ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT
Social Studies

COURSE TITLE
6th grade Social Studies

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BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

The 6th grade social curriculum is designed to cultivate in students their ability to think critically and make informed decisions, through an understanding of their place and responsibilities as 21st Century citizens of a culturally diverse, democratic society in an interdependent world. The program intertwines the disciplines of anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, emphasizing Reading and Writing Like a Historian, through the study of the ancient river valley and classical civilizations of Asia, Europe and Africa.

Course Description

The focus of 6th grade Social Studies is an overview of ancient civilizations with an emphasis placed on having students understand that in order to suceed as a civilization, certain elements must be present. Students are investigators of the past, exploring artifacts, people, and events to develop their skills as historians in their thinking and writing.

Integration of 21st Century Themes and Skills

Educational Technology
Standards: 8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively. Example: Students use on line resources to search current events. 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. Example: Students create a digital flyer/ want ad - defining the role of an Egyptian Pharaoh. Students create a slide show/ PowerPoint outlining the components of their created civilization. 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory. Example: Students can use Google Maps to search and identify a place to settle and create their civilization.

Career Ready Practices
Standards: CRP1, CRP4, CRP6, CRP7
CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. **Example:** Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will debate their position on effective leadership, based on their researched evidence.

CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Example: Students will research the impact ancient civilizations had on technologies and innovations and how they develop over time.

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Example: Students will source various texts for perspective and circumstances of its creation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Example: Students will work in small groups to collaborate and to come up with an idea/ answer to a given problem.

CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Example: Students will collaborate using an online platform. (such as Google Slides, Flipgrid)

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Interdisciplinary Connections

Students will read a text and write an analysis about farming (6.2.8.C.1.a) that includes text evidence that supports their claim. (RI.6.1)

Students will learn to describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure in Social Studies (6.2.8.d.1.b). In ELA use text such as legends, myths and fairy tales (RI.6.9).

Students will learn to write an argument/claim and support their answer with evidence from a text. In Social Studies, students will 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.c). While ELA, students will complete research on a social issue and write an essay (W.6.1a-e).

General Differentiated Instruction Strategies

- Leveled texts
- Chunking texts
- Choice board
- Socratic Seminar
- Tiered Instruction
- Small group instruction
- Guided Reading
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures
- Adjust length of assignment

- Repeat, reword directions
- Brain breaks and movement breaks
- Brief and concrete directions
- Checklists for tasks
- Graphic organizers
- Assistive technology (spell check, voice to type)
- Study guides
- Tiered learning stations
- Tiered questioning
- Data-driven student partnerships
- Extra time

Possible Additional Strategies for Special Education Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
- Extra time for assigned tasks - Adjust length of assignment - Timeline with due dates for reports and projects - Communication system between home and school - Provide lecture notes/outline	- Extra Response time - Have students verbalize steps - Repeat, clarify or reword directions - Mini-breaks between tasks - Provide a warning for transitions - Reading partners	- Precise step-by-step directions - Short manageable tasks - Brief and concrete directions - Provide immediate feedback - Small group instruction - Emphasize multi-sensory learning	- Teacher-made checklist - Use visual graphic organizers - Reference resources to promote independence - Visual and verbal reminders - Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment
The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs. • Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways. • Pose questions and exhibit sincere curiosity about principles and how things work. • The ability to grasp concepts and make real world and cross-curricular connections. • Generate theories and hypotheses and pursue methods of inquiry. • Produce products that express insight, creativity, and excellence. • Possess exceptional leadership skills. • Evaluate vocabulary • Elevate Text Complexity • Inquiry based assignments and projects • Independent student options • Tiered/Multi-level activities • Purposeful Learning Center • Open-ended activities and projects • Form and build on learning communities • Providing pupils with experiences outside the 'regular' curriculum • Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level • A higher quality of work than the norm for the given age group. • The promotion of a higher level of thinking and making connections.

- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Robbinsville Public Schools

Curriculum Map

6th Grade Social Studies

Relevant Standards	Standards Unpacked Skill / Concept / Process?	Enduring Understandings / Unit Goals	Essential Questions	Unit Title / Suggested Timeline
6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.C.1.a	● Compare and contrast the social organization, natural resources and land use of the early hunters/gatherers and those who lived in early agrarian societies. ● Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. ● Describe the influence of the agricultural revolution (eg.	● Prior to any written records, archaeology provides historical and scientific explanations for how our ancient ancestors lived based on artifacts and inference. ● The life of early hunter-gatherer societies was most influenced by their physical environment. ● The process that produced Homo sapiens from which all current races descended, involved not only anatomical changes and greater tool-making skills but also emergence of social	● How do social scientists interpret the past? ● What capabilities helped hominins/hominids survive? ● How did the development of agriculture change daily life in the Neolithic Age? ● How did geography and climate impact the lives of early humans? ● How does technology change the way people live? ● Why is the Neolithic Revolution considered a turning point in human history?	Unit #1: Intro to Social Studies/Archeaology Paleolithic/ Neolithic Periods 6 weeks

	the impact of food surplus from farming) on population growth and the subsequent development of civilizations.	communities that consciously shared a life of symbols, ceremonies, and aesthetic expression.	● What is a revolution? Why was farming considered a "REVOLUTION?	
6.2.8.C.1.b	● Determine the impact of technological advancements on hunter/gatherer and agrarian societies.	● The use of technology to adapt to and overcome the environment was a significant factor in the evolution of species and continues to influence how we continue to develop as a species.		
6.2.8.D.1.a	● Demonstrate an understanding of preagricultural and post agricultural periods in terms of relative length of time.	● Farming is considered a "revolution" providing the necessary foundation for the great civilizations that followed because surplus led to increase in population, specialization of labor, new forms of social organization, and the beginnings of a civilization.		
6.2.8.D.1.b	● Demonstrate how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.			
6.2.8.D1.c	● Explain how archeological discoveries are used to develop and enhance understanding of life prior to written records.			
6.2.8.A.2.a	● Explain how different early river civilizations developed similar forms of government and legal structures.	● The components of civilization include; a stable food supply, system of government, specialization of labor, social levels , writing and record keeping, advanced technology, and highly developed culture.	● How did geographic challenges lead to the rise of city-states in Mesopotamia?	Unit #2: Birth of Civilization and Mesopotamia
6.2.8.A.2.b	● Determine the role of slavery in the economic and social structures of early river valley civilizations.		● What were the most important achievements of the Mesopotamian empires?	5 weeks
6.2.8.B.2.a	● Determine the extent to which geography influenced	● Mesopotamia's resources and location between two rivers	● In what ways does Mesopotamia meet the criteria of a civilization? ● What factors determine a	

	settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.	drew people to settle there.	civilization?	
6.2.8.B.2.b	● Compare and contrast physical and political maps of the early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations then and now.	● The earliest existing set of written laws, known as Hammurabi's Code, established rules and punishments for the Babylonians. ● Writing in Mesopotamia was first used to keep written records. ● Advancements in technology led to greater economic specialization, trade, weapons, etc. ● The developments of various Mesopotamian empires have influenced our modern world today.	● How did physical geography affect the development and growth of Mesopotamia? ● How did the structure and function of Mesopotamia"s government reflect its values and beliefs? ● Why is codifying laws necessary in a civilization? ● How did Mesopotamia's belief system affect its historical accomplishments? ● How does technology impact a society? ● To what extent does ancient Mesopotamia influence us today?	
6.2.8.C.2.a	● Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.			
6.2.8.D.2.a	● Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.			
6.2.8.D.2.b	● Explain how the development of written language transformed all aspects of life in early river valley civilizations.			

6.2.8.D.2.c 6.2.8.D.2.d	● Explain how the development of written language transformed all aspects of life in early river valley civilizations. ● Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.			
6.2.8.A.2.a 6.2.8.A.2.b 6.2.8.B.2.a 6.2.8.B.2.b	● Explain how different early river civilizations developed similar forms of government and legal structures. ● Determine the role of slavery in the economic and social structures of early river valley civilizations. ● Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. ● Compare and contrast physical and political maps of the early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq;	● The Nile River provided the ancient Egyptian and Nubian peoples with water, food, fertile soil, and other materials. ● The Nile River and its valley were central trade routes for Egyptians and Nubians. Egyptian kings had absolute power and were thought to be gods on earth. ● Egyptians were deeply religious and believed in many gods and goddesses. ● Egyptians believed in life after death and carefully prepared their dead for the afterlife. ● The Egyptian social order resembled a pyramid, with the pharaoh at the top, and the largest class, the peasants, at the base. ● The ancient Egyptians used a	● What did the pharaohs of ancient Egypt accomplish, and how did they do it? ● How did social class affect daily life in ancient Egypt? ● How did geography affect the development and growth of Egypt? ● Why was Egypt considered, "A Gift of the Nile?" ● How did Egypt's belief system affect its historical accomplishments? ● What were the beliefs and values of Egyptian society? ● What types of governments were formed in Egypt and how did they develop? ● How did Egypt develop and organize its economic activities? ● To what extent does ancient Egypt influence us today?	Unit #3: Egypt 6 weeks

6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b	Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations then and now. ● Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. ● Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. ● Explain how the development of written language transformed all aspects of life in early river valley civilizations.	pictorial writing system similar to that used in Mesopotamian civilization.		
6.2.8.A.2.a 6.2.8.A.2.b	● Explain how different early river civilizations developed similar forms of government and legal structures.	● India's geographic setting limited the contact the ancient peoples of the Indian subcontinent had with the rest of the world. ● Aryans migrated in great	● How did geography affect early settlement in India? ● Why is so little known about the Harappans? ● What can artifacts tell us about daily life in Mohenjo	Unit #4: India 5 weeks

6.2.8.B.2.a	● Determine the role of slavery in the economic and social structures of early river valley civilizations.	waves from central Asia into India, influencing Indian life and culture.	Daro?
		● Hinduism is a complex religion that developed over a span of about 3,500 years.	● What are the origins and beliefs of Hinduism?
6.2.8.B.2.b	● Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.	● Hindus believed in nonviolence, and that good behavior will be rewarded and bad behavior will be punished.	● What are the main beliefs and teachings of Buddhism? ● How did Ashoka unify the Mauryan Empire and spread Buddhist values? ● Why is the period during the Gupta Empire known as a "golden age?"
	● Compare and contrast physical and political maps of the early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations then and now.	● Buddhism flourished in India, along with Hinduism, but eventually it declined there. Missionaries carried the Buddha's message throughout Asia. ● Various rulers throughout this time lead to the expansion of the empire, but also the eventual decline due to internal conflicts, invasions, etc.	● To what extent does ancient India influence us today?
6.2.8.C.2.a	● Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a	● Printing cloth, scholarly work, writings, and advances in mathematics were expanded under the Gupta Empire.	
6.2.8.D.2.a			

	class system in early river valley civilizations.			
6.2.8.D.2.b	• Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.			
6.2.8.A.3.a	• Explain how the development of written language transformed all aspects of life in early river valley civilizations.			
6.2.8.A.3.b	• Compare and contrast methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by rulers of Rome, China and India to control and unify their expanding empires.			
6.2.8.B.3.a	• Compare and contrast the rights and responsibilities of freemen, women, slaves and foreigners in the political, economic, and social structures of classical civilizations.			
	• Determine how geography and the availability of natural resources influenced the development of the political,			

6.2.8.D.3.b	economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.			
	• Determine common factors that contributed to the decline and the fall of the Roman Empire, Gupta India and Han China.			
6.2.8.D.3.c	• Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India and China over time.			
6.2.8.D.3.d	• Compare and contrast the tenets of various world religions that developed in or around this period of time (i.e., Buddhism, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.			
6.2.8.D.3.e	• Determine the extent to which religion, economic issues, and conflict shaped			

	the values and decisions of the classical civilizations.			
6.2.8.A.2.a 6.2.8.A.2.b 6.2.8.B.2.a 6.2.8.B.2.b	• Explain how different early river civilizations developed similar forms of government and legal structures. • Determine the role of slavery in the economic and social structures of early river valley civilizations. • Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. • Compare and contrast physical and political maps of the early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the	• Flooding rivers, monsoon rains, and mountain and ocean barriers greatly affected China's early peoples. • The family, headed by the eldest male, was at the heart of early Chinese society. • Confucianism stated that a peaceful, orderly society was possible only when rulers treated others justly. • Confucianism reformed Chinese government by requiring that civil service workers be hired based on merit. • Under the Qin dynasty, some attempts to unify China's economy and culture benefited the people, while others caused unrest. • The Silk Road opened China to trade with the lands to the west. • The Chinese made many advances in learning and technology under the Han dynasty.	• How did geography affect life in ancient China? • What do Shang artifacts reveal about the civilization? • How did Confucianism, Daoism, and Legalism influence political rule in ancient China? • Was Emperor Qin an effective leader? • In what ways did the Han dynasty improve government and daily life in China? • How did the Silk Road promote an exchange of good and ideas? • To what extent does ancient China influence us today?	Unit #5: China 5 weeks

