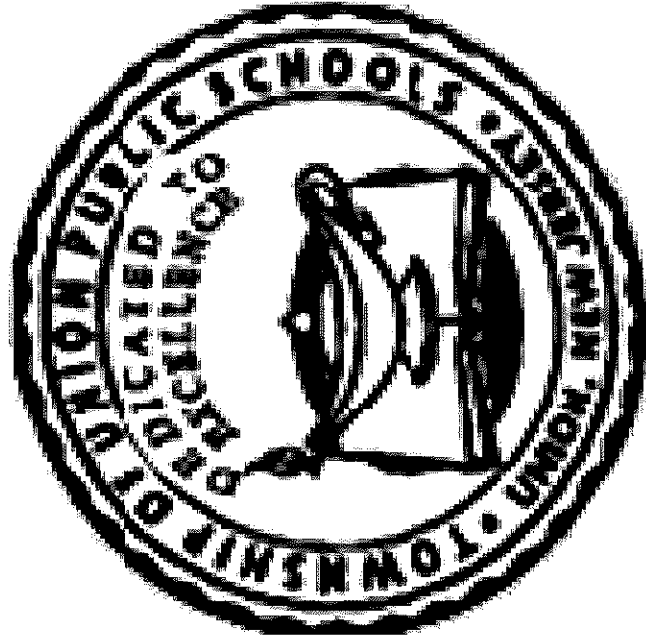
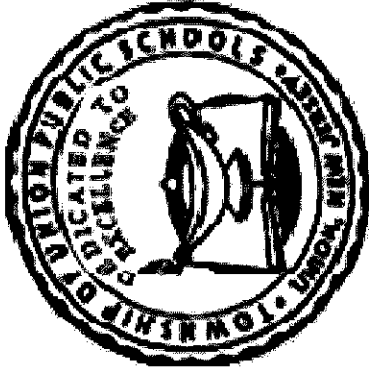


TOWNSHIP OF UNION PUBLIC SCHOOLS



Social Studies Grade Six
Curriculum Guide 2015

Curriculum Guide Approved June 2015



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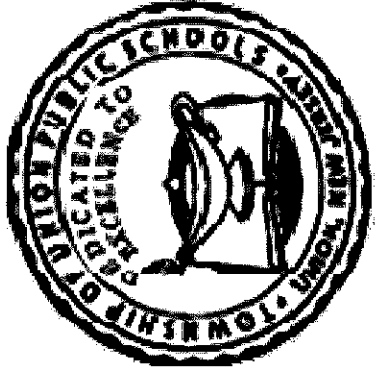
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TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

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**Curriculum Committee
Academic Area**

Catherine Tverdov

Table of Contents

	Page
Title Page.....	1
Board Members.....	2
Administration	3
Department Supervisors	4
Curriculum Committee	5
Table of Contents.....	6
District Mission/Philosophy Statement.....	7
District Goals	8
Course Description.....	9
Recommended Texts.....	10
Course Proficiencies	10
Curriculum Units.....	11
Appendix: New Jersey Core Curriculum Content Standards	23

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

The grade six Social Studies Curriculum introduces students to the regions of the world. The purpose of this geographic approach is to increase students' awareness of the world and the interconnectedness among its peoples.

The content is organized according to physical and cultural geography, focusing on the customs, government, economy and arts of each region. The five themes of geography – location, place, movement, regions and human-environment interaction – are applied to the countries studied.

The course emphasizes the relationship between physical features – landforms, waterways, vegetation, natural resources and climate and the way in which groups of people earn their living and organize their societies into rural and urban settings. In addition, the effects that historical developments have had on current political and economic systems are analyzed.

A variety of skills are integrated into the curriculum, including higher level thinking processes, such as analyzing situations, drawing conclusions and predicting outcomes. Students will also learn to identify, read, and interpret maps, graphs, charts, and diagrams.

Presentation of the cultural variations of the world's regions provides students the opportunity to appreciate the diversity that exists among humans.

Recommended Textbooks

Exploring our World: People, Places and Cultures, Glencoe, 2008

Course Proficiencies

Students will be able to.....

- Read, interpret, and maps, charts, and graphs to interpret situations such as population growth, natural disasters, boundary disputes, resource allocation, and economic activity.
- Use geographic information (data) to predict past, present, and future events/trends.
- Use geographic information to create and organize a (5) paragraph essay.
- Compare and contrast the political systems of foreign governments to the American system of government.
- Analyze and evaluate historical and contemporary issues that relate to current events.
- Define, assess, compare, and contrast economic systems to the U.S.
- Determine how geographical features influence the lifestyles of the people in the region.
- Use geographic skills, including the five themes (location, place, movement, human-environment, and region) to analyze and compare and contrast the physical and human or cultural mosaics in our world. Regions covered will include the following: North America, Latin America, Europe, Northern Eurasia, Middle East and North Africa, Sub-Saharan Africa, and Asia.

