

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## Grade 6 Social Studies

Adopted: July 30, 2024

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## Unit 1 - Era 1: Beginning of Human Society

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**Timeframe: ~ 20 days**

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### Guiding Questions

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- Why do scholars study the people, events and ideas of long ago?
  - What are the major differences between primary and secondary sources and give examples.
  - How do historians use maps to learn about past and present civilizations?
  - What are the major differences between the Paleolithic and Neolithic Ages?
  - Why was the invention of farming revolutionary?
  - How does geography and climate impact human migration?
  - How does climate and geography help create future settlements and civilizations?
  - What is culture?
  - What are the five primary characteristics of a civilization?
  - How did specialization contribute to the growth of technology?
  - How did early humans communicate with each other?
  - Why is language important to share ideas and history?
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### Performance Expectations

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#### Standards (Taught and Assessed)

##### Performance Expectations:

- 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.

## Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

## Social-Emotional Learning Competencies

- **Self-Awareness:**
  - Recognize one's feelings and thoughts
  - Recognize the impact of one's feelings and thoughts on one's own behavior
  - Recognize one's personal traits, strengths, and limitations
- **Self-Management:**
  - Recognize the importance of self-confidence in handling daily tasks and challenges
  - Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- **Social Awareness:**
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds •
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- **Responsible Decision-Making**
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
  - Evaluate personal, ethical, safety, and civic impact of decisions
- **Relationship Skills**
  - Establish and maintain healthy relationships
  - Utilize positive communication and social skills to interact effectively with others
  - Identify ways to resist inappropriate social pressure
  - Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
  - Identify who, when, where, or how to seek help for oneself or others when needed
  - <https://www.nj.gov/education/safety/wellness/selearning/docs/SELCompetencies.pdf>

## Instructional Plan

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Assess students prior knowledge prior to the start of the lesson.</p> <ul style="list-style-type: none"> <li>● Create do now based on topic focus using:             <ul style="list-style-type: none"> <li>○ Textbook comprehension questions</li> <li>○ Video</li> <li>○ Class activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Modify the content on the pre-assessment</li> <li>● Modify the amount of questions</li> <li>● Modify the types of questions asked</li> <li>● Include some higher level bloom type questions for those gifted and talented students.</li> <li>● Students will also have a reflection sheet to give feedback and set their own expectations for the unit.</li> </ul>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resource: <u><i>Ancient Civilization - HMH © 2018</i></u>	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>6.2.8.HistoryCC.1.d - WALT</b> Define the term pre-agricultural period.</p> <p><b>6.2.8.GeoPP.1.a - WALT</b> identify the social organization, natural resources, and land use of early hunter gatherers.</p> <p><b>6.2.8.GeoPP.1.a - WALT</b> compare and contrast the social organization, natural resources, and land use of early hunter/gatherers.</p>	<p>Defining key vocabulary terms using context clues and textbook glossary.</p> <p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Complete a graphic organizer to compare and contrast the topic.</p>	<p><b>Vocabulary matching</b></p> <p><b>Comprehension Questions</b></p> <p><b>Exit Ticket Ideas:</b></p> <p><i>What is one thing we learned today?</i></p> <p><i>Identify the key concepts of social organization of early hunter gatherers.</i></p> <p><i>What are some of the natural resources and land uses of early hunter gatherers?</i></p> <p><a href="#"><u>Top 10 Facts About The Stone Age! - Fun Kids - the UK's children's radio station</u></a></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>Your group is stranded on a deserted island. List 3 key items needed for survival.</i></li> <li>- <i>If you are a leader in your community, how would you run your community, what are the items that you will need and how will you use the land?</i></li> <li>- <i>What do you think social organization, natural resources and land use mean?</i></li> </ul>	<p>Study guides to reinforce key topics</p> <p>Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p><b>Honors + G&amp;T:</b></p> <p>Use of higher level questions</p>

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			<p><b>Instructional Ideas</b> on <b>Early Hunter-Gatherers:</b></p> <ul style="list-style-type: none"> <li>● Txtbk Module: 2</li> <li>● Nearpod lessons, such as: <a href="#">vocabulary matching</a>, <a href="#">virtual tour</a></li> <li>● Youtube videos below: <ul style="list-style-type: none"> <li>→ <a href="#">Dawn of Mankind</a></li> <li>→ <a href="#">Early Humans for 5th and 6th grade for Kids and Teachers - FREE Lesson Plans, Activities, Online Games</a></li> </ul> </li> </ul> <p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>- <a href="https://edpuzzle.com/assignments/6140a48ca252e1417a230bdd/watch">https://edpuzzle.com/assignments/6140a48ca252e1417a230bdd/watch</a></li> <li>- Outdoor exploration activity &amp; journal</li> </ul>	Textbook Enrichment Activity - Choice Board Available

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resource: <i>Ancient Civilization - HMH © 2018</i>	Modifications (LL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>6.2.8.HistoryCC.1.c - Continuity and Change</b> - WALT Describe how the development of unwritten languages impacted human understanding, development of culture, and social structure.</p> <p><b>6.2.8.HistoryCC.1.c - Continuity and Change</b> - WALT identify the impact of unwritten language.</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Create a cave painting based on the lesson.</p>	<p><b>Comprehension Questions</b> <b>Exit Ticket Ideas:</b> <i>Students create their own cave painting</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>How would you communicate with someone if you didn't speak the same language?</i></li> <li>- <i>Activity assigned to groups; students have a slip of paper with a word or task, they must figure out how to communicate this to their group using either gestures or a paper and pencil - letters and words are not allowed; what did they observe?</i></li> </ul> <p><b>Instructional Ideas on Early Hunter-Gatherers:</b></p> <ul style="list-style-type: none"> <li>• Txbk Module: 2</li> <li>• Nearpod lessons such as: <a href="#">Cave Art</a></li> </ul> <p><b>Independent Practice:</b> Tour <a href="#">Mammoth Cave National Park</a> + answer questions.</p>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions Textbook Enrichment Activity - Choice Board Available</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resource: <i>Ancient Civilization - HMH © 2018</i>	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>6.2.8.HistorySE.1.a - WALT</b> prior to written records, artifacts show the way of life for hunter gatherers throughout prehistory.</p> <p><b>6.2.8.HistorySE.1.a - WALT</b> Explain how archaeological discoveries are used to improve our understanding of life prior to written records.</p> <p><b>6.2.8.HistoryCC.1.b - WALT</b> Determine the impact of technological advancements on hunter/gatherer societies.</p> <p><b>6.2.8.HistorySE.1.a - WALT</b> analyze archaeological discoveries to obtain insight of life prior to written records.</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Use primary and secondary sources to hypothesize and form an argumentative essay.</p>	<p><b>Comprehension Questions</b> <b>Exit Ticket Ideas:</b> <i>What kind of archeological discoveries were made about hunter gatherers?</i> <i>What do these archeological discoveries show about hunter gatherers throughout the paleolithic era?</i> <i>How do these discoveries change overtime? How did they improve the lives of early hunter gatherers?</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>How do you think we know about history before there was writing?</i></li> <li>- <i>What evidence do we have?</i></li> <li>- <i>What is technology?</i></li> </ul> <p><b>Instructional Ideas on Early Hunter-Gatherers:</b></p> <ul style="list-style-type: none"> <li>● Txtbk Module: 2</li> <li>● <a href="#">Technology Activity</a></li> </ul> <p><b>Benchmark 1:</b> Otzi the Iceman Activity</p> <ul style="list-style-type: none"> <li>● <a href="#">DBQ</a> Option</li> <li>● CSI Investigation <ul style="list-style-type: none"> <li>○ <a href="#">What was it?</a></li> <li>○ <a href="#">Teacher Guide</a></li> </ul> </li> </ul>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions Textbook Enrichment Activity - Choice Board Available</p>