6.2.8.C.2.a	geopolitical impact of these civilizations then and now.			
6.2.8.D.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	• Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.			
6.2.8.D.2.c	• Explain how the development of written language transformed all aspects of life in early river valley civilizations.			
6.2.8.D.2.d	• Analyze the factors that led to the rise and the fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.			
6.2.8.A.3.a	• Evaluate the importance and enduring legacy of the major achievements of the			

6.2.8.A.3.b	early river valley civilizations over time. ● Compare and contrast methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by rulers of Rome, China and India to control and unify their expanding empires.			
6.2.8.B.3.a	● Compare and contrast the rights and responsibilities of freemen, women, slaves and foreigners in the political, economic, and social structures of classical civilizations.			
6.2.8.D.3.b	● Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.			
6.2.8.D.3.c	● Determine common factors that contributed to the decline and the fall of the			

6.2.8.D.3.d 6.2.8.D.3.e	Roman Empire, Gupta India and Han China. ● Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India and China over time. ● Compare and contrast the tenets of various world religions that developed in or around this period of time (i.e., Buddhism, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. ● Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.			
6.2.8.A.3.a	● Compare and contrast methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by rulers of Rome, China and India to	● The geography of ancient Greece encouraged the growth of independent communities that shared a common culture. ● Greece's traditionally independent cities provided the foundation for government rule by people.	● How did geography influence settlement and way of life in ancient Greece? ● How did democracy develop in ancient Greece? ● What are the major differences between Athens	Unit #6: Greece 5 weeks

	control and unify their expanding empires.	● Greeks worshipped many different gods and goddesses, which explained natural phenomena.	and Sparta? ● What were the major cultural achievements of Athens?	
6.2.8.A.3.b	● Compare and contrast the rights and responsibilities of freemen, women, slaves and foreigners in the political, economic, and social structures of classical civilizations.	● Men and women conducted different business in ancient Athens. Slaves were common. ● Life in ancient Sparta was strictly ruled by the state in order to create a powerful army. ● Alexander the Great expanded Greek culture westward.	● What factors influenced the outcome of the Greco-Persian wars? ● Why is Ancient Greece considered to be the foundation of Western culture?	
6.2.8.A.3.c	● Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.		● How did the physical geography of Greece influence both its success and its decline? ● How did the structure and function of the Greek government reflect its values and beliefs? ● Why did Greece develop a social hierarchy?	
6.2.8.A.3.d	● Compare the status (i.e., political, economic, and social) 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.		● How did Alexander the Great build his empire and how did his conquests lead to cultural diffusion? ● Why did Greece rise and fall? ● To what extent does ancient Greece influence us today?	
6.2.8.A.3.e	● Compare and contrast the American legal			

	system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system.			
6.2.8.B.3.a	• Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.			
6.2.8.B.3.b	• Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.			
6.2.8.C.3.a	• Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the			

6.2.8.C.3.b	Mediterranean World and Asia. ● Explain how classical civilizations used technology and innovation to enhance agriculture/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.			
6.2.8.D.3.a	● Compare and contrast social hierarchies in classical civilization as they relate to power, wealth and equality.			
6.2.8.D.3.b	● Determine common factors that contributed to the decline and the fall of the Roman Empire, Gupta India and Han China.			
6.2.8.D.3.c	● Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India and China over time.			

6.2.8.D.3.e	● Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.			
6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.A.3.c	● Compare and contrast methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by rulers of Rome, China and India to control and unify their expanding empires. ● Compare and contrast the rights and responsibilities of freemen, women, slaves and foreigners in the political, economic, and social structures of classical civilizations. ● Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.	● Rome's geographic setting helped the city grow into an important civilization. ● Rome's early ruling people, the Etruscans, were overthrown by Romans who established a Republic as a reaction. ● The expanding Roman Empire was a challenge for Augustus and other emperors who ruled it. ● The Greeks influenced Roman learning and religion. ● The Romans were masters at creating large public buildings, road networks, and aqueducts. ● Roman law spread throughout the empire and continues to influence civilizations today. ● There were very few rich, and many poor, people in ancient Rome. Slavery was common in ancient Rome. ● As Christianity spread, Roman officials viewed Christians as enemies and	● How did Etruscans and Greeks influence the development of Rome? ● What were the characteristics of the Roman Republic, and how did they change over time? ● Did the benefit of Roman expansion outweigh the costs? ● How did wealth affect daily life in the Roman Empire? ● To what extent does ancient Rome influence us today? ● What were the cultural similarities of Greece and Rome? ● How did geography shape the settlement patterns of Rome? ● How did the structure and function of Rome's government reflect its values and beliefs? ● Why did Rome develop a social hierarchy? ● To what extent have the contributions of Ancient Rome influenced modern	Unit #7: Rome 4 weeks

		persecuted them.	society?	
6.2.8.A.3.d	• Compare the status (i.e., political, economic, and social) 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.	• Political, economic, and other problems brought about the decline of the Roman Empire.	• What caused the decline of the Roman Empire in the West?	
6.2.8.A.3.e	• Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system.			
6.2.8.B.3.a	• Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.			

6.2.8.C.3.a	● Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.			
6.2.8.C.3.b	● Explain how classical civilizations used technology and innovation to enhance agriculture/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.			
6.2.8.D.3.a	● Compare and contrast social hierarchies in classical civilization as they relate to power, wealth, and equality.			
6.2.8.D.3.b	● Determine common factors that contributed to the decline and the fall of the Roman Empire, Gupta India, and Han China.			

6.2.8.D.3.c	● Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.			
6.2.8.D.3.e	● Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.			