Curriculum Units

Unit 1: The World

Unit 2: The United States and Canada

Unit 3: Latin America

Unit 4: Europe

Unit 5: Russia

Unit 6: North Africa, Southwest Asia and Central Asia

Unit 7: Africa – South of the Sahara

Unit 8: South Asia

Unit 9: East Asia and Southeast Asia

Unit 10: Australia, Oceania and Antarctica

Pacing Guide – Course

<u>Content</u>	<u>Time Frame</u>
Units 1, 2, 3.....	1 st Marking Period
	(September – mid November)
<hr/>	
Units 3, 4, 5.....	2 nd Marking Period
Period	(Mid-November – early February)
<hr/>	
Units 5, 6, 7.....	3 rd Marking Period
Period	(Mid-February – mid April)
<hr/>	
Units 8, 9, 10.....	4 th Marking Period
Period (Mid- April – June)	

Unit 1: The World

#	STUDENT LEARNING OBJECTIVES	IN CLASS SOURCES	CORRESPONDING CCSS/NJCCS
1.	Why is it important to have geography skills?	Ch. 1	6.2.8.C.4.a
2.	Explain how geography is used to interpret the past, understand the present and plan the future.	Ch. 1, Section 1	6.2.8.B.1.a
3.	Describe how physical processes shape Earth's surface.	Ch. 2, Section 1	6.2.8.B.3.a
4.	What kinds of geographic characteristics define the region where you live?	Ch. 2, Section 2	6.2.8.B.3.a
5.	How does climate define world regions?	Ch. 2, Section 3	6.2.8.B.4.e
6.	How are all living things dependent upon one another and their surroundings for survival?	Ch. 2, Section 4	6.2.8.B.3.a
7.	What factors bring about changes in cultures?	Ch. 3	6.2.8.D.1.b
8.	Examining how the world's populations and physical features are distributed on Earth's surface.	Ch. 3, Section 1	6.2.8.B.3.a
9.	How does culture influence people's perceptions about places and regions?	Ch. 3, Section 2	6.2.8.B.1.b
10.	Explore patterns of economic activities and how they result in global interdependence.	Ch. 3, Section 3	6.2.8.C.4.a

Unit 2: The United States and Canada

#	STUDENT LEARNING OBJECTIVES	IN CLASS SOURCES	CORRESPONDING CCSS/NJCCS
1.	How do landforms and climate help or hinder transportation in a vast region?	Ch. 4, Section 1	6.2.8.B.1.b
2.	What are some ways the physical geography of the U.S. and Canada are alike? How are they different?	Ch. 4, Section 1	6.2.8.B.1.b
3.	How might climate affect the ways people live?	Ch. 4, Section 2	6.2.8.B.1.b
4.	How do you think immigration affects the culture of countries?	Ch. 5, Section 2	6.1.4.D.3.a 6.2.8.C.4.a
5.	How might a region's economy influence the world economy?	Ch. 6, Sections 1-2	6.2.8.C.4.a

Unit 3: Latin America

#	STUDENT LEARNING OBJECTIVES	IN CLASS SOURCES	CORRESPONDING CCSS/NJCCCS
1.	How might a wide variety of physical features affect transportation and communications within a region?	Ch. 7, Section 1	6.2.8.B.1.b
2.	What geographic factors influence where people live?	Ch. 7, Section 1	6.2.8.B.1.b 6.2.8.C.4.a
3.	How does climate affect how people live?	Ch. 7, Section 2	6.2.8.B.1.b
4.	In what ways can language and religion both unite and divide a region?	Ch. 8, Section 2	6.2.8.A.1.a 6.2.8.B.1.b 6.2.8.C.1.a 6.2.8.D.1.b
5.	What human activities benefit the environment and what activities harm it?	Ch. 9, Sections 1-3	6.2.8.B.4.e

Unit 4: Europe

#	STUDENT LEARNING OBJECTIVES	IN CLASS SOURCES	CORRESPONDING CCSS/NJCCCS
1.	How do people use waterways?	Ch. 10, Section 1	6.2.8.D.3.a 6.2.8.D.3.d 6.2.8.D.3.e 6.2.8.D.3.f
2.	Describe the physical features of Europe?	Ch. 10 Sections 1-2	6.2.8.D.3.a 6.2.8.D.3.f
3.	What factors do you think affect the type of government people have?	Ch. 11, Section 1	6.2.8.A.1.a 6.2.8.B.1.b 6.2.8.C.1.a 6.2.8.C.1.b 6.2.8.D.1.b
4.	How might ethnic diversity have a positive influence on a society?	Ch. 11. Section 2	6.2.8.C.4.a
5.	What factors help make a region an important world economic center?	Ch. 12. Sections 1-4	6.2.8.C.4.a