SLO – <b>WALT</b> We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resource: <i><u>Ancient Civilization - HMH © 2018</u></i>	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>6.2.8.HistorySE.1.a - WALT</b> identify the social organization, natural resources, and land use of early agrarian societies.</p> <p><b>6.2.8.GeoPP.1.a - WALT</b> compare and contrast the social organization, natural resources, and land use of early agrarian societies.</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Complete a graphic organizer to compare and contrast the topic.</p>	<p><b>Comprehension Questions</b> <b>Vocabulary Matching Game</b> <b>Exit Ticket Ideas:</b> <i>List some improvements/advancements made by the early humans.</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>How have early humans survived? What is something that could improve their lives?</i></li> <li>- <i>What are some ways early humans differ from us today?</i></li> </ul> <p><b>Instructional Ideas on Early Hunter-Gatherers:</b></p> <ul style="list-style-type: none"> <li>● Txtbk Module: 2</li> <li>● Youtube Video: Dawn of Mankind &amp; the <a href="#">Birth of Farming</a></li> <li>● Nearpod Lesson: <a href="#">The Birth of Farming Vocabulary matching</a></li> </ul>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions Textbook Enrichment Activity - Choice Board Available</p>



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<p><b>6.2.8.HistoryCC.1.d - WALT</b> Define the term post-agricultural period.</p> <p><b>6.2.8.HistoryCC.1.a - WALT</b> Determine the impact of the agricultural revolution</p> <p><b>6.2.8.HistoryCC.1.b - WALT</b> Determine the impact of technological advancements on agrarian societies.</p> <p><b>6.2.8.HistoryCC.1.a - WALT</b> Describe the influence of the agricultural revolution on population growth.</p> <p><b>6.2.8.HistoryCC.1.a - WALT</b> Describe the influence of the agricultural revolution on the development of civilizations.</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Use primary and secondary sources to respond to document based questions.</p>	<p><b>Comprehension Questions</b> <b>Exit Ticket Ideas:</b> <a href="#">Flocabulary Vocabulary</a> - Song Game</p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>Why do you think farming was so important for early people? What were the benefits?</i></li> </ul> <p><b>Instructional Ideas on Early Hunter-Gatherers:</b></p> <ul style="list-style-type: none"> <li>• Txtbk Module: 2</li> <li>• <a href="#">Neolithic Revolution Flocabulary</a></li> </ul> <p><b>Independent Practice:</b> <a href="#">Neolithic Revolution Flocabulary</a> + quiz</p> <p><i>Group Work Option:</i> Read and Respond Questions</p>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions Textbook Enrichment Activity - Choice Board Available</p>
<p><b>6.2.8.HistoryCC.1.c - WALT:</b> identify the impact of written language.</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p>	<p><b>Comprehension Questions</b> <b>Exit Ticket Ideas:</b> <i>Which technological advancement do you</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>How do you think writing improved the lives of early humans?</i></li> </ul>	<p>Study guides to reinforce key topics Model and provide examples</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resource: <i>Ancient Civilization - HMH © 2018</i>	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>6.2.8.HistoryCC.1.c - WALT:</b> Describe how the development of written languages impacted human understanding, development of culture, and social structure.</p>		<p><i>think was most crucial for the survival of early humans?</i></p>	<p>- <i>If you created your own language what would be the first thing you would do?</i></p> <p><b>Instructional Ideas on Early Hunter-Gatherers:</b></p> <ul style="list-style-type: none"> <li>• Txbk Module: 2</li> </ul> <p><b>Benchmark 2:</b> <a href="#">Civilizations Project</a></p>	<p>Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions Textbook Enrichment Activity - Choice Board Available</p>
<p><b>6.2.8.HistoryCC.1.d - WALT</b> Demonstrate an understanding of a time period as a relative length of time.</p> <p><b>6.2.8.HistoryCC.1.d - WALT</b> Demonstrate an understanding of the pre-agricultural period.</p> <p><b>6.2.8.HistoryCC.1.d - WALT</b> Demonstrate an</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Complete a graphic organizer venn diagram to compare and contrast the paleolithic era to the neolithic era.</p>	<p><b>Comprehension Questions</b> <b>Exit Ticket Ideas:</b> <i>How do you think early humans will continue to advance throughout time? What improvements may we see as we go along?</i></p>	<p><b>Do Now Ideas:</b></p> <p>- <i>Review: On a sticky note: write down any questions you may have of the unit; or write down one key fact that you remember.</i></p> <p><b>Instructional Ideas on Early Hunter-Gatherers:</b></p> <ul style="list-style-type: none"> <li>• Txbk Module: 2</li> </ul>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary</p>

SLO – <b>W<sub>ALL</sub>T</b> We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resource: <b><i>Ancient Civilization - HMH © 2018</i></b>	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
understanding of the post-agricultural period.			<ul style="list-style-type: none"> <li>● Compare and contrast neolithic to paleolithic era</li> </ul> <b>Summative Assessment</b>	<b>Honors + G&amp;T:</b> Use of higher level questions Textbook Enrichment Activity - Choice Board Available

<b>Benchmark Assessment 1</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>Otzi the Iceman activity</b> - students will work in a group to figure out the mystery of what happened to Otzi. The students will use the information based on the Paleolithic and Neolithic Age they learned in order to complete this activity.	<ul style="list-style-type: none"> <li>● Reduced questions</li> <li>● Modify the types of questions asked</li> <li>● Add evaluate or create questions in order to challenge gifted students</li> <li>● Include a translator for ELL learners</li> </ul>

<b>Benchmark Assessment 2</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>Civilizations Project Option</b> - Students in a group setting will create their own civilizations based on the characteristics they were taught. Students will be assessed based on the five characteristics of a civilization.	<ul style="list-style-type: none"> <li>● Reduced questions</li> <li>● Modify the types of questions asked</li> <li>● Add evaluate or create questions in order to challenge gifted students</li> <li>● Include a translator for ELL learners</li> </ul>

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>Unit 1 Beginning of Human Society Test</b> - The summative assessment will have a mix of multiple-choice, true or false, fill in the blank, short answers and an essay type question.</p>	<ul style="list-style-type: none"> <li>● Reduced questions</li> <li>● Modify the types of questions asked</li> <li>● Add evaluate or create questions in order to challenge gifted students</li> <li>● Include a translator for ELL learners</li> </ul>

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>This unit will cross over between science, math and ELA.</b></p> <p><b>Reading RI.7.1.</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.7.2.</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><b>RI.7.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RI.7.8.</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><b>Writing NJLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>NJLSA.W4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJLSA.W7.</b> Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions.</p> <p><b>NJLSA.W8.</b> Gather relevant information from multiple print and digital sources.</p> <p><b>NJLSA.W9.</b> Draw evidence from literary or informational texts to support analysis. Speaking and Listening</p> <p><b>NJLSA.SL1.</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <b>NJLSA.SL2.</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>NJLSA.SL3.</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p>	<ul style="list-style-type: none"> <li>● Reduced questions</li> <li>● Modify the types of questions asked</li> <li>● Add evaluate or create questions in order to challenge gifted students</li> <li>● Include a translator for ELL learners</li> </ul>