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Benchmark Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Unit 1- Archaeology - Paleolithic/ Neolithic Periods	- Historians study documents and material artifacts to gather an understanding about the past, but that understanding is based on a logical interpretation of the evidence. - Historians use a variety of skills as they read about and study the past - Historians recognize time and chronology (order of events). - The life of early hunter-gatherer societies was most influenced by their physical environment. - The process that produced Homo sapiens (the "wise human") from which all current races are descended, involved not only anatomical changes and greater tool-making skills but also the emergence of social communities that consciously shared a life of symbols, ceremonies, and aesthetic expression. - The use of technology to adapt to and overcome the environment was a significant factor in the evolution of species and continues to influence how we continue to develop as a species. - Farming is considered a "revolution" providing the necessary foundation for the great civilizations that followed because the surplus led to an increase in population, specialization of labor, new forms of social organization, and the beginnings of a civilization.	6 weeks	Blank map(pre) Pre assessment Misconception sheet K-W-L chart RaP Sheet Brainstorming	RaP sheet Exit Slip Turn and Talk Gallery walks Jigsaw Kahoot/Quizzlet Debate Simulations Timeline	Blank map(post) Post assessment DBQ response projects/ presentations

Unit #2: Birth of Civilization and Mesopotamia	• The first civilizations all developed alongside the banks of major rivers in order to irrigate their agricultural fields until more sophisticated technology was developed to adapt to less favorable environments. • Formal states, writing, cities, and specialized labor interacted dynamically with one another to make a society complex, that is, more recognizable as a civilization.. • The advent of language and writing gave humans the ability to learn from one generation to the next (collective learning) thus greatly increasing the rate of technological advancement. As well, basic achievements like the wheel, alphabets, mathematics, and divisions of time along with the development of art and monotheistic religionare all vital legacies. • The rise of ARVC's was based on: strong leadership, strong economy, common culture, and favorable geographic conditions while the decline was in general caused by weak leadership, internal strife (such as food shortages or dissatisfaction with spending priorities), environmental degradation, and eventual invasion by outside forces. • The ARVC's all had similarities in the type of ruler they chose, the polytheistic nature of their religions, and a distinct social hierarchy. Their differences, though distinct, were more cultural in what/who they worshiped, the title of the leader, and which group(s) was "on top." These similarities were a product of the time period and are a result of early humans trying to figure out and control their environment. • The gods, the laws, and the artifacts of these ancient civilizations give historians great insight into the way people lived and what they valued.	5 weeks	Prompt - What is a civilization? Blank map Pre assessment Misconception sheet K-W-L chart RaP Sheet Brainstorming	RaP sheet Exit Slip Turn and Talk Gallery walks Jigsaw Kahoot/Quizzlet Debate Simulations	Blank map post Post assessment DBQ response projects

Unit # 3 Egypt	• The rise of ARVC's was based on: strong leadership, strong economy, common culture, and favorable geographic conditions while the decline was in general caused by weak leadership, internal strife (such as food shortages or dissatisfaction with spending priorities), environmental degradation, and eventual invasion by outside forces. • The ARVC's all had similarities in the type of ruler they chose, the polytheistic nature of their religions, and a distinct social hierarchy. Their differences, though distinct, were more cultural in what/who they worshiped, the title of the leader, and which group(s) was "on top." These similarities were a product of the time period and are a result of early humans trying to figure out and control their environment. • The gods, the laws, and the artifacts of these ancient civilizations give historians great insight into the way people lived and what they valued.	6weeks	Blank map Pre assessment Misconception sheet K-W-L chart RaP Sheet Brainstorming	RaP sheet Exit Slip Turn and Talk Gallery walks Jigsaw Kahoot/Quizzlet Debate Simulations	Blank map post Post assessment DBQ response projects
Unit #4 India	• The rise of ARVC's was based on: strong leadership, strong economy, common culture, and favorable geographic conditions while the decline was in general caused by weak leadership, internal strife (such as food shortages or dissatisfaction with spending priorities), environmental degradation, and eventual invasion by outside forces. • The ARVC's all had similarities in the type of ruler they chose, the polytheistic nature of their religions, and a distinct social hierarchy. Their differences, though distinct, were more cultural in what/who they worshiped, the title of the leader, and which group(s) was "on top." These similarities were a product of the time period and are a result of early humans trying to figure out and control their environment. • The gods, the laws, and the artifacts of these ancient civilizations give historians great insight into the way people lived and what they valued.	5 weeks	Blank map Pre assessment Misconception sheet K-W-L chart RaP Sheet Brainstorming	RaP sheet Exit Slip Turn and Talk Gallery walks Jigsaw Kahoot/Quizzlet Debate Simulations	Blank map post Post assessment DBQ response projects

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Unit #5 China	• The rise of ARVC's was based on: strong leadership, strong economy, common culture, and favorable geographic conditions while the decline was in general caused by weak leadership, internal strife (such as food shortages or dissatisfaction with spending priorities), environmental degradation, and eventual invasion by outside forces. • The ARVC's all had similarities in the type of ruler they chose, the polytheistic nature of their religions, and a distinct social hierarchy. Their differences, though distinct, were more cultural in what/who they worshiped, the title of the leader, and which group(s) was "on top." These similarities were a product of the time period and are a result of early humans trying to figure out and control their environment. • The gods, the laws, and the artifacts of these ancient civilizations give historians great insight into the way people lived and what they valued.	5 weeks	blank map pre assessment misconception sheet K-W-L chart RaP Sheet Brainstorming	RaP sheet Exit Slip Turn and Talk Gallery walks jigsaw Kahoot/Quizzlet Debate Simulations	blank map post post assessment DBQ response projects
Unit #6 Greece	• All classical civilizations were built upon advances made in the ARVC period. • Each classical civilization was challenged by an intentional expansion beyond its immediate geography to absorb greater numbers of distinctly different people. • The expansion of cities meant that humans had to experiment with new ways of organizing their social, economic, and cultural relations. Therefore, civilizations that emerged in this era became larger and more complex. • While democracy provides the greatest opportunity for liberty, freedom, and equality – it is an imperfect system of governing that is open to criticism • Classical civilizations made many accomplishments that still influence the world today.	5 weeks	Blank map Pre assessment Misconception sheet K-W-L chart RaP Sheet Brainstorming	RaP sheet Exit Slip Turn and Talk Gallery walks jigsaw Kahoot/Quizzlet Debate Simulations	blank map post post assessment DBQ response projects