Unit 5: Russia

#	STUDENT LEARNING OBJECTIVES	IN CLASS SOURCES	CORRESPONDING CCSS/NJCCCS
1.	How does Russia's location and landforms affect its population and its use of resources?	Ch. 13, Sections 1-2	6.2.8.B.1.a
2.	How might the characteristics and movement of people and culture impact physical and human systems?	Ch. 14 Sections 1-2	6.2.8.C.4.a
3.	What problems might a vast country with many ethnic groups experience as its people change to a more democratic form of government?	Ch. 15, Sections 1-2	6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.C.1.a 6.2.8.C.1.b 6.2.8.D.1.b

Unit 6: North Africa, Southwest Asia and Central Asia

#	STUDENT LEARNING OBJECTIVES	IN CLASS SOURCES	CORRESPONDING CCSS/NJCCCS
1.	How have natural resources made this region a key player in world affairs?	Ch. 16 Section 1	6.2.8.A.2.a 6.2.8.A.2.b 6.2.8.A.2.c
2.	What challenges might an arid climate with little water pose to the people in the region?	Ch. 16, Section 2	6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.B.3.a 6.2.8.B.4.a
3.	.How does religion affect the lives of people today?	Ch. 17, Section 1	6.2.8.C.3.a 6.2.8.C.3.c 6.2.8.C.4.b
4.	How can conflict in one region affect other regions?	Ch. 17, Section 1	6.2.8.D.3.a 6.2.8.D.3.b 6.2.8.D.3.c 6.2.8.D.3.d 6.2.8.D.3.e 6.2.8.D.3.f
5.	How might a change in the type of government affect a country's economy?	Ch. 18, Sections 1-3	6.2.8.D.3.a 6.2.8.D.3.b 6.2.8.D.3.c

Unit 7: Africa South of the Sahara

#	STUDENT LEARNING OBJECTIVES	IN CLASS SOURCES	CORRESPONDING CCSS/NJCCS
1.	How do physical features influence a region's climate?	Ch.19, Sections 1-2	6.2.8.B.2.b 6.2.8.B.4.a 6.2.8.B.4.b 6.2.8.B.4.c
2.	What effect does the movement of people within a region have on that region?	Ch. 20, Section 2	6.2.8.B.2.a 6.2.8.C.2.a
3.	How might governments use their country's resources to help people?	Ch. 21 Sections 1-3	6.2.8.D.1.a 6.2.8.D.1.c 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d

Unit 8: South Asia

#	STUDENT LEARNING OBJECTIVES	IN CLASS SOURCES	CORRESPONDING CCSS/NJCCS
1.	How do seasonal weather patterns affect a region?	Ch. 22 Section 1	6.2.8.B.3.a
2.	How do religious beliefs and practices influence people's lives?	Ch. 23, Section 2	6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.C.1.a 6.2.8.C.1.b 6.2.8.D.1.b
3.	How do a country's resources affect its role in world affairs?	Ch. 24, Sections 1-3	6.2.8.C.4.a

Unit 9: East Asia and Southeast Asia

#	STUDENT LEARNING OBJECTIVES	IN CLASS SOURCES	CORRESPONDING CCSS/NJCCCS
1.	What factors influence where people live?	Ch. 25, Section 1	6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.C.1.a 6.2.8.C.1.b 6.2.8.D.1.b
2.	How can trade influence the ideas and lifestyles of cultures?	Ch. 26, Section 2	6.2.8.C.4.a
3.	What impact does rapid economic change have on the lives of people?	Ch. 27, Sections 1-4	6.2.8.C.4.a

Unit 10: Australia, Oceania and Antarctica

#	STUDENT LEARNING OBJECTIVES	IN CLASS SOURCES	CORRESPONDING CCSS/NJCCCS
1.	How might the remoteness of a region make it different than other places?	Ch. 28, Sections 1-2	6.2.8.B.1.a
2.	How does a people's past influence its present and future?	Ch. 29, Sections 1-2	6.2.8.A.1.a 6.2.8.C.1.a 6.2.8.C.1.b 6.2.8.D.1.b
3.	.How might people survive in a land with limited resources?	Ch. 30, Sections 1-3	6.2.8.C.4.a

Core Content Standards - Language Arts

Standard 6.RL.1-10 (Reading Literature)

- CCSS.ELA-LITERACY.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CCSS.ELA-LITERACY.RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- CCSS.ELA-LITERACY.RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.
- CCSS.ELA-LITERACY.RL.6.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Standard 6.RIT.1-10 (Reading Informational Text)