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## Unit 2 - Era 2: Early Civilizations and the Emergence of Pastoral People

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**Timeframe: ~ 75 days**

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### Guiding Questions

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- What factors helped unify early civilizations in Southwest Asia?
  - Why were Egyptians able to create such a long-lasting civilization?
  - What geographic features did Mesopotamia have that made it a good location for the growth of civilization?
  - Why did people start to trade?
  - What technological innovations were created by early civilizations?
  - How did these innovations help early civilizations sustain themselves?
  - How did economic and social classes develop?
  - How did the development of a written language (cuneiform) transform how people lived and interacted with each other?
  - Why were people enslaved in early river valley civilizations?
  - What role did religion play for early river valley civilizations?
  - How did early river valley civilizations develop similar forms of government and policies?
  - What are the positive and negative effects of Hammurabi's rule during the Babylonian Empire?
  - How did the code of Hammurabi affect Babylonian society?
  - How is Hammurabi's Code of Law similar and different from the United States' Code of Law?
  - What ideas and inventions did Sumerians pass on to other civilizations?
  - Why did certain civilizations end?
  - Why did some succeed?
  - What legacies can we see today as a result of these early river civilizations?
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### Performance Expectations

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#### Standards (Taught and Assessed)

##### Performance Expectations:

- 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.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.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 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.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 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.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.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq), and determine the geopolitical impact of these civilizations, then and now.

### **Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.1.8.D.5 Explain the economic principle of supply and demand.

### **Social-Emotional Learning Competencies**

- **Self-Awareness:**
  - Recognize one's feelings and thoughts
  - Recognize the impact of one's feelings and thoughts on one's own behavior
  - Recognize one's personal traits, strengths, and limitations
- **Self-Management:**
  - Recognize the importance of self-confidence in handling daily tasks and challenges
  - Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- **Social Awareness**
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds •
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- **Responsible Decision-Making**
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
  - Evaluate personal, ethical, safety, and civic impact of decisions

- **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed
- <https://www.nj.gov/education/safety/wellness/selearning/docs/SELCompetencies.pdf>

**Instructional Plan**

<b>Pre-Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<p>Assess students prior knowledge prior to the start of the lesson.</p> <ul style="list-style-type: none"> <li>● Create do now based on topic focus using:               <ul style="list-style-type: none"> <li>○ Textbook comprehension questions</li> <li>○ Video</li> <li>○ Class activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Modify the content on the pre-assessment</li> <li>● Modify the amount of questions, modify the types of questions asked</li> <li>● Include some higher level bloom type questions for those gifted and talented students.</li> <li>● Students will also have a reflection sheet to give feedback and set their own expectations for the unit.</li> </ul>

<b>SLO – WALT</b> <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b> <b>Textbook Resources:</b> <b><i>Ancient Civilization -</i></b> <b><i>HMH © 2018</i></b> <b>The Nystrom <a href="#">Atlas of World History</a> Unit 1 + 2</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<b>6.2.8.HistoryCA.2.a - WALT</b> Identify factors that led to the rise of various early river valley civilizations.	Defining key vocabulary terms using context clues and textbook glossary. Use a guided note-taking sheet to capture key facts about the topic. Complete a graphic organizer to identify the factors pertaining to the topic; GRAPES Acronym; Frayer model	<b>Vocabulary matching</b> <b>Comprehension Questions</b> <b>Exit Ticket Ideas:</b> <i>List the key factors of a civilization.</i> <i>What are the “GRAPES” of a civilization?</i> <i>What factors are needed for a group to be considered a civilization?</i>	<b>Do Now Ideas:</b> <ul style="list-style-type: none"> <li>- <a href="#">Introductory Video</a> or <i>Flocabulary Videos</i> (see below)</li> <li>- <i>If you had to start over, with no technology or home, where would you choose to build your life?</i></li> <li>- <i>What landforms do you think are important to be near?</i></li> <li>- <i>What 3 things do you need in order to survive? Where would early humans find these?</i></li> <li>- <i>After watching the youtube migrations pattern video, why do you think early humans settled in certain areas?</i></li> </ul> <b>Instructional Ideas:</b>	Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions Textbook Enrichment Activity - Choice Board Available



SLO – What We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom <a href="#">Atlas of World History</a> Unit 1 + 2	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			<ul style="list-style-type: none"> <li>● Textbook Modules 3-6: -<i>The Fertile Crescent, Mesopotamia, and the Persian Empire</i> -<i>Kingdoms of the Nile</i> -<i>Ancient India</i> -<i>Ancient China</i></li> <li>● <b>Youtube Videos:</b> <a href="#">Migration Patterns</a> <a href="#">What Makes a Civilization?</a></li> </ul> <p><b>Independent Practice:</b> Frayer Model vocabulary sheet for each of the <a href="#">“GRAPES”</a></p> <hr/> <p>Introduction to <a href="#">Mesopotamia</a> <a href="#">Flocabulary</a> Introduction to <a href="#">Egypt</a> <a href="#">Flocabulary</a> Introduction to <a href="#">India</a> <a href="#">Flocabulary</a></p>	