Unit #7 Rome	● All classical civilizations were built upon advances made in the ARVC period. ● Each classical civilization was challenged by an intentional expansion beyond its immediate geography to absorb greater numbers of distinctly different people. ● The expansion of cities meant that humans had to experiment with new ways of organizing their social, economic, and cultural relations. Therefore, civilizations that emerged in this era became larger and more complex. ● While democracy provides the greatest opportunity for liberty, freedom, and equality – it is an imperfect system of governing that is open to criticism ● Classical civilizations made many accomplishments that still influence the world today.	4 weeks	Blank map Pre assessment Misconception sheet K-W-L chart RaP Sheet Brainstorming	RaP sheet Exit Slip Turn and Talk Gallery walks Jigsaw Kahoot/Quizzlet Debate Simulations	blank map post post assessment DBQ response projects

Unit #1: Archeaology Paleolithic/ Neolithic Periods

Enduring Understandings:	Essential Questions:
● Prior to any written records, archaeology provides historical and scientific explanations for how our ancient ancestors lived based on artifacts and inference. ● The life of early hunter-gatherer societies was most influenced by their physical environment. ● The process that produced Homo sapiens from which all current races descended, involved not only anatomical changes and greater tool-making skills but also emergence of social communities that consciously shared a life of symbols, ceremonies, and aesthetic expression. ● The use of technology to adapt to and overcome the environment was a significant factor in the evolution of species and continues to influence how we continue to develop as a species. ● Farming is considered a "revolution" providing the necessary foundation for the great civilizations that followed because surplus led to increase in population, specialization of labor, new forms of social organization, and the beginnings of a civilization.	● How do social scientists interpret the past? ● What capabilities helped hominins/hominids survive? ● How did the development of agriculture change daily life in the Neolithic Age? ● How did geography and climate impact the lives of early humans? ● How does technology change the way people live? ● Why is the Neolithic Revolution considered a turning point in human history? ● What is a revolution? Why was farming considered a "REVOLUTION?"

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.2.8.A.1.a	I can compare and contrast the social organization, natural resources and land use of the early hunters/gatherers	Compare and contrast the physical and lifestyle characteristics Investigate how archaeological discoveries are used to understand what happened before written records. Construct timelines of the events occurring during various eras and how	Charting characterisitics of Early Humans Note taking Unit 1 Jigsaw activity for notes Unit 1 Graphic organizers for written responses	*History Alive Lessons 1-3* *World Map* *Reading Like a Historian*	Map test pre/post Artifact Analysis Google Slides -group presentation - making inferences,

	and those who lived in early agrarian societies.	major events are related to one another in time. Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. Compare and contrast differing interpretations of historical events.	Gallery Walks - Artifact/Hominins Activity Annotating Text Newsela Articles Learning Through the Arts: visual, kinestetic, auditory activities - cave painting, illustrating and or activing out vocabulary Written Responses Class Discussion Use Guiding Questions Turn and Talk Student Generated Review Interactive Notebook Map Skills - World Map Viewing Guides for videos TedTalks Grafitti Wall - Was farming a good idea?	*sheg.standford.edu* *On the Way to School* video *Birth of Civilization* video Motel of Mysteries by David Macaulay	using artifacts as a primary source collaborative activity Motel of Mysteries - Interpreting the past as a "Future archaeologist" Creating a field journal and exhibit presentation on an artifact. DBQ - Was Farming a Good Idea? Treat Organizer - Developing a Claim with text evidence to support thinking Exit Slip/Rap Sheet Kahoot/Quizzlet Jeopardy Game Notebook Check Unit Test
6.2.8.B.1.a	I can explain the various migratory patterns of hunters/gatherer who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.				
6.2.8.C.1.a	I can describe the influence of the agricultural revolution (eg. the impact of food surplus from farming) on population growth and the subsequent development of civilizations.				
6.2.8.C.1.b	I can determine the impact of technological advancements on hunter/gatherer and agrarian				

	societies.				
6.2.8.D.1.a	I can demonstrate an understanding of preagricultural and post agricultural periods in terms of relative length of time.				
6.2.8.D.1.b	I can demonstrate how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.				
6.2.8.D1.c	I can explain how archeological discoveries are used to develop and enhance understanding of life prior to written records.				

Unit #2: Birth of Civilization and Mesopotamia

Enduring Understandings:	Essential Questions
- The components of civilization include; a stable food supply, system of government, specialization of labor, social levels , and highly developed culture. - Mesopotamia's resources and location between two rivers drew people to settle there. - The earliest existing set of written laws, known as Hammurabi's Code, established rules and punishments for the Babylonians. - Writing in Mesopotamia was first used to keep written records. - Advancements in technology led to greater economic specialization, trade, weapons, etc. - The developments of various Mesopotamian empires have influenced our modern world today.	- How did geographic challenges lead to the rise of city-states in Mesopotamia? - What were the most important achievements of the Mesopotamian empires? - In what ways does Mesopotamia meet the criteria of a civilization? - What factors determine a civilization? - How did physical geography affect the development and growth of Mesopotamia? - How did the structure and function of Mesopotamia's government reflect its values and beliefs? - Why is codifying laws necessary in a civilization? - How did Mesopotamia's belief system affect its historical accomplishments? - How does technology impact a society? - To what extent does ancient Mesopotamia influence us today?

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.2.8.A.2.a	I can explain how different early river civilizations developed similar forms of government and legal structures.	Explain why different ancient river valley civilizations developed similar forms of government. Explain how codifying laws met the needs of ancient river valley societies. Determine the role of slavery in the economic and social structures of ancient river valley civilizations Determine the extent to which geography influenced settlement, the development of trade networks,	Charting characterisitics of a Civilization Note taking Unit 1 Jigsaw activity for notes Unit 1 Graphic organizers for written responses Gallery Walks - Code of Hammurabi Trial - *You be the Judge* the Code of Hammurabi Fishbowl Discussion	*History Alive Lessons 4-6* *Reading Like a Historian* Map of the Middle East *sheg.standford.edu* *The Epic of*	Create a Civilization Google Slides Group project Epic of Gilgamesh movie trailer/poster Support the Claim/Artifact

6.2.8.A.2b	I can determine the role of slavery in the economic and social structures of early river valley civilizations.	technological innovations, and the sustainability of ancient river valley civilizations. Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.	Analyzing Artifacts Annotating Text Newsela Learning Through the Arts: visual, kinestetic, auditory activities Written Responses Class Discussion	*Gilgamesh* *TedTalk: What Makes a Hero?* *Code of Hammurabi*	Analysis: How did the social classes of Sumer interact with each other? Exit Slip/Rap Sheet Kahoot/Quizzlet
6.2.8.B.2.a	I can determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.	Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.	Use Guiding Questions Turn and Talk Student Generated Review Interactive Notebook Vocabualry Activities Map Skills Middle East Viewing Guides for videos TedTalks	*Victory Stele of Naram-Sin*	Jeopardy Game Notebook Check Unit Test
6.2.8.B.2.b	I can compare and contrast physical and political maps of the early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China),				

	and determine the geopolitical impact of these civilizations then and now.				
6.2.8.C.2.a	I can explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.				
6.2.8.D.2.a	I can analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.				
6.2.8.D.2.b	I can explain how the development of written language transformed all aspects of life in early river valley civilizations.				