- CCSS.ELA-LITERACY.RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.6.2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CCSS.ELA-LITERACY.RI.6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-LITERACY.RI.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-LITERACY.RI.6.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCSS.ELA-LITERACY.RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-LITERACY.RI.6.7 - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-LITERACY.RI.6.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-LITERACY.RI.6.9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CCSS.ELA-LITERACY.RI.6.10 - By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Standard 6.W.1-10 (Writing)

CCSS.ELA-LITERACY.W.6.1 - Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.1.A - Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-LITERACY.W.6.1.B - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

- CCSS.ELA-LITERACY.W.6.1.C - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- CCSS.ELA-LITERACY.W.6.1.D - Establish and maintain a formal style.
- CCSS.ELA-LITERACY.W.6.1.E - Provide a concluding statement or section that follows from the argument presented.
- CCSS.ELA-LITERACY.W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.ELA-LITERACY.W.6.2.A - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-LITERACY.W.6.2.B - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- CCSS.ELA-LITERACY.W.6.2.C - Use appropriate transitions to clarify the relationships among ideas and concepts.
- CCSS.ELA-LITERACY.W.6.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-LITERACY.W.6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- CCSS.ELA-LITERACY.W.6.3.D - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- CCSS.ELA-LITERACY.W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCSS.ELA-LITERACY.W.6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-LITERACY.W.6.8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-LITERACY.W.6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.6.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standard 6.SL.1-6 (Speaking & Listening)

CCSS.ELA-LITERACY.SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.A - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.6.1.B - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.6.1.C - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-LITERACY.SL.6.2 - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.6.3 - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-LITERACY.SL.6.4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.6.5 - Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.

Standard 6.L.1-6 (Language)

CCSS.ELA-LITERACY.L.6.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.6.1.E - Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CCSS.ELA-LITERACY.L.6.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.6.2.A - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CCSS.ELA-LITERACY.L.6.2.B - Spell correctly.

CCSS.ELA-LITERACY.L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.6.3.A - Vary sentence patterns for meaning, reader/listener interest, and style.

CCSS.ELA-LITERACY.L.6.3.B - Maintain consistency in style and tone.

CCSS.ELA-LITERACY.L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.6.4.A - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.6.4.B - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

CCSS.ELA-LITERACY.L.6.4.C - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-LITERACY.L.6.4.D - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Core Content Standards - Language Arts: History/Social Studies

- CCSS.ELA-LITERACY.RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RH.6-8.5 - Describe how a text presents information (e.g., sequentially, comparatively, and causally).
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 - Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 - Analyze the relationship between a primary and secondary source on the same topic.
- CCSS.ELA-LITERACY.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.

New Jersey Core Curriculum Content Standards

Academic Area

- 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.
- 6.2.8.A.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.B.1.a - Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
- 6.2.8.C.1.a - Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
- 6.2.8.C.1.b - Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.D.1.a - Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.D.1.b - Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.D.1.c - Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

- 6.2.8.A.2.a - Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.A.2.b - Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.B.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.B.2.b - Compare and contrast physical and political maps of early river valley civilizations and 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 determine the geopolitical impact of these civilizations, then and now.
- 6.2.8.C.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.D.2.a - Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.D.2.b - Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.D.2.c - 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.D.2.d - Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.A.3.c - Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

- 6.2.8.A.3.e - 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.
- 6.2.8.B.3.a - Determine how geography and 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.B.3.b - Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
- 6.2.8.C.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.C.3.b - 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.D.3.a - Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.D.3.b - Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.D.3.c - Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.D.3.d - Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.D.3.e - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

- 6.2.8.A.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.B.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.
- 6.2.8.B.4.b - Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- 6.2.8.B.4.c - Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- 6.2.8.B.4.d - 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.B.4.e - Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.8.B.4.f - Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.C.4.a - 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.C.4.b - Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
- 6.2.8.D.4.c - Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.D.4.d - Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.D.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.

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence	Single, distinct focus Unified and coherent
<u>Content and Organization</u>	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
<u>Usage</u>	Details random, inappropriate, or barely apparent No apparent control Severe/ numerous errors	Details lack elaboration, i.e., highlight paper Numerous errors	Repetitious details Several unelaborated details Errors/ patterns of errors may be evident	Uneven development of details Some errors that do not interfere with meaning	Details appropriate and varied	Details effective, vivid, explicit, and/ or pertinent Very few, if any, errors

Sentence Construction	Excessive monotony/ same structure	Little variety in syntax	Some variety	Variety in syntax appropriate and effective	Precision and/or sophistication
Assortment of incomplete and/or incorrect sentences	Numerous errors	Some errors	Generally correct	Few errors	Very few, if any, errors
NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.			
OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.			
NE	Not English	Student wrote in a language other than English.			
WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.			
Content/ Organization	Usage	Sentence Construction	Mechanics		
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation 		

Language Arts Literacy **Open-Ended Scoring Rubric**

Points

Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.