

# SCHOOL DISTRICT OF THE CHATHAMS

## Social Studies

Grade 6

Full Year

### Course Overview

Sixth grade Social Studies is designed to give students a basic understanding of history as a discipline and world civilizations from the earliest human settlements through the Middle Ages and the Renaissance. Through explorations of geography, culture, religion, and the problem-solving strategies of ancient and pre-modern civilizations, students will begin to understand how people of the past helped shape and influence the world we live in today.

Focused on “big ideas”, 6<sup>th</sup> grade Social Studies engages students through an inquiry approach that helps them ask compelling questions about the development and legacies of classical empires and the organization of societies through governments, philosophies, and religion. Students will use disciplinary concepts and tools as a lens to examine basic systems of trade, the exchange of ideas, and forces that drive conflict among peoples throughout history.

In the process, they will also have foundational experience with historical inquiry, conducting research, and writing informative, narrative, and opinion essays; continuously making connections to their own lives. In the process of gathering, analyzing and evaluating a wide range of evidence, students will begin to recognize the importance of perspective as well as source validity and reliability. Through the exercise of basic critical thinking, students will learn to test and improve their own reasoning skills. In so doing, they will understand how to identify, organize and communicate evidence to justify their conclusions.

### New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSLS) can be located at [www.nj.gov/education/cccs/2020/](http://www.nj.gov/education/cccs/2020/).

#### 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.

#### 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.

## 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.

### Expanding Exchanges and Encounters (500 CE–1450 CE)

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

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

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

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

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

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

6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

### Civics, Government, and Human Rights

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

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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).

### **Technology Standards**

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently

### **21st Century Integration | NJSL 9**

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

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

9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

### **Career Ready Practice**

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity increase collaboration and communicate effectively.

CRP12. Work productively in teams while using cultural/global competence.

### **Interdisciplinary Connections**

#### **English Language Arts**

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.

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- 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).
- 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.
- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 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).
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
- 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.
- W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
  - A. Introduce claim(s) and organize the reasons and evidence clearly.
  - B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.
- 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.
  - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
  - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal/academic style, approach, and form.
  - F. Provide a concluding statement or section that follows from the information or explanation presented.
- 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.
  - 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.
  - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays

in presentations to clarify information.

### Computer Science and Design Thinking

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
- 8.1.8.DA.5: Test, analyze, and refine computational models.

## **Units of Study**

### Unit 1: First People – Civilization (*~26 classes*)

- How should people decide when it makes more sense to try to adapt to their environment or migrate to somewhere else? How do they decide when to stop?
- How did early humans utilize their environment to their advantage?
- How did the domestication of animals and the agricultural revolution change human lifestyles?
- Were the first humans better at adapting to their environment than humans are today?
- How did the development of language and advancement of writing impact early society?

### Unit 2: Ancient Achievements 4,000 BCE to 0 CE (*~26 classes*)

- What criteria should we use to determine what makes something an “achievement”?
- How do ancient achievements compare and contrast with modern achievements?
- What significant advancements of humanity can be traced to ancient societies?
- What technological advancements can be identified as leading to increased manufacturing and agricultural output and commerce?
- What, and how did, advancements lead to improvement in the quality of life?
- How do we know what factors allowed for a sudden increase in advancements after 4,000 BCE?

### Unit 3: Ancient Governments and Organization of Society (*~23 classes*)

- How can we tell if the governments of different early civilizations are more alike or different?
- How can we tell if civilizations with developed legal systems were more powerful and organized than civilizations without developed legal systems?
- How did the governing methods used by rulers impact the individual social classes and the social order of early civilizations?
- How are the ancient forms of government and social order similar or different to the current American forms of government and social order?
- How can we tell if ancient forms of government and social order were better for the average person than the current global forms of government and social order for the average person?
- Did the development of writing make the development of legal systems inevitable?

### Unit 4: Ancient Religions, Philosophy and Organization of Society (*~23 classes*)

- Why/How do religions and philosophies develop?
- What is the purpose of religions and philosophies?
- How could we tell if the development of philosophy and religion was inevitable?
- How do religions and philosophies affect society? How do they affect different social groups within society?

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- How are the primary ancient religions and philosophies similar and different?
- Are religions more alike than different?
- How can we tell if the ancient religions and philosophies still have the same impact on individuals and groups today?
- How did religions and philosophies impact the daily lives and social structures of ancient citizens?
- How can we tell if religion was more important to individuals and groups in ancient civilizations than it is to individuals and groups today?

#### Unit 5: Trade and the Diffusion of Ideas (~23 classes)

- How did the expansion of trade routes lead to the diffusion of ideas, diseases, and inventions?
- How can we determine if trade is the single most important source of change in a society?
- What historical evidence shows us how geography and natural resources impacted trade?
- What impact does geography and natural resources have on a country's wealth?
- Do allies and enemies foster or hinder trade?
- Does a strong military or navy impact trade?
- How can we tell if a country's trade grows faster with a strong military or good inventions?
- How did contact with other civilizations through trade affect the development of other civilizations?
- What evidence reveals the impact of various trade routes on ancient societies?