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom <a href="#">Atlas of World History</a> Unit 1 + 2	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>6.2.8.GeoSV.2.a - WALT</b> Identify early river valley civilizations and their modern counterparts.</p> <p><b>6.2.8.GeoSV.2.a - WALT</b> Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts.</p> <p><b>6.2.8.GeoSV.2.a - WALT</b> Determine the geopolitical impact of early river valley civilizations and their modern counterparts.</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Use map activities and atlas books to compare and contrast early river valley civilizations to their modern counterparts.</p> <p>Use a google maps activity to compare and contrast maps of early river valley civilizations to their modern counterparts.</p>	<p><a href="#">Seterra Map game</a> <b>Comprehension Questions</b> <b>Exit Ticket Ideas:</b> <i>How do you think the world will continue to change?</i> <i>Name one way the world is different today than the early river valley civilizations.</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>What types of maps are there? What can maps tell us?</i></li> <li>- <i>How do you think the world and landforms have changed over time?</i></li> <li>- <i>Images of a map; have students label 4 areas studied on a modern day map.</i></li> </ul> <p><b>Instructional Ideas:</b></p> <ul style="list-style-type: none"> <li>● Textbook Modules 3-6: -<i>The Fertile Crescent, Mesopotamia, and the Persian Empire</i> -<i>Kingdoms of the Nile</i> -<i>Ancient India</i> -<i>Ancient China</i></li> <li>● <a href="#">Classroom Atlas Books:</a> - <i>Mesopotamia</i></li> </ul>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions Textbook Enrichment Activity - Choice Board Available</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom <a href="#">Atlas of World History</a> Unit 1 + 2	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			<p>p. 10 -13 - Egypt p. 16-19 -China p. 20-23 -India p. 24-27</p> <ul style="list-style-type: none"> <li>Videos: <a href="#">World Population</a></li> </ul>	
<p><b>6.2.8.GeoHE.2.a - WALT</b> Determine the extent to which geography influences settlement, the development of trade networks, technological innovations, and sustainability.</p> <p><b>6.2.8.GeoHE.2.a - WALT</b> Determine the extent to which geography influenced settlement and the development of trade networks of early river valley civilizations.</p> <p><b>6.2.8.GeoHE.2.a - WALT</b> Determine the extent to which geography influenced technological</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Use map activities to determine settlement patterns, trade networks, and aid in technological advancements as well as sustainability of early river valley civilizations.</p>	<p><b>Comprehension Questions</b> <b>Mapping</b> <b>Exit Ticket Ideas:</b> <i>Does geography continue to influence our lives today?</i></p> <ul style="list-style-type: none"> <li><i>More or less than early people? In what ways?</i></li> <li><i>What different challenges may we face because of geography?</i></li> </ul>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li><i>What kind of technology do you think early civilizations had?</i></li> <li><i>What do you think people in early civilizations would trade with one another?</i></li> </ul> <p><b>Instructional Ideas:</b></p> <ul style="list-style-type: none"> <li>Textbook Modules 3-6: -<i>The Fertile Crescent, Mesopotamia, and the Persian Empire</i> -<i>Kingdoms of the Nile</i> -<i>Ancient India</i> -<i>Ancient China</i></li> <li><a href="#">Classroom Atlas Books:</a></li> </ul>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions Textbook Enrichment Activity - Choice Board Available</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom <a href="#">Atlas of World History</a> Unit 1 + 2	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
innovations and the sustainability of early river valley civilizations.			<ul style="list-style-type: none"> <li>- Mesopotamia p. 10 -13</li> <li>- Egypt p. 16-19</li> <li>-China p. 20-23</li> <li>-India p. 24-27</li> </ul>	
<p><b>6.2.8.HistoryCC.2.c - WALT</b> Identify ways that the development of written language transformed aspects of life in early river valley civilizations.</p> <p><b>6.2.8.HistoryCC.2.c - WALT</b> Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p>	Use a guided note-taking sheet to capture key facts about the topic.	<p><b>Cuneiform Play-doh Activity &amp; Worksheet</b></p> <p><b>Oracle Bones Activity</b></p> <p><b>Comprehension Questions</b></p> <p><b>Exit Ticket Ideas:</b></p> <p><i>How has writing continued to change over the course of history?</i></p> <p><i>Why is writing and language so important?</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>What do you think the first writing system looked like?</i></li> <li>- <i>In what ways do you think writing is different compared to the past?</i></li> </ul> <p><b>Instructional Ideas:</b></p> <ul style="list-style-type: none"> <li>● Textbook Modules 3-6: <ul style="list-style-type: none"> <li>-<i>The Fertile Crescent, Mesopotamia, and the Persian Empire</i></li> <li>-<i>Kingdoms of the Nile</i></li> <li>-<i>Ancient India</i></li> <li>-<i>Ancient China</i></li> </ul> </li> <li>● Cuneiform Play-doh Activity</li> </ul>	<p>Study guides to reinforce key topics</p> <p>Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p><b>Honors + G&amp;T:</b></p> <p>Use of higher level questions</p> <p>Textbook Enrichment Activity - Choice Board Available</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom <a href="#">Atlas of World History</a> Unit 1 + 2	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			<ul style="list-style-type: none"> <li>• <a href="#">Cuneiform Decoder Worksheet</a></li> <hr/> <li>• <a href="#">Writing in Hieroglyphs Game</a></li> <li>• Learn <a href="#">Hieroglyphs with Thoth!</a></li> <hr/> <li>• <a href="#">Oracle Bones and Shang Dynasty Writing</a></li> </ul>	
<p><b>6.2.8.CivicsPI.2.a - WALT</b> identify forms of government used by early river valley civilizations.</p> <p><b>6.2.8.CivicsPI.2.a - WALT</b> Explain how early river valley civilizations developed similar forms of government.</p> <p><b>6.2.8.CivicsPI.2.a - WALT</b> Explain how early river valley civilizations</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Use primary and secondary sources to hypothesize and form an argumentative essay.</p>	<p><b>Comprehension Questions</b> <b>Roleplay Skits</b> <b>Exit Ticket Ideas:</b> <i>How is our government different from the early river valley civilizations?</i> <i>What similarities do you see between early river valley civilizations and their governments?</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>What are some forms of government?</i></li> <li>- <i>Why is government important?</i></li> <li>- <i>What are some laws that you think are important, or universal?</i></li> <li>- <i>What is our code of law called?</i></li> </ul> <p><b>Instructional Ideas:</b></p>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b></p>

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<p>developed similar forms of legal structures.</p> <p><b>6.2.8.HistoryCC.2.b - WALT</b> Analyze the impact of government in various early river valley civilizations.</p>			<ul style="list-style-type: none"> <li>● Textbook Modules 3-6: -<i>The Fertile Crescent, Mesopotamia, and the Persian Empire</i> -<i>Kingdoms of the Nile</i> -<i>Ancient India</i> -<i>Ancient China</i></li> <li>● Hammurabi's Code <a href="#">Introduction Video</a></li> <li>● Hammurabi's Code DBQ using DBQ Online Project</li> <li>● Hammurabi's Code Skits Activity</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Egypt <a href="#">Pharaohs: Ducksters</a></li> <li>● King Tut <a href="#">CSI</a> Activity</li> <li>● <a href="#">Hatshepsut Video</a></li> <li>● Kush: <a href="#">Edpuzzle</a></li> </ul>	<p>Use of higher level questions Textbook Enrichment Activity - Choice Board Available</p>

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			<ul style="list-style-type: none"> <li>• Gynzy - <a href="#">Yellow River Valley Civilization</a></li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Gynzy - <a href="#">The Indus River Valley</a></li> </ul>	
<p><b>6.2.8.HistoryCC.2.b - WALT</b> Analyze the impact of culture in various early river valley civilizations.</p> <p><b>6.2.8.HistoryCC.2.b - WALT</b> Analyze the impact of religion on daily life in various early river valley civilizations.</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Use primary and secondary sources to hypothesize and form an expository essay.</p> <p>Use knowledge of unit to create a retrospective presentation and form a descriptive essay.</p>	<p><b>Comprehension Questions</b></p> <p><b>Labeling a Ziggurat Activity</b></p> <p><b>Library Pyramid Building Activity</b></p> <p><b>Exit Ticket Ideas:</b> <i>How do you think these different cultures and religions may interact?</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>In what ways are we similar to early people?</i></li> <li>- <i>What is culture? What aspects are included in it?</i></li> <li>- <i>What are some different religions?</i> <ul style="list-style-type: none"> <li>- <a href="#">Religions over time</a></li> <li>- <a href="#">Religion in Ancient Civilization</a></li> <li>- <i>What is polytheism?</i></li> </ul> </li> </ul> <p><b>Instructional Ideas:</b></p> <ul style="list-style-type: none"> <li>• Textbook Modules 3-6: -<i>The Fertile Crescent,</i></li> </ul>	<p>Study guides to reinforce key topics Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p><b>Honors + G&amp;T:</b></p> <p>Use of higher level questions</p> <p>Textbook Enrichment Activity - Choice Board Available</p>

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			<p><i>Mesopotamia, and the Persian Empire</i></p> <ul style="list-style-type: none"> <li>-Kingdoms of the Nile</li> <li>-Ancient India</li> <li>-Ancient China</li> <li>• <a href="#">Religion &amp; Ziggurats Video</a></li> <li>• Label a Ziggurat activity</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">Build a Pyramid Game</a></li> <li>• <a href="#">Library Group Pyramid Building</a> Using the <a href="#">MakerSpace</a></li> <li>• <a href="#">Make a Mummy Game</a></li> <li>• <a href="#">Make a Mummy Video</a></li> <li>• <a href="#">Egyptian Gods and Goddesses</a></li> <li>• <a href="#">The Book of the Dead Video</a></li> <li>• <a href="#">Who Am I: Egyptian Gods Activity</a></li> </ul>	



