets			Pacemaker: World History Chapter 7: Greek City-States and the Golden Age - Lesson 7-1: The Sea and Ancient Greece - Lesson 7-2: Athens and Sparta - Lesson 7-3: Fighting in Greece - Lesson 7-4: Gifts from the Greek PCI Education: World History Shorts 1 - Struggle for Power	

MONTH	TOPICS	VOCABULARY	STUDENT LEARNING OBJECTIVES	ASSESSMENT
April	- Alexander the Great: 360-320 B.C. - King Philip and Alexander - Alexander's Conquests - The End of an Empire	- assassinate - campaign - ambition - founded - general	Students will be able to: - To explain how Alexander became ruler of Greece - To tell why Alexander was called the Great Conqueror - To explain the reason for the end of Alexander's empire	Pacemaker: World History Chapter Mastery Test - Test A: General - Test B: Modified <u>Group Assessment Option</u> In a group of three or four, write a mini biography of Alexander the Great. Include basic information such as his birth, accomplishments, and death. Include information from multiple sources. In the last paragraph of your biography, express your opinion of Alexander. Tell why you think he was able to do so much during his short life.
NJSLS.SS	MATERIALS	OUTLINE		
<u>NJSLS</u> Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) 6.2.8.CivicsPI.3.a 6.2.8.CivicsDP.3.a 6.2.8.CivicsDP.3.b 6.2.8.CivicsHR.3.a 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b 6.2.8.EconEM.3.a 6.2.8.EconGE.3.a 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.b 6.2.8.HistoryUP.3.c 6.2.8.HistoryCA.3.a 6.2.8.HistoryCA.3.b	Textbooks - Pacemaker: World History - PCI Education: World History Shorts 1 Online Resources - IXL - Flocabulary - BrainPOP SmartBoard Activities Teacher Made Activities - PowerPoint Presentations - Worksheets	Pacemaker: World History Chapter 8: Alexander the Great - Lesson 8-1: King Philip and Alexander - Lesson 8-2: Alexander's Conquests - Lesson 8-3: The End of the Empire PCI Education: World History Shorts 1 - Alexander the Great		
				PCI Education: World History Shorts 1 Chapter Quiz

MONTH	TOPICS	VOCABULARY	STUDENT LEARNING OBJECTIVES	ASSESSMENT
May	- The Rise of Rome 800 B.C.- A.D. 400 - How Rome Grew Powerful - Julius Caesar - The Roman Empire - Roman Society - Christianity in Rome - The End of the Empire	- Peninsula - Republic - Elect - Representative - Senate - Province - Governor - Civil War - Forum - Pax Romana - Aqueduct - Gospel - Enslaved - Persecute - Convert - Bishop - Pope	Students will be able to: - To describe how Rome grew powerful - To explain the role of Julius Caesar in early Rome - To describe the beginnings of the Roman Empire - To describe Roman society - To describe the rise of Christianity in Rome - To explain why the Roman Empire began to fall	Pacemaker: World History Chapter Mastery Test - Test A: General - Test B: Modified <u>Group Assessment Option</u> Form a group of five or six. You are some of Rome's leading citizens in the Roman Republic. Caesar has been doing some good things in Rome, and he has just refused the crown. Still, are you worried that the end of the Republic is in sight? What will you say to your friends about your concerns? Write and perform a skit for the rest of the class. PCI Education: World History Shorts 1 Chapter Quiz
NJSLS.SS	MATERIALS	OUTLINE		
<u>NJSLS</u> Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) 6.2.8.CivicsPI.3.a 6.2.8.CivicsDP.3.a 6.2.8.CivicsDP.3.b 6.2.8.CivicsHR.3.a 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b 6.2.8.EconEM.3.a 6.2.8.EconGE.3.a 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.b 6.2.8.HistoryUP.3.c 6.2.8.HistoryCA.3.a 6.2.8.HistoryCA.3.b	Textbooks - Pacemaker: World History - PCI Education: World History Shorts 1 Online Resources - IXL - Flocabulary - BrainPOP SmartBoard Activities Teacher Made Activities - PowerPoint Presentations - Worksheets	Pacemaker: World History Chapter 9: The Rise of Rome - Lesson 9-1: How Rome Grew Powerful - Lesson 9-2: Julius Caesar - Lesson 9-3: The Roman Empire - Lesson 9-4: Roman Society - Lesson 9-5: Christianity in Rome - Lesson 9-6: The End of the Empire PCI Education: World History Shorts 1 - The Roman Republic - The Growth of Christianity		

MONTH	TOPICS	VOCABULARY	STUDENT LEARNING OBJECTIVES	ASSESSMENT
June	• The Barbarians and the Vikings • The Fall of the Western Roman Empire • The Byzantine Empire • The Vikings	• Middle Ages • Frontier • Uncivilized • Primitive Barbarians • Exiled • Saga • Tradition	Students will be able to: • To explain the role of barbarian tribes in the fall of the Western Roman Empire • To tell why the Eastern Roman Empire did so well • To explain how the vikings influenced many parts of the world	Pacemaker: World History Chapter Mastery Test - Test A: General - Test B: Modified <u>Group Assessment Option</u> In a group of two or three, research Viking life. Write a short account- a skit, story, or other piece of creative writing- about your topic. Then present your findings to the class. Sample subjects are: a news story of a Viking trade voyage or raid, a journal of a Viking discovering and settling in a new land, a Viking saga or a skit about a Viking village. PCI Education: World History Shorts 1 Chapter Quiz
NJSLS.SS		MATERIALS	OUTLINE	
<u>NJSLS</u> Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) 6.2.8.CivicsPI.3.a 6.2.8.CivicsDP.3.a 6.2.8.CivicsDP.3.b 6.2.8.CivicsHR.3.a 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b 6.2.8.EconEM.3.a 6.2.8.EconGE.3.a 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.b 6.2.8.HistoryUP.3.c 6.2.8.HistoryCA.3.a 6.2.8.HistoryCA.3.b	Textbooks • Pacemaker: World History • PCI Education: World History Shorts 1 Online Resources • IXL • Flocabulary • BrainPOP SmartBoard Activities Teacher Made Activities • PowerPoint Presentations • Worksheets	Pacemaker: World History Chapter 10: The Barbarians and the Vikings • Lesson 10-1: The Fall of the Western Roman Empire • Lesson 10-2: The Byzantine Empire • Lesson 10-3: The Vikings PCI Education: World History Shorts 1 • The Fall of the Roman Empire • The Rise and Fall of the Byzantine Empire		

SOCIAL STUDIES: MIDDLE SCHOOL WORLD HISTORY CURRICULUM MAP

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