

6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Unit I: Paleolithic & Nomadic Eras

Time Frame	Content / Topic	Observable Proficiencies / Skills	NJCCS/CCS	Observable Performance Assessments	Materials Used
4 weeks	<p>How did hunter/gatherers adapt to their physical environments using resources, the natural world, and technological advancements?</p> <p>How did the agricultural revolution lead to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies?</p> <p>How does archaeology provide historical and scientific explanations for how ancient people lived?</p>	<p>Compare and contrast lives of early hunters/gatherers to those who lived in agrarian societies.</p> <p>Explain the various migratory patterns of people who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration.</p> <p>Compare and contrast how nomadic and agrarian societies used land and natural resources.</p> <p>Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent developments of civilizations.</p> <p>Determine the impact of technological advancements on hunter/gatherer and agrarians societies.</p> <p>Demonstrate an understanding of pre-agricultural periods in terms of relative length of time.</p> <p>Relate the development of language and forms of writing to the expression of</p>	<p>A. Civics, Government , and Human Rights 6.2.8.A.1.a</p> <p>B. Geography, People, and the Environment 6.2.8.B.1.a 6.2.8.B.1.b</p> <p>C. Economics, Innovation, and Technology 6.2.8.C.1.a 6.2.8.C.1.b</p> <p>D. History, Culture, and Perspectives 6.2.8.D.1.a 6.2.8.D.1.b 6.2.8.D.1.c</p> <p>Language Arts L 7. 1, 2, 3, 4, 6</p>	<ul style="list-style-type: none"> • Compare and contrast the life and culture of hunters/gathers to that of agrarian societies by completing a Venn Diagram. • Simulate a migration to demonstrate the impact migration has on people and land. • Develop a cause and effect graphic organizer to impact of the agricultural revolution on population growth and subsequent developments of civilization. • Create a before and after product to demonstrate the impact of technological advancements on hunter/gatherer and agrarian societies • Simulate the impact of language and forms of writing by demonstrating its usefulness in expressing ideas, creating a cultural identity, and developing more complex social structures. 	

		<p>ideas, creation of cultural identity, and the development of more complex social structures.</p> <p>Explain how archaeological discoveries are used to develop and enhance understandings of life prior to written records.</p>	<p>LSS 7.7 W 7. 2, 4, 6 Educational Technology 8.1.8.D.1</p>	<ul style="list-style-type: none"> • Simulate an archeological dig as the source for knowledge on prehistoric people and analyze the remains to determine culture, life style, and geography. • Traditional Assessments 	
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Unit II: Geography

Time Frame	Content / Topic	Observable Proficiencies / Skills	NJCCS/CCS	Observable Performance Assessments	Materials Used
4 weeks	How does geography impact civilization?	<p>Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>Compare and contrast physical and political maps of ancient river valley civilizations with their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China) and their geo-political impact.</p> <p>Compare and contrast how geography and the availability of natural resources influenced the development of political, economic, and cultural systems of classical civilizations and provided motivation for expansion.</p>	<p>B. Geography, People, and the Environment 6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.B.3.a</p> <p>Language Arts LSS 7.8 L 7. 6 W 7. 7, 8 SL 7.1, 2, 4, 5</p> <p>Educational Technology 8.1.8.A.3 8.1.8.A.4</p>	<ul style="list-style-type: none"> • Construct a travel guide featuring the geography of the ancient river-valley civilizations with the intent of persuading a nomadic people to “settle” in a particular location. • Draw and label a diagram showing the features of a Sumerian-city-state. Your diagram must include the following: <ul style="list-style-type: none"> ○ River ○ City wall ○ Moat ○ Irrigation system ○ Location of crops <p>After the diagram is complete, select three of the features above on your diagram that were a Sumerian response to geographic challenges. For each of the three features briefly explain these points:</p> <ul style="list-style-type: none"> ○ What geographic challenge led to the feature? ○ How does the feature address the geographic challenge? • Pretend that you have been hired as to film a television documentary on the geography of the ancient and modern day China, India, Egypt, and Mesopotamia. The 	