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			<ul style="list-style-type: none"> <li>• My Egyptian Sarcophagus Project</li> <hr/> <li>• <a href="#">Harappan Web Activity</a></li> <hr/> <li>• <a href="#">Religion in Ancient China</a></li> </ul>	
<p><b>6.2.8.GeoGE.2.a - WALT</b> Identify improvements and technological advancements in early river valley civilizations.</p> <p><b>6.2.8.GeoGE.2.a - WALT</b> Technological advancements in early river valley civilizations led to economic specializations, improved weaponry, trade, and class systems.</p> <p><b>6.2.8.GeoGE.2.a - WALT</b> Explain how technological advancements led to</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Complete a graphic organizer, comparing the different river valley civilizations.</p>	<p><b>Comprehension Questions</b> <b>Exit Ticket Ideas:</b> <i>What kind of technological advancements do you think were most crucial for early river valley civilizations?</i></p> <p><i>What kind of technological advancements do you think were most crucial for modern day people?</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>What kind of technology do you think early civilizations had?</i></li> <li>- <i>What is a specialization?</i></li> <li>- <i>What is a class system? What 3 major classes do we see in our society?</i></li> </ul> <p><b>Instructional Ideas:</b></p> <ul style="list-style-type: none"> <li>• Textbook Modules 3-6: -<i>The Fertile Crescent, Mesopotamia, and the Persian Empire</i></li> </ul>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions Textbook Enrichment Activity - Choice Board Available</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom <a href="#">Atlas of World History</a> Unit 1 + 2	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.			<ul style="list-style-type: none"> <li>-Kingdoms of the Nile</li> <li>-Ancient India</li> <li>-Ancient China</li> <li>• <a href="#">River Valley Comparison Chart</a></li> </ul>	
<p><b>6.2.8.HistoryCA.2.a - WALT</b> Identify factors that led to the fall of various early river valley civilizations.</p> <p><b>6.2.8.HistoryCA.2.a - WALT</b> Analyze the factors that led to the rise and fall of various early river valley civilizations.</p> <p><b>6.2.8.HistoryCA.2.a - WALT</b> Determine whether there was a common pattern of growth and decline of various early river valley civilizations.</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Use primary and secondary sources to hypothesize and form an argumentative essay.</p>	<p><b>Comprehension Questions</b></p> <p><b>Exit Ticket Ideas:</b></p> <p><i>Why is it important to learn about the early river valley civilizations and their decline?</i></p> <p><i>Could the fall of these civilizations have been avoided?</i></p> <p><i>Do you see any similarities between issues face by early people and modern day societies?</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>Why do civilizations/ kingdoms/ empires/ nations fall or end?</i></li> <li>- <i>What are some challenges that early people in civilizations could have faced?</i></li> </ul> <p><b>Instructional Ideas:</b></p> <ul style="list-style-type: none"> <li>• Textbook Modules 3-6: <ul style="list-style-type: none"> <li>-<i>The Fertile Crescent, Mesopotamia, and the Persian Empire</i></li> <li>-<i>Kingdoms of the Nile</i></li> <li>-<i>Ancient India</i></li> </ul> </li> </ul>	<p>Study guides to reinforce key topics</p> <p>Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p><b>Honors + G&amp;T:</b></p> <p>Use of higher level questions</p> <p>Textbook Enrichment Activity - Choice Board Available</p>

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			<p>-Ancient China</p> <ul style="list-style-type: none"> <li>● <a href="#">The Rise and Fall of the First Empire</a> Video</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● The Nile River DBQ</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● What Happened to the Harappans? CSI Activity</li> <li>● <a href="#">What Happened to the Indus Civilization?</a></li> </ul>	
<p><b>6.2.8.HistoryCC.2.a - WALT</b> Identify major achievements of the early river valley civilizations.</p> <p><b>6.2.8.HistoryCC.2.a - WALT</b> Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Use sources to form an expository essay.</p>	<p><b>Comprehension Questions</b> <b>Exit Ticket Ideas:</b> <i>Do you predict that future civilizations will face similar or different challenges? How/ will the advancements of early river valley civilizations help them?</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>Even though they are no longer a civilization, how have the early river valleys impacted history?</i></li> <li>- <i>What are some major achievements of the early river valley civilizations?</i></li> </ul> <p><b>Instructional Ideas:</b></p>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom <a href="#">Atlas of World History</a> Unit 1 + 2	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			<ul style="list-style-type: none"> <li>Textbook Modules 3-6: -<i>The Fertile Crescent, Mesopotamia, and the Persian Empire</i> -<i>Kingdoms of the Nile</i> -<i>Ancient India</i> -<i>Ancient China</i></li> <li><a href="#">Common Writing Prompt Essay</a></li> </ul>	Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions Textbook Enrichment Activity - Choice Board Available

Benchmark Assessment 1	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Project Option: Hammurabi's Code Skits Project Option: My Egyptian Sarcophagus Project Option: Ancient Harappan CSI Activity DBQ Option: Hammurabi's Code DBQ Option: The Nile	<ul style="list-style-type: none"> <li>Reduced questions</li> <li>Modify the types of questions asked</li> <li>Add evaluate or create questions in order to challenge gifted students</li> <li>Include a translator for ELL learners. Provide a sample essay and writing outline for students.</li> </ul>

<b>Benchmark Assessment 2</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Common Writing Prompt Essay	<ul style="list-style-type: none"> <li>● Provide a sample outline for students</li> <li>● Reduced questions</li> <li>● Modify the types of questions asked</li> <li>● Add evaluate or create questions in order to challenge gifted students</li> <li>● Include a translator for ELL learners.</li> </ul>

<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Module 3 Fertile Crescent Test Module 4 Kingdoms of the Nile Test Module 5 Ancient India Test Module 6 Ancient China Test	<ul style="list-style-type: none"> <li>● Provide a sample outline for students</li> <li>● Reduced questions</li> <li>● Modify the types of questions asked</li> <li>● Add evaluate or create questions in order to challenge gifted students</li> <li>● Include a translator for ELL learners.</li> </ul>

<b>Interdisciplinary Connections</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<p>Reading RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Writing NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis. Speaking and Listening</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p>	<ul style="list-style-type: none"> <li>● Provide a sample outline for students</li> <li>● Reduced questions</li> <li>● Modify the types of questions asked</li> <li>● Add evaluate or create questions in order to challenge gifted students</li> <li>● Include a translator for ELL learners.</li> </ul>

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## Era 3: The Classical Civilizations of the Mediterranean World, India and China

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Timeframe: ~ 85 days

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### Guiding Questions

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- What geographic features did Ancient India have that made it a good location for the growth of civilization?
  - How does India's rich history and culture affect the world today?
  - What are some examples of planned communities and how do they make life easier for their people?
  - How did technological innovations of India help them sustain?
  - What and how did Ancient India trade?
  - How did the development of a written language (sanskrit) transform how people lived and interacted with each other?
  - What were the social hierarchies in Ancient India?
  - What were the social hierarchies in Ancient China?
  - What led to the rise and fall of various dynasties?
  - What ideas and inventions did Ancient India and China spread to other civilizations?
  - What and how did Ancient China trade?
  - What geographic features did Greece have that made it a good location for the growth of civilization?
  - What and how did Ancient Greece trade?
  - How did Greek City-States interact with each other?
  - How was the government structured in Ancient Greece?
  - What role did the military serve in Ancient Greek culture?
  - What were the social hierarchies in Ancient Greece?
  - What rights were granted to Ancient Greek citizens?
  - What religion did the Ancient Greeks practice?
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### Standards

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#### Standards (Taught and Assessed)

##### Performance Expectations:

- 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.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.GE.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.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.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.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.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.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.
- 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as an uniform system of exchange in the Mediterranean World and Asia.
- 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.