#### Unit 6: Why People Go to War (~20 classes)

- How did the evolution of weapons technology affect who is powerful?
- How does the study of the past help us determine if humans will ever stop inventing new weapons?
- How does the study of the past help us know geography affects warfare?
- Why do both ancient societies and people today engage in war?
- What are the consequences of war for individuals and groups?
- How can we decide if the costs of war are worth its benefits for individuals and groups?
- What is the role of technology in warfare?

#### Unit 7: Cultural Identity and Enduring Legacies (~20 classes)

- How do ancient civilizations affect/influence us today?
- How are modern countries' cultural identities influenced by their ancient history?
- What is the value of ancient history?
- If history teaches us to learn from our mistakes, why do we keep making the same mistakes?
- Could people who lived in ancient times solve our problems better than we can?

<h3>Learning Objectives/Discipline Standards of Practice</h3>
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#### Learning Objectives:

- Students will understand what history is
  - History is a discipline of inquiry and analysis of the evidence of the past to create useful understandings of the human experience.
- Students will understand how history is practiced
  - The historical practice creates historical understandings through an active process of posing insightful questions of the past, finding, analyzing and synthesizing historical

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evidence and sources, and drawing defensible conclusions based on evidence (interpretation).

- Students will understand what critical thinking is
  - Critical thinking is the process of analyzing and evaluating our thinking in order to improve it.
  - Thinking consists of separate steps and processes. Paying attention to the separate steps and processes of thinking and understanding how they work improves our thinking.
- Students, alone and in groups, will be able to:
  - Engage in Chronological Thinking
    - Construct timelines of the events occurring during major eras.
    - Explain how major events are related to one another in time.
  - Engage in Spatial Thinking
    - Select and use various geographic representations to compare information about people, places, regions, and environments.
    - Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
  - Engage in Critical Thinking
    - Compare and contrast differing interpretations of current and historical events
    - Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
  - Engage in Presentation Skills
    - Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
- Students will develop habits & dispositions
  - Be curious and attentive to people, thoughts, ideas and events and appreciate their power to change individuals and groups.
  - Be suspicious and thorough in research and the interpretation and corroboration of evidence.
  - Be mindful of the provisional nature of knowledge, and the limitations of egocentric and sociocentric thinking.
  - Be aware of the elements of their thinking and the intellectual standards by which those elements can be assessed.
  - Be confident of their reasoning and comprehensive in their conclusions.
  - Be responsible in their thoughts and actions, demonstrate honesty, mutual respect, cooperation, and attention to multiple perspectives.
- Students will develop skills to
  - Ask Questions about people, thoughts, ideas and events
  - Research, vet and corroborate evidence.
  - Interpret, analyze and synthesize evidence and ideas in primary and secondary sources.
  - Apply conceptual tools of social studies such as continuity and change over time, context and perspective, causality, contingency and complexity.
  - Prove a thesis of defensible conclusions based on the application of evidence in writing, discussion and presentation.

#### Discipline Standards of Practice:

- Developing Questions and Planning Inquiry
  - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science

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disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

- Gathering and Evaluating Sources
  - Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
- Seeking Diverse Perspectives
  - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
- Developing Claims and Using Evidence
  - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- Presenting Arguments and Explanations
  - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
- Engaging in Civil Discourse and Critiquing Conclusions
  - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
- Taking Informed Action
  - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

### **Instructional Resources and Materials**

*Whole class resources have been identified with an asterisk.*

*Teachers may assign, recommend, and make available supplemental instructional resources and materials in the form of book excerpts, articles, essays, data-sets, video clips, maps, charts photographs, art, music and*

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*web-based materials book excerpts, articles, essays, video clips, maps, charts, photographs, art, music, and web-based digital materials in connection with lessons throughout the year. Instructional and reference materials to support student learning are recommended by the Social Studies Department and are included in Units of Study outlines.*

*Instructional materials are recommended by and included in Units of Study resources and vary in order to explore essential questions and meet the learning needs of students.*

### **Resources - Textbook**

- *World History: Ancient Civilizations Through the Renaissance* ©2012 Holt McDougal Middle School

### **Supplemental Materials**

- Possible Supplemental Texts:
  - *The Golden Bull: A Mesopotamian Adventure* by Majorie Cowley
  - *Sapiens: A Graphic History* by Yuval Noah Harari
- Possible Supplemental Online Instructional Materials:
  - Civic Online Reasoning - Stanford University
  - Discovery Education
  - National Geographic
  - The Field Museum
  - National Museums Liverpool
  - ORBIS The Stanford Geospatial Network Model of the Roman World
  - GlobalXplorer
  - Archeology - A publication of the Archaeological Institute of America
  - PBS Learning Media
  - Internet Archive

### **Assessment Strategies**

*Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).*

*Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:*

- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small-group and paired conferences.
- Performative, project-based, activities such as live or recorded presentations, mock trials, historic role plays and debates.
- Guided question responses in structured analysis of primary and secondary sources.
- Annotation, notation and analytical mark-ups of primary and secondary source, text, images, and maps.
- Drawings, digital infographics, image collages and sketched representations of historical concepts, developments, and events.
- Written responses to Document-Based Questions.
- Quizzes and tests with traditional assessment tools such as short answers, identification questions and persuasive paragraphs.