				<p>documentary should clearly address this question: How has geography and resource allocation affected ancient to modern day China, Indian, Egypt, or Mesopotamia in terms of political, economic, and cultural development as well as the desire to expand?</p> <ul style="list-style-type: none"> • Produce a News Report about an event that impacted or is impacting the geography of China, India, Egypt, and Mesopotamia. <ul style="list-style-type: none"> ○ Provide background information ○ Synthesize the causes and determine the effects ○ Consider the future ○ Provides visual images (i.e. maps) • Analyze the relationship between the physical and political maps of ancient river valley civilizations with their modern counterparts and draw a conclusion about the role of geography on politics • Traditional assessments 	
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Unit III: Religion

Time Frame	Content / Topic	Observable Proficiencies / Skills	NJCCS/CCS	Observable Performance Assessments	Materials Used
8 weeks	What role does religion play in society?	<p>Analyze the impact of religion on daily life, government, and culture in various ancient and modern-day river valley civilizations.</p> <p>Compare and contrast the tenets of various world religions that developed in or around this time period, their patterns of expansion and response to the current challenges of globalization.</p> <p>Determine the extent to which religions, mythologies, and other belief systems played key roles in shaping the values of classical societies.</p>	<p>D. History, Culture, and Perspectives 6.2.8.D.2.a 6.2.8.D.3.e 6.2.8.D.3.f</p> <p>Language Arts LSS 7.8 L 7. 6 W 7. 7, 8 SL 7.1, 2, 4, 5</p> <p>Educational Technology 8.1.8.A.1</p>	<ul style="list-style-type: none"> • Compare and contrast the role of religion to society in ancient river civilizations with its role in the classical age and in society today. Draw a conclusion as to the purpose of religion in society. • Argue which religion has had the most influence on civilization. • Argue which religion will most successfully endure globalization. • Traditional Assessments 	

Unit IV: Government

Time Frame	Content / Topic	Observable Proficiencies / Skills	NJCCS/CCS	Observable Performance Assessments	Materials Used
<p>8 weeks</p>	<p>What purpose does government serve in a civilization?</p> <p>Where does government draw its power?</p> <p>How is power gained, used, and justified?</p>	<p>Explain why ancient river valley civilizations developed similar forms of government.</p> <p>Explain how codifying laws met the needs of ancient river valley societies.</p> <p>Analyze the factors that led to the rise and fall of the various ancient river valley civilizations and whether there was a common pattern of growth and decline.</p> <p>Compare and contrast the various methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rules of China and India to control and unify their expanding empires.</p> <p>Compare and contrast the American legal system and the legal systems of classical civilizations, and the extent to which the early systems influenced the current legal system.</p> <p>Relate the Chinese dynastic system to the longevity of authoritarian rule in China.</p> <p>Determine common factors that contributed to the decline and fall of Gupta India and Han China.</p>	<p>A. Civics, Government, and Human Rights 6.2.8.A.2.a 6.2.8.A.2.b 6.2.8.A.3.a 6.2.8.A.3.e</p> <p>D. History, culture, and perspectives 6.2.8.D.2.c 6.2.8.D.3.b 6.2.8.D.3.c</p> <p>Language Arts LSS 7.8 L 7. 6 W 7. 7, 8, 10 SL 7.1, 2, 4, 5</p> <p>21st Century Skills 6.3.8.D.1</p> <p>Educational Technology 8.1.8.A.5 8.1.8.E.1</p>	<ul style="list-style-type: none"> • Create a political cartoon depicting a stance (to support or oppose) on a political decision that affected ancient to modern day China, Egypt, India, and Mesopotamia. • Design a metaphorical image of an ancient or modern-day river valley civilization leader to illustrate the role of leaders in ancient to modern day China, Egypt, India, and Mesopotamia. • Create and analyze mirror timelines to compare and contrast the growth and decline of two dynasties / empires / kingdoms. • Analyze mirror timelines to determine factors contributing to the decline and fall of Gupta India and Han China. • Use online sources of current and historical digital images to compare how the political systems of China, Egypt, India, and Mesopotamia have changed over time, synthesize the process of political evolution, and propose the impact of these political systems on the current American legal system. 	