### **Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally
- 9.1.8.D.5 Explain the economic principle of supply and demand.

### **Social-Emotional Learning Competencies**

- **Self-Awareness:**
  - Recognize one's feelings and thoughts



- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- **Self-Management:**
  - Recognize the importance of self-confidence in handling daily tasks and challenges
  - Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- **Social Awareness**
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds •
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- **Responsible Decision-Making**
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
  - Evaluate personal, ethical, safety, and civic impact of decisions
- **Relationship Skills**
  - Establish and maintain healthy relationships
  - Utilize positive communication and social skills to interact effectively with others
  - Identify ways to resist inappropriate social pressure
  - Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
  - Identify who, when, where, or how to seek help for oneself or others when needed
  - <https://www.nj.gov/education/safety/wellness/selearning/docs/SELCompetencies.pdf>

### Instructional Plan

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Assess students prior knowledge prior to the start of the lesson. <ul style="list-style-type: none"> <li>● Create do now based on topic focus using:               <ul style="list-style-type: none"> <li>○ Textbook comprehension questions</li> <li>○ Video</li> <li>○ Class activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Modify the content on the pre-assessment</li> <li>● Modify the amount of questions</li> <li>● Modify the types of questions asked</li> <li>● Include some higher level bloom type questions for those gifted and talented students.</li> <li>● Students will also have a reflection sheet to give feedback and set their own expectations for the unit.</li> </ul>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom <a href="#">Atlas of World History</a> Unit 2,3,4	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>6.2.8.HistoryUP.3.a - Understanding Perspectives WALT</b> identify what are social hierarchies in a classical civilization.</p> <p><b>WALT</b> Analyze various social hierarchies in classical civilizations when it comes to power, wealth and equality.</p> <p><b>WALT</b> Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth and equality.</p>	<p>Defining key vocabulary and key terms that relate to the social hierarchies in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p> <p>Use a guided note-taking sheet to capture key facts about Ancient India, Ancient China and Ancient Greece using nearpod or other teacher driven instruction.</p> <p>Complete a graphic organizer to compare Ancient India to Ancient China, Ancient Greece and Ancient Rome.</p>	<p><b>Vocabulary and Key Terms matching Comprehension Questions</b></p> <p><b>Exit Ticket Ideas:</b> <i>What are the main ideas of a social hierarchy in one of the following classical civilizations? If you had to choose one of the classical civilizations, which one had the most equality amongst its people?</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>What is a social hierarchy?</i></li> <li>- <i>What is our modern day social hierarchy like?</i></li> <li>- <i>Which social class would you have liked to be in? (can be asked per civilization)</i></li> </ul> <p><b>Instruction/Activity Ideas:</b> <a href="#">Dynasties of Power Video</a>- Ancient <a href="#">India</a> Social Classes Ancient <a href="#">Greece</a> Social Classes</p>	<p>Study guides to reinforce key topics Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p><b>Honors + G&amp;T:</b> Use of higher level questions</p>

SLO – WAL We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <u><i>Ancient Civilization - HMH © 2018</i></u> The Nystrom <a href="#">Atlas of World History</a> Unit 2,3,4	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>6.2.8.HistoryUP.3.b - Understanding Perspectives</b></p> <p><b>WALT</b> identify various status groups in the Ancient World.</p> <p><b>WALT</b> compare the status of the groups of the Ancient World to the present day.</p> <p><b>WALT</b> evaluate how individuals perceived the principles of liberty and equality of the past and present based on political, economic and social reasons.</p>	<p>Defining key vocabulary and key terms that relate to the status groups in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p> <p>Use a guided note-taking sheet to capture key facts about Ancient India, Ancient China and Ancient Greece using nearpod or other teacher driven instruction. Complete a graphic organizer to compare Ancient India to Ancient China, Ancient Greece and Ancient Rome.</p>	<p><b>Vocabulary and Key Terms matching</b></p> <p><b>Comprehension Questions</b></p> <p><b>Exit Ticket Ideas:</b> <i>What are the various status groups in the Ancient World?</i> <i>How do these status groups compare to the past to the present?</i> <i>How do individuals perceive the principles of liberty and equality of the past and present based on political, economic or social reasons?</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>Define liberty in your own words</i></li> <li>- <i>Define equality in your own words.</i></li> <li>- <i>Is there a difference between liberty and equality? Can you have one without the other?</i></li> </ul> <p><b>Instruction/Activity Ideas:</b> <a href="#">Dynasties of Power Video-</a> Ancient India Harappa and Mohenjo Daro Worksheet Ancient Greece Athens and Sparta Comparison chart</p>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom <a href="#">Atlas of World History</a> Unit 2,3,4	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>6.2.8.HistoryUP.3.c - Understanding Perspectives</b></p> <p><b>WALT</b> identify tenets (beliefs) of the world religions that developed in this time period within Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism.</p> <p><b>WALT</b> examine the patterns of expansion of these religions.</p> <p><b>WALT</b> 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.</p>	<p>defining key vocabulary and key terms that relate to the tenets of the world religions (Buddhism, Christnaity, Confucianism, Hinduism, Islam, Judaism, Sikhism and Taoism in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p> <p>Use a guided note-taking sheet to capture the patterns of expansion of tenants of various world religions using nearpod or other teacher driven instruction.</p> <p>Complete a graphic organizer to compare and contrast various world religions that developed</p>	<p><b>Vocabulary and Key Terms matching</b></p> <p><b>Comprehension Questions</b></p> <p><b>Exit Ticket Ideas:</b></p> <p><i>What are the main ideas of Buddhism, Christnaity, Confucianism, Hinduism, Islam, Judaism, Sikhism and Taoism?</i></p> <p><i>What were the patterns of expansion for Buddhism, Christnaity, Confucianism, Hinduism, Islam, Judaism, Sikhism and Taoism?</i></p> <p><i>How were the various patterns of expansion similar and different?</i></p> <p><i>Give one example.</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>How do you think religion changes over the course of time?</i></li> <li>- <i>How do these religions (Biddhism, christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism) develop the culture of these ancient civilizations?</i></li> </ul> <p><b>Instruction/Activity Ideas:</b></p> <p>Judaism - <a href="#">Guided Reading</a></p> <p>Christianity - <a href="#">Guided Reading</a></p> <p>Islam - <a href="#">Guided Reading</a></p> <p>Hinduism - <a href="#">Guided Reading</a></p> <p>Buddhism - <a href="#">Guided Reading</a></p> <p>Confucius - <a href="#">Thought Poster Activity</a></p>	<p>Study guides to reinforce key topics</p> <p>Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p><b>Honors + G&amp;T:</b></p> <p>Use of higher level questions</p>