6.2.8.D.2.c	I can analyze the factors that led to the rise and the 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	I can evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.				

Unit #3: Egypt

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.2.8.A.2.a	I can explain how different early river civilizations developed similar forms of government and legal structures.	Explain why different ancient river valley civilizations developed similar forms of government. Explain how codifying laws met the needs of ancient river valley societies. Determine the role of slavery in the economic and social structures of ancient river valley civilizations	Charting characterisitics of Social Classes Note taking Unit 2 Jigsaw activity for notes Unit 2 Graphic organizers for written responses Gallery Walks -Characteristics of Egyptian Art	*History Alive Lessons 7-10* *Reading Like a Historian* Curriculum Materials: *sheg.standford.edu*	Role of the Pharaoh Help Wanted Poster Support a Claim - Why is Egypt considered a "Gift of the Nile?"
6.2.8.A.2.b	I can determine the role of slavery in the economic and social structures of early river valley civilizations.	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. Explain how technological	Debate - Which pharaoh had the greatest influence on ancient Egypt? Fishbowl Discussion Analyzing Artifacts Annotating Text Newsela Mini Research Project -	*Palette of Narmer* *BBC Building the Great Pyramid video* *IMAX video*	Funko Pop God/Goddess Sarcophagus Project
6.2.8.B.2.a	I can determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.	advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations. Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and	Egyptian Mythology Learning Through the Arts: visual, kinestetic, auditory activities - Written Responses Class Discussion Use Guiding Questions Turn and Talk Student Generated Review Interactive Notebook Vocabualry Activities Map Skills Egypt Viewing Guides for videos	*Mysteries of Egypt* *Timeline Video: Lost Queens of Egypt* *TedTalk: The Book of the Dead* *TedTalk: The Pharaoh that Wouldn't be Forgotten*	Exit Slip/Rap Sheet Kahoot/Quizzlet Jeopardy Game Notebook Check Unit test

6.2.8.B.2.b	I can compare and contrast physical and political maps of the early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations then and now.	Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.	TedTalks	*Website: You Wouldn't Want to be an Egyptian* *Map of Egypt*	
6.2.8.C.2.a	I can explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.				

6.2.8.D.2.a	I can analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.			
6.2.8.D.2.b	I can explain how the development of written language transformed all aspects of life in early river valley civilizations.			

Robbinsville Public Schools
Unit #4: India

Enduring Understandings:	Essential Questions:
● India's geographic setting limited the contact the ancient peoples of the Indian subcontinent had with the rest of the world. ● Aryans migrated in great waves from central Asia into India, influencing Indian life and culture. ● Hinduism is a complex religion that developed over a span of about 3,500 years. ● Hindus believed in nonviolence, and that good behavior will be rewarded and bad behavior will be punished. ● Buddhism flourished in India, along with Hinduism, but eventually it declined there. Missionaries carried the Buddha's message throughout Asia. ● Various rulers throughout this time lead to the expansion of the empire, but also the eventual decline due to internal conflicts, invasions, etc. ● Printing cloth, scholarly work, writings, and advances in mathematics were expanded under the Gupta Empire	● How did geography affect early settlement in India? ● Why is so little known about the Harappans ● What can artifacts tell us about daily life in Mohenjo Daro? ● What are the origins and beliefs of Hinduism? ● What are the main beliefs and teachings of Buddhism? ● How did Ashoka unify the Mauryan Empire and spread Buddhist values? ● Why is the period during the Gupta Empire known as a "golden age?" ● To what extent does ancient India influence us today?

Duration of Unit: 4 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.2.8.A.2.a	I can explain how different early river civilizations developed similar forms of government and legal structures.	Explain why different ancient river valley civilizations developed similar forms of government. Explain how codifying laws met the needs of ancient river valley societies. Determine the role of slavery in the economic and social structures of ancient river valley civilizations Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations. Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern	Charting characterisitics of the Harappans	*History Alive Lessons 13-18 Reading Like a Historian*	Pre/Post Map of India
			Note taking Unit 4 Jigsaw activity for notes Unit 4 Graphic organizers for geography, decline of the Harappans	*sheg.standford.edu*	Diary Entry Life during the time of the Harrapans
				Map of India	Gupta Currency
			Gallery Walks		India Newsletter
6.2.8.A.2.b	I can determine the role of slavery in the economic and social structures of early river valley civilizations.		Station Activities- Buddhism and Hinduism	Ashoka's Edits	Exit Slip/Rap Sheet
					Kahoot/Quizzlet
			Fishbowl Discussion		Jeopardy Game
6.2.8.B.2.a	I can determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.		Analyzing Artifacts		Notebook Check
			Annotating Text Newsela		Unit Test
			Learning Through the Arts: visual, kinestetic, auditory activities		
			Written Responses		
			Class Discussion		
			Use Guiding Questions		

6.2.8.B.2.b	I can compare and contrast physical and political maps of the early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations then and now.	Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.	Turn and Talks Student Generated Review Interactive Notebooks Vocabualry Activities Map Skills Viewing Guides for videos TedTalks		
6.2.8.C.2.a	I can explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.				

6.2.8.D.2.a	I can analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.				
6.2.8.D.2.b	I can explain how the development of written language transformed all aspects of life in early river valley civilizations.				
6.2.8.D.2.c	I can analyze the factors that led to the rise and the 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	I can evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.				