		<p>Engage in simulated democratic processes (i.e. legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p>		<ul style="list-style-type: none"> • Argue for a dynastic system of governing for the purpose of sustainability using Chinese history to support your argument. • Run in a simulated class election by participating in a debate, creating propaganda, and selecting a candidate based on what that candidate represents. 	
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Unit V: Economics

Time Frame	Content / Topic	Observable Proficiencies / Skills	NJCCS/CCS	Observable Performance Assessments	Materials Used
8 weeks	<p>What purpose does a social class system serve in a society?</p> <p>How does technological change influence civilization?</p>	<p>Determine the role of slavery in the economic and social structures of ancient river valley civilizations.</p> <p>Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p> <p>Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China</p> <p>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.</p> <p>Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p> <p>Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>Evaluate alternative land use proposals and make recommendation to the</p>	<p>A. Civics, Government, and Human Rights 6.2.8.A.2.a</p> <p>C. Economics, Innovations, and Technology 6.2.8.C.2.a 6.2.8.C.3.a 6.2.8.C.3.b 6.2.8.C.3.c</p> <p>21st Century Skills 6.3.8.A.1 6.3.8.B.1</p> <p>Language Arts LSS 6-8. 8 L 7. 6 W 7. 7, 8 SL 7.1, 2, 4, 5</p> <p>Educational Technology 8.1.8.A.5</p>	<ul style="list-style-type: none"> • Use online sources of current and historical digital images to compare how the economies of China, Egypt, Mesopotamia, and India have changed over time and use this evaluation to predict future economic trends and argue for improved economic management. • Debate the economic, social, and environmental factors associated with the construction of an ancient or modern-day piece of architecture. • Traditional Assessments 	

		appropriate governmental agency regarding the best course of action.			
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Unit VI: Society

Time Frame	Content / Topic	Observable Proficiencies / Skills	NJCCS/CCS	Observable Performance Assessments	Materials Used
8 weeks	How does written language impact society?	<p>Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>Justify which of the major achievements of the ancient river valley civilizations had the most enduring legacy.</p> <p>Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>Compare the golden ages of India and China and justify major achievements that persist as world legacies.</p> <p>Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g. school board, municipal or country government, state legislature).</p> <p>Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p>	<p>A. Civics, Government, and Human Rights 6.2.8.A.3.b</p> <p>D. History, Culture, and Perspectives 6.2.8.D.2.d 6.2.8.D.3.a 6.2.8.D.3.d</p> <p>21st Century Skills 6.3.A.8.2 6.3.A.8.3</p> <p>Language Arts LSS 6-8..8 L 7. 6 W 7. 7, 8 SL 7.1, 2, 4, 5</p> <p>Educational Technology 8.1.8.A.2 8.1.8.B.1 8.1.8.C.1 8.1.8.D.3 8.1.8.F.1</p>	<ul style="list-style-type: none"> • Develop a before and after chart to demonstrate the impact of written language on the ancient river valley civilizations. • Create a museum exhibit to memorialize the ancient river valley civilization that has had the most significant impact on the modern world. In order to convince the museum trustees that your choice is the best, you will create a presentation for their next meeting. • Confucius believed that people should show good conduct and moral judgment. During the Han dynasty, potential government officials were given a long and challenging exam to prove their knowledge of Confucian ideas. Though this exam was open only to men, women were also expected to understand these ideas. Using Pan Chao's <i>Lesson for Women</i>, design a quiz for women focusing on their expected role in the ancient river valley civilizations. • Complete a Venn Diagram to compare and contrast the social hierarchies of classical civilizations. 	

				<p>Justify the hierarchy in the context of the governing civilization.</p> <ul style="list-style-type: none">• Use available technology to speak with students from another country for the purpose of conducting research on gender equality, child mortality or education.• Traditional Assessments	
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