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<p><b>6.2.8.CivicsPI.3.a - Civic and Political Institutions</b></p> <p><b>WALT</b> Identify different types of government leadership used by rulers of Rome, China and India.</p> <p><b>WALT</b> Distinguish the various methods used by rulers of Rome, China and India to control and unify their expanding empires.</p> <p><b>WALT</b> 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.</p>	<p>Defining key vocabulary and key terms that relate to the rulers of Rome China and India in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p> <p>Use a guided note-taking sheet to capture rulers methods and autocratic rule, philosophies by using nearpod or other teacher driven instruction.</p> <p>Complete a graphic organizer to compare and contrast the methods, autocratic rule, philosophies and bureaucratic structures used by the rulers of Rome, China and India to control and unify their expanding empires.</p>	<p><b>Vocabulary and Key Terms matching</b></p> <p><b>Comprehension Questions</b></p> <p><b>Exit Ticket Ideas:</b> <i>What are some of the types of governments that were used in Rome, China and India?</i> <i>Out of all the systems of government and ruler, which one do you think was the most effective?</i> <i>Use evidence based on the text and discussions. How did their expanding empires impact the world? You may choose one example or use all three to help explain your response</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>Imagine your group is its own empire; what roles would each person have?</i> <i>What kind of government would you form?</i></li> </ul> <p><b>Instruction/Activity Ideas:</b> Greek City States chart</p>	<p>Study guides to reinforce key topics Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p><b>Honors + G&amp;T:</b> Use of higher level questions</p>

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<p><b>6.2.8.EconEM.3.a - Exchanges and Markets</b></p> <p><b>WALT</b> Identify the expanding land and sea trade routes in the Mediterranean World.</p> <p><b>WALT</b> Identify the expanding land and sea trade routes in Asia.</p> <p><b>WALT</b> Analyze the uniform system of exchange in the Mediterranean World and Asia.</p> <p><b>WALT</b> Analyze the impact of expanding land and sea trade routes as well as an uniform system of exchange in the Mediterranean World and Asia.</p> <p><b>WALT</b> Evaluate the impact of expanding land and sea trade routes as well as an uniform system of</p>	<p>Defining key vocabulary and key terms that relate to the rulers of Rome China and India in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p> <p>Use a guided note-taking sheet to capture rulers methods and autocratic rule, philosophies by using nearpod or other teacher driven instruction.</p> <p>Complete a graphic organizer to compare and contrast the methods, autocratic rule, philosophies and bureaucratic structures used by the rulers of Rome, China and India to control and unify their expanding empires.</p>	<p><b>Vocabulary and Key Terms matching</b></p> <p><b>Comprehension Questions</b></p> <p><b>Exit Ticket Ideas:</b> <i>How is trade beneficial? Can trade be detrimental? How?</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>Look around the room, come up with a list of 5 items and where they are made.</i></li> <li>- <i>If we didn't have trade with other countries, what goods/resources would you not have access to?</i></li> </ul> <p><b>Instruction/Activity Ideas:</b> Atlas Activity: Ancient India Atlas Activity: China Atlas Activity: Ancient Greece</p>	<p>Study guides to reinforce key topics Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p><b>Honors + G&amp;T:</b> Use of higher level questions</p>

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exchange in the Mediterranean World and Asia.				
<p><b>6.2.8.HistoryCA.3.a - Claims and Argumentation</b></p> <p><b>WALT</b> identify the major achievements of Greece, Rome India and China over time.</p> <p><b>WALT</b> analyze the importance of the enduring legacy of the major achievements of Greece, Rome, India and China.</p> <p><b>WALT</b> Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p>	<p>Defining key vocabulary and key terms that relate to the rulers of Rome China and India in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p>	<p><b>Vocabulary and Key Terms matching</b> <b>Comprehension Questions</b> <b>Exit Ticket Ideas:</b> <i>What was a major achievement of Greece/ Rome/ India/ China?</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>Which contribution from this civilization had the most lasting impact?</i></li> <li>- <i>In what ways do you see Greek/Roman/Indian/Chinese influence in our modern day world?</i></li> </ul> <p><b>Instruction/Activity Ideas:</b> Ancient Greece City State Project Movable Type/Calligraphy Activity utilizing maker space in library</p>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions</p>

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<p><b>6.2.8.HistoryCA.3.b - Claims and Argumentation</b></p> <p><b>WALT</b> identify the reasons that contributed to the decline of the Roman Empire, Gupta India and Han China.</p> <p><b>WALT</b> identify the causes that contributed to the fall of the Roman Empire, Gupta India and Han China.</p> <p><b>WALT</b> Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p>	<p>defining key vocabulary and key terms that relate to the rulers of Rome China and India in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p>	<p><b>Vocabulary and Key Terms matching</b></p> <p><b>Comprehension Questions</b></p> <p><b>Exit Ticket Ideas:</b> <i>What was a major cause for the decline of Rome/ Gupta India/ Han China?</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>Hypothesize why/how the Roman/Gupta/Han empire will fall.</i></li> <li>- <i>What similarities do we see among empires that decline?</i></li> </ul> <p><b>Instruction/Activity Ideas:</b> DBQ Essay: Alexander the Great DBQ</p>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions</p>



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<p><b>6.2.8.CivicsDP.3.a - Democratic Principles</b></p> <p><b>WALT</b> Compare and contrast the American legal system with the legal systems of classical civilizations.</p> <p><b>WALT</b> Determine the extent to which the legal systems of classical civilizations early systems influenced our current legal system</p> <p><b>WALT</b> Distinguish which classical civilizations have the most influence on the American legal systems and why.</p> <p><b>6.2.8.CivicsDP.3.b - Democratic Principles</b></p> <p><b>WALT</b> Compare and contrast Athenian democracy to the Roman Republic</p>	<p>defining key vocabulary and key terms that relate to the rulers of Rome China and India in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p> <p>Using the Venn diagram analysis of Athenian and Roman Republic Democracy to determine which of the classical civilizations have the most influence on the American legal system.</p> <p>Examine the rights and responsibilities of Athenian Democracy and the Roman Republic to show the specific rights and responsibilities taken</p>	<p><b>Vocabulary and Key Terms matching Comprehension Questions</b></p> <p><b>Exit Ticket Ideas:</b> <i>Do you see influence from ancient civilizations within our legal system? What is the difference between a right and responsibility? Do rights and responsibilities overlap?</i></p> <p><i>What are some rights and responsibilities you feel you should have as a student of BMS/KMS?</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>What kind of legal system does the U.S. have?</i></li> <li>- <i>What are the 3 branches of government?</i></li> <li>- <i>Is there anything you would change within the U.S. legal system?</i></li> <li>- <i>What is the Code of Law in the U.S.?</i></li> <li>- <i>What is a right? What is a responsibility? What is a privilege?</i></li> </ul> <p><b>Instruction/Activity Ideas:</b> Venn Diagram Activity comparing and contrasting Athenian Democracy to Roman Republic Complete a chart analysis activity that distinguishes the impact of the classical</p>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions</p>

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<p><b>WALT</b> Use evidence to show how Athenian Democracy and the Roman Republic influenced the development of the United States Constitution.</p> <p><b>WALT</b> Create an argumentative open ended response using the evidence on Athenian Democracy and Roman Republic to determine the influence on the United States Constitution.</p> <p><b>6.2.8.CivicsHR.3.a - Human and Civil Rights</b></p> <p><b>WALT</b> Identify what are rights and responsibilities.</p> <p><b>WALT</b> Analyze what are the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social</p>	<p>from each of the classical civilizations. Write a two paragraph minimum open ended response that shows the role of Athenian Democracy and the Roman Republic's impact on the United States Constitution.</p>		<p>civilizations on the American legal system.</p> <p>Examine excerpts of primary sources taken from the Athenian law, Roman law, and the U.S. Constitution to determine the ways in which Athens and Rome directly influence the law of the land.</p> <p>Use primary source evidence from previous assessment on Athenian Democracy and the Roman Republic to create an open ended response that shows the role of these legal systems on the United States Constitution.</p>	