6.2.8.A.3.a	I can compare and contrast methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by rulers of Rome, China and India to control and unify their expanding empires.				
6.2.8.A.3.b	I can compare and contrast the rights and responsibilities of freemen, women, slaves and foreigners in the political, economic, and social structures of classical civilizations.				
6.2.8.B.3.a	I can determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided				

	motivation for expansion.				
6.2.8.D.3.b	I can determine common factors that contributed to the decline and the fall of the Roman Empire, Gupta India and Han China.				
6.2.8.D.3.c	I can evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India and China over time.				
6.2.8.D.3.d	I can compare and contrast the tenets of various world religions that developed in or around this period of time (i.e., Buddhism, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current				

	challenges of globalization.			
6.2.8.D.3.e	I can determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.			

Robbinsville Public Schools

Unit #5: China

Enduring Understandings:	Essential Questions:
● Flooding rivers, monsoon rains, and mountain and ocean barriers greatly affected China's early peoples. ● The family, headed by the eldest male, was at the heart of early Chinese society. ● Confucianism stated that a peaceful, orderly society was possible only when rulers treated others justly. ● Confucianism reformed Chinese government by requiring that civil service workers be hired based on merit. ● Under the Qin dynasty, some attempts to unify China's economy and culture benefited the people, while others caused unrest. ● The Silk Road opened China to trade with the lands to the west. ● The Chinese made many advances in learning and technology under the Han dynasty.	● How did geography affect life in ancient China? ● What do Shang artifacts reveal about the civilization? ● How did Confucianism, Daoism, and Legalism influence political rule in ancient China? ● Was Emperor Qin an effective leader? ● In what ways did the Han dynasty improve government and daily life in China? ● How did the Silk Road promote an exchange of good and ideas? ● To what extent does ancient China influence us today?

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies

6.2.8.A.2.a	I can explain how different early river civilizations developed similar forms of government and legal structures.	Explain why different ancient river valley civilizations developed similar forms of government. Explain how codifying laws met the needs of ancient river valley societies. Determine the role of slavery in the economic and social structures of ancient river valley civilizations Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations. Explain how the development of written language transformed	Charting characterisitics of the philosopies of Confucanism, Daoism and Legalism Note taking Unit 5 Jigsaw activity for notes on Shang accomplishments

Graphic organizers for Han and Zhou achievements Written responses Gallery Walks - Fishbowl Discussion Analyzing Artifacts Annotating Text Newsela Learning Through the Arts: visual, kinestetic, auditory activities Written Responses Class Discussion Use Guiding Questions Turn and Talk Student Generated Review China Stations Interactive Notebook Vocabualry Activities Map Skills Viewing Guides for videos TedTalks | *History Alive Lessons 19-24* *Reading Like a Historian* *sheg.standford.edu* *Map of China* | Pre/Post Map of China

Was Emperor Qin an effective leader? Written Response

Lego Figurie Han Social Levels

Banners of the Han Dynasty Achievements

Exit Slip/Rap Sheet

Kahoot/Quizzlet

Jeopardy Game

Notebook Check

Unit Test

Compare/Contrast Qin, Shang and Han Dynasties Graphic Organizer - Written Response |
6.2.8.A.2.b	I can deetermine the role of slavery in the economic and social structures of early river valley civilizations.			
6.2.8.B.2.a	I can determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.			
6.2.8.B.2.b	I can compare and contrast physical and political maps of the early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and			

	Modern China), and determine the geopolitical impact of these civilizations then and now.	all aspects of life in ancient river valley civilizations. Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.			
6.2.8.C.2.a	I can 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.B.2.b	I can compare and contrast physical and political maps of the early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations then and now.				

6.2.8.C.2.a	I can explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.				
6.2.8.D.2.a	I can analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.				
6.2.8.D.2.b	I can explain how the development of written language transformed all aspects of life in early river valley civilizations.				
6.2.8.D.2.c	I can analyze the factors that led to the rise and the fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline. I can compare and contrast methods (i.e.,				

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	autocratic rule, philosophies, and bureaucratic structures) used by rulers of Rome, China and India to control and unify their expanding empires.				
6.2.8.D.2.d	I can evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.				
6.2.8.A.3.a	I can compare and contrast methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by rulers of Rome, China and India to control and unify their expanding empires.				
6.2.8.A.3.b	I can compare and contrast the rights and responsibilities of freemen, women, slaves and foreigners in the political, economic, and social structures of classical civilizations.				

6.2.8.B.3.a	I can determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.				
6.2.8.D.3.b	I can determine common factors that contributed to the decline and the fall of the Roman Empire, Gupta India and Han China.				
6.2.8.D.3.c	I can evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India and China over time.				

6.2.8.D.3.d	I can compare and contrast the tenets of various world religions that developed in or around this period of time (i.e., Buddhism, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.				
6.2.8.D.3.e	I can determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.				

Unit #6: Greece

Enduring Understandings:	Essential Questions:

● The geography of ancient Greece encouraged the growth of independent communities that shared a common culture.
  ● Greece's traditionally independent cities provided the foundation for government rule by people.
  ● Greeks worshipped many different gods and goddesses, which explained natural phenomena.
  ● Men and women conducted different business in ancient Athens. Slaves were common.
  ● Life in ancient Sparta was strictly ruled by the state in order to create a powerful army.
  ● Alexander the Great expanded Greek culture westward.
	● How did geography influence settlement and way of life in ancient Greece?
	 ● How did democracy develop in ancient Greece?
	 ● What are the major differences between Athens and Sparta?
	 ● What were the major cultural achievements of Athens?
	 ● What factors influenced the outcome of the Greco-Persian wars?
	 ● Why is Ancient Greece considered to be the foundation of Western culture?
	 ● How did the physical geography of Greece influence both its success and its decline?
	 ● How did the structure and function of the Greek government reflect its values and beliefs?
	 ● Why did Greece develop a social hierarchy?
	 ● How did Alexander the Great build his empire and how did his conquests lead to cultural diffusion?
	 ● Why did Greece rise and fall?
	 ● To what extent does ancient Greece influence us today?