SLO – WAL. We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom <a href="#">Atlas of World History</a> Unit 2,3,4	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>structures of classical civilizations.</p> <p><b>WALT</b> 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><b>6.2.8.GE.3.a - Global Economy</b></p> <p><b>WALT</b> Distinguish the various technological innovations of the Classical civilizations.</p> <p><b>WALT</b> Determine how the various technological innovations of the classical civilization advance agricultural output and commerce.</p> <p><b>WALT</b> Analyze the way in which technological innovations of the Classical</p>	<p>defining key vocabulary and key terms that relate to the rulers of Rome China and India in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p>	<p><b>Vocabulary and Key Terms matching Comprehension Questions</b></p> <p><b>Exit Ticket Ideas:</b> <i>Were there any technological advancements and innovations that had a lasting impact?</i></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>What was the most important technological innovation within this ancient civilization?</i></li> <li>- <i>What new specializations are made with the development of these technological advancements?</i></li> </ul> <p><b>Instruction/Activity Ideas:</b></p> <ol style="list-style-type: none"> <li>1. analyzing various documents using</li> </ol>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions</p>

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<p>civilizations helped to expand military capabilities, to improve life in urban areas, and allow for greater division of labor.</p> <p><b>WALT</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.</p>			<p>DBQ Online and other resources.</p> <ol style="list-style-type: none"> <li>a. DBQ: The Great Wall of China Did the Benefits Outweigh the Costs?</li> <li>2. Using various edpuzzle videos to engage students with checking for understanding.</li> <li>3. using the textbook to take guided notes.</li> <li>4. using a venn-diagram to compare and contrast all the classical civilizations.</li> </ol>	

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<p><b>6.2.8.GeoPP.3.a - Human Population Patterns</b></p> <p><b>WALT</b> Identify the geographic features of the classical civilizations and their natural resources</p> <p><b>WALT</b> identify the political, economic and cultural systems of classical civilizations.</p> <p><b>WALT</b> analyze how the geographic features and natural resources of the classical civilizations influenced the development of the political, economic, and cultural systems</p> <p><b>WALT</b> Describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations</p>	<p>defining key vocabulary and key terms that relate to the geography and natural resources of the classical civilizations. Use a guided note-taking sheet to explain the reason for their development and decline of classical civilizations using nearpod or other teacher driven instruction.</p> <p>using the dbq online program to help use primary and secondary sources to explain how geography and natural resources led to both the development and decline of classical civilizations.</p> <p>defining key vocabulary and key terms that relate to the economics, values and divisions of classical civilizations. Use a guided note-taking sheet to identify and</p>	<p><b>Vocabulary and Key Terms matching</b> <b>Comprehension Questions</b> <b>Exit Ticket Ideas:</b></p>	<p><b>Do Now Ideas:</b></p> <ul style="list-style-type: none"> <li>- <i>What major geographic features help this civilization?</i></li> <li>- <i>What resources does this civilization have access to that others may desire?</i></li> </ul> <p><b>Instruction/Activity Ideas:</b></p> <ol style="list-style-type: none"> <li>1. Mapping and Atlas Activities</li> <li>2. Column chart: identify and analyze the economic, political and cultural aspects of each classical civilization.</li> <li>3. Textbook, identify the key natural resources and analyze how they impacted the classical civilization by</li> </ol>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <b>Honors + G&amp;T:</b> Use of higher level questions</p>

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<p>and provided motivation for expansion.</p> <p><b>6.2.8.GeoPP.3.b - Human Population Patterns</b></p> <p><b>WALT</b> Analyze the geography and natural resources of the classical civilizations that lead to their development.</p> <p><b>WALT</b> Analyze the geography and natural resources of the classical civilizations that lead to their decline.</p> <p><b>WALT</b> Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</p> <p><b>WALT</b> Evaluate the geography and natural resources of the classical</p>	<p>explain economics, economic issues, conflicts of classical civilizations that helped shape values and decisions using nearpod or other teacher driven instruction.</p> <p>Complete a graphic organizer to determine the extent on how religion, economic issues, and conflicts shaped the values and divisions of the classical civilization</p>		<p>answering a higher order thinking question.</p> <p>4. Edpuzzle</p> <p>5. Either as a debate or essay, the students will be able to evaluate how geography, economic, political, social and cultural aspects impacted the classical civilization.</p> <p>a. DBQ: The Silk Road: Recording the Journey Israelite King Resume</p>	

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<p>civilizations that lead to their rise and decline.</p> <p><b>6.2.8.HistoryCC.3.a - Continuity and Change</b></p> <p><b>WALT</b> identify the the economic issues and conflicts that helped to shape the values and decisions of the classical civilizations</p> <p><b>WALT</b> Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p>				

Benchmark Assessment 1	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Harappa and Mohenjo Daro Theory Activity</p> <p>Dynasties of Power Video</p> <p>DBQ: The Great Wall of China Did the Benefits Outweigh the Costs?</p> <p>DBQ: The Silk Road: Recording the Journey</p> <p>Israelite King Resume</p>	<ul style="list-style-type: none"> <li>● Provide a sample outline for students.</li> <li>● Reduced questions</li> <li>● Modify the types of questions asked</li> <li>● Add, evaluate or create questions in order to challenge gifted students</li> <li>● Include a translator for ELL learners.</li> </ul>

<b>Benchmark Assessment 2</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Ancient Greece City-State Project Alexander the Great DBQ	<ul style="list-style-type: none"> <li>● Provide a sample outline for students.</li> <li>● Reduced questions</li> <li>● Modify the types of questions asked</li> <li>● Add, evaluate or create questions in order to challenge gifted students</li> <li>● Include a translator for ELL learners.</li> </ul>
<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Module 5 Ancient India Test Module 6 Ancient China Test Module 7 The Hebrews and Judaism Module 8 Ancient Greece Module 9 The Hellenistic World Module 10 Ancient Rome	<ul style="list-style-type: none"> <li>● Provide a sample outline for students.</li> <li>● Reduced questions</li> <li>● Modify the types of questions asked</li> <li>● Add, evaluate or create questions in order to challenge gifted students</li> <li>● Include a translator for ELL learners.</li> </ul>



Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>Reading: RI.7.1.</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>9.1.8.D.5</b> Explain the economic principle of supply and demand.</p> <p><b>RI.7.2.</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><b>RI.7.3.</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><b>RI.7.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RI.7.8.</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><b>Writing: NJLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>NJLSA.W4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJLSA.W7.</b> Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions.</p> <p><b>NJLSA.W8.</b> Gather relevant information from multiple print and digital sources.</p> <p><b>NJLSA.W9.</b> Draw evidence from literary or informational texts to support analysis.</p> <p><b>Speaking and Listening:</b></p> <p><b>NJLSA.SL1.</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>NJLSA.SL2.</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>NJLSA.SL3.</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>NJLSA.SL4.</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>NJLSA.SL5.</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Study guides to reinforce key topics</p> <p>Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p><b>Honors + G&amp;T:</b></p> <p>Use of higher level questions</p>