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.2.8.A.3.a	I can compare and contrast methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by rulers of Rome, China and India to	Determine the foundational concepts and principles of Athenian democracy that later influenced the development of modern democracy. Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems	Charting characterisitics of governments (democracy, monarchy, oligarchy,tyranny) Note taking Unit 6 Jigsaw activity for notes Unit 6 Graphic organizers for written responses Gallery Walk	*History Alive Lessons 25-31* *Reading Like a Historian* *sheg.standford.edu* *Map of Greece*	Fishbowl discussion - Would You Rather Be a Spartan or an Athenian? DBQ: What effects did geograhy have on ancient Greece?

	control and unify their expanding empires.	of each of the classical civilizations and provided motivation for expansion. Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise. 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. Identify the different methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Greece. Identify the key rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations Evaluate the role of social hierarchies in classical civilizations as they relate to power, wealth, and equality. Identify the different roles and responsibilities of citizens in Greece to those of modern citizens today. Evaluate different understandings of citizenship throughout the past and present. Assess the legacy of ancient governments in the modern world.	Fishbowl Discussion Analyzing Artifacts Annotating Text Newsela Learning Through the Arts: visual, kinestetic, auditory activities Written Responses Class Discussion Use Guiding Questions Turn and Talk Student Generated Review Interactive Notebook Vocabualry Activities Map Skills Viewing Guides for videos TedTalks		Exit Slip/Rap Sheet Kahoot/Quizzlet Jeopardy Game Notebook Check Unit Test
6.2.8.A.3.b	I can compare and contrast the rights and responsibilities of freemen, women, slaves and foreigners in the political, economic, and social structures of classical civilizations.				
6.2.8.A.3.c	I can determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.				
6.2.8.A.3.d	I can compare the status (i.e., political, economic, and social) 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.				
6.2.8.A.3.e	I can compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system.				
6.2.8.B.3.a	I can determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.				

6.2.8.B.3.b	I can explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.				
6.2.8.C.3.a	I can analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.				
6.2.8.C.3.b	I can explain how classical civilizations used technology and innovation to enhance agriculture/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.				

6.2.8.D.3.a	I can compare and contrast social hierarchies in classical civilization as they relate to power, wealth and equality.				
6.2.8.D.3.b	I can determine common factors that contributed to the decline and the fall of the Roman Empire, Gupta India and Han China.				
6.2.8.D.3.c	I can evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.				
6.2.8.D.3.e	I can determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.				

Robbinsville Public Schools
Unit #7 Rome:

Enduring Understandings:	Essential Questions:
● Rome's geographic setting helped the city grow into an important civilization.	● How did Etruscans and Greeks influence the development of Rome?
● Rome's early ruling people, the Etruscans, were overthrown by Romans who established a Republic as a reaction.	● What were the characteristics of the Roman Republic, and how did they change over time?
● The expanding Roman Empire was a challenge for Augustus and other emperors who ruled it.	● Did the benefit of Roman expansion outweigh the costs?
● The Greeks influenced Roman learning and religion.	● How did wealth affect daily life in the Roman Empire?
● The Romans were masters at creating large public buildings, road networks, and aqueducts.	● To what extent does ancient Rome influence us today?
● Roman law spread throughout the empire and continues to influence civilizations today.	● What were the cultural similarities of Greece and Rome?
● There were very few rich, and many poor people in ancient Rome. Slavery was common in ancient Rome.	● How did geography shape the settlement patterns of Rome?
	● How did the structure and function of Rome's government reflect its values and beliefs?
	● Why did Rome develop a social hierarchy?
● As Christianity spread, Roman officials viewed Christians as enemies and persecuted them.	● To what extent have the contributions of Ancient Rome influenced modern society?
● Political, economic, and other problems brought about the decline of the Roman Empire.	● What caused the decline of the Roman Empire in the West?

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.2.8.A.3.a	I can compare and contrast methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by rulers of Rome, China and India to	Determine the foundational concepts and principles of the Roman Republic that later influenced the development of modern democracy. Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems	Charting characterisitics of a Note taking Unit 7 Jigsaw activity for notes Unit 7 Graphic organizers for written responses Gallery Walks -	*History Alive Lessons 32-35* *Reading Like a Historian* *sheg.standford.edu* *Map of Rome*	DBQ - Did the benefit of Roman expansion outweigh the costs?

	control and unify their expanding empires.	of each of the classical civilizations and provided motivation for expansion. 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.	Trial Fishbowl Discussion Analyzing Artifacts Annotating Text Newsela Learning Through the Arts: visual, kinestetic, auditory activities		Exit Slip/Rap Sheet Kahoot/Quizzlet
6.2.8.A.3.b	I can compare and contrast the rights and responsibilities of freemen, women, slaves and foreigners in the political, economic, and social structures of classical civilizations.	Identify the different methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome.	Written Responses Class Discussion Use Guiding Questions Turn and Talk Student Generated Review Interactive Notebook Vocabualry Activities Map Skills Viewing Guides for videos TedTalks		Jeopardy Game Notebook Check Unit Test
6.2.8.A.3.c	I can determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.	Identify the key rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations Evaluate the role of social hierarchies in classical civilizations as they relate to power, wealth, and equality. Identify the different roles and responsibilities of citizens in Rome to those of modern citizens today.			
6.2.8.A.3.d	I can compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the	Evaluate different understandings of citizenship throughout the past and present. Assess the legacy of ancient governments in the modern world.			

	principles of liberty and equality then and now.				
6.2.8.A.3.e	I can compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system				
6.2.8.B.3.a	I can determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.				
6.2.8.C.3.a	I can analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange				

	in the Mediterranean World and Asia.				
6.2.8.C.3.b	I can explain how classical civilizations used technology and innovation to enhance agriculture/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.				
6.2.8.D.3.a	I can compare and contrast social hierarchies in classical civilization as they relate to power, wealth and equality.				
6.2.8.D.3.b	I can determine common factors that contributed to the decline and the fall of the Roman Empire, Gupta India and Han China.				

6.2.8.D.3.c	I can evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India and China over time.				
6.2.8.D.3.e	I can determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.				

English Language Learner (ELL) Resources

- Learning style quiz for students- http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
- "Word clouds" from text that you provide-http://www.wordle.net/
- Bilingual website for students, parents and educators: http://www.colorincolorado.org/
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-http://www.online-stopwatch.com/
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-http://www.wida.us/
- Everything ESL - http://www.everythingESL.net
- ELL Tool Box Suggestion Sitehttp://www.wallwisher.com/wall/elltoolbox
- Hope4Education - http://www.hope4education.com
- Learning the Language http://blogs.edweek.org/edweek/learning-the-language/
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: http://www.flenj.org/Publications/?page=135
- OELA - http://www.ed.gov/offices/OBEMLA

- New Jersey Department of Education- Bilingual Education information http://www.state.nj.us/education/bilingual/

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. http://pacecar.missingmethod.com/