ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

Department

6th Grade World History

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Course Philosophy

The 6th-Grade Social Studies 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 succeed 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. Throughout this course, students will be challenged to evaluate key aspects of civilizations and continually compare these groups of people to draw conclusions about the successes and failures of these ancient empires and draw meaningful connections to the issues that face people today.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
History Alive Textbook (In class only) - Primary Source Materials - Teacher created materials *Newsela*	*World History Encyclopedia* *National Geographic* - Atlas Activities *Stanford Historical Thinking Skills Resources* *Stanford Civic Online Reasoning* *Teacher's Guide to the Middle Ages* *Edsitement* *Library of Congress*Primary Source Sets

| | | **Practices/Skills** |
| | | *Embedded throughout activities in each unit.* |
Skill Group	**Historical Thinking Skill**	**Description**
Chronological Reasoning	Causation	Describe causes or effects of a specific historical development or process. Explain the relationship between causes and effects of a historical development or process. Explain the difference between primary and secondary causes, as well as short- and long-term effects. Explain the relative historical significance of different causes and effects.
	Continuity and Change Over Time	Describe and explain patterns of continuity and change over time. Explain the relative historical significance of historical developments in relation to a larger pattern of continuity and change.
	Periodization	How and why historians organize history into periods. Explaining how historical events are grouped into periods, identifying turning points in history, analyzing models of periodization.
Comparison & Contextualization	Contextualization	Describe an accurate historical context for a specific historical development or process. Explain how a relevant context influenced a specific historical development or process. Use context to explain the relative historical significance of a historical development or process. In grades 6-8, this is done specifically in terms of document evaluation. In grades 9-11, this is accomplished both in document analysis and the analysis of larger global events.
	Comparison	Describe similarities and differences between historical developments or processes. Explain relevant similarities and differences between historical developments and processes. Explain the relative historical significance of similarities and differences between historical developments or processes.
Close Reading	Analyzing Evidence: Content, Sourcing and Corroboration	Examining a primary source and determining the author's position in a historical event and their purpose, point of view, audience and historical context.
	Interpretation	Analyzing secondary sources--those in which a historian is interpreting the past. Examine a secondary source and describe the author's argument, the quality of support provided by the author and their supporting evidence and the relationship to other historical interpretations.
	Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Historical Research	Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
	Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Crafting Historical Arguments from Historical Evidence	Developing Claims and Using Evidence (Historical Argumentation)	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
	Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Synthesizing Information	Synthesis	Bringing multiple elements together by making connections between different time periods, events, people, cultures, locations and perspectives. Connections between different historical issues across time and location as well as different historical themes..
	Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
	Ethical Dimensions	Consideration of the ethical implications of historical events, consider the ethical responsibility to study particular events. Understand the differences between our ethical universe and those of previous societies. Demonstrating an awareness of utilizing modern ethical standards to evaluate historical events.

Unit Title	Unit Understandings and Goals	Pacing	Assessments
Unit 1: The Beginnings of Human Society (Era 1)	Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.	10 Blocks	Formative: RaP sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Simulations, Timeline, Reflective Summaries, Open-Note Assessments, Chapter Level Assessments, Project Benchmark discussions, RPS Formative Assessment Resources
			Summative: Blank map(post), Post assessment, DBQ response projects/ presentations
			Common Benchmark Assessments (mid/end of course): Civilizations Portfolio, Student Growth Assessments
			Alternative Assessments: Assignments are adapted based on individual student need
Unit 2: Early River Valley Civilizations (Era 2 4000–1000 BCE)	Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.	20 Blocks	Formative: RaP sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Simulations, Timeline, Reflective Summaries, Open-Note Assessments, Chapter Level Assessments, Project Benchmark discussions, RPS Formative Assessment Resources
			Summative: Blank map(post), Post assessment, DBQ response projects/presentations
			Common Benchmark Assessments (mid/end of course): Civilizations Portfolio, Student Growth Assessments
			Alternative Assessments: Assignments are adapted based on individual student need
Unit 3: China & India (Era 2 & 3:	Classical civilizations in Asia impact the world we live in today. Technological advancement	20 Blocks	Formative: RaP sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Simulations, Timeline, Reflective Summaries,

4000 BCE to 600 CE)	made this a center for trade and yielded powerful empires. Religions, languages and cultural achievements have left a legacy for this region of the world during this era.		Open-Note Assessments, Chapter Level Assessments, Project Benchmark discussions, [RPS Formative Assessment Resources](#)
			Summative: Blank map(post), Post assessment, DBQ response projects/ presentations
			Common Benchmark Assessments (mid/end of course): Civilizations Portfolio, Student Growth Assessments
			Alternative Assessments: Assignments are adapted based on individual student need
Unit 4: Greece (Era 3 1000 BCE-600 CE)	Ancient Greek civilization was an experiment in Democracy. The art, literature, history, philosophy and religion of the Greeks has influenced cultures around the world.	20 Blocks	Formative: RaP sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Simulations, Timeline, Reflective Summaries, Open-Note Assessments, Chapter Level Assessments, Project Benchmark discussions, [RPS Formative Assessment Resources](#)
			Summative: Blank map(post), Post assessment, DBQ response projects/presentations
			Common Benchmark Assessments (mid/end of course): Civilizations Portfolio, Student Growth Assessments
			Alternative Assessments: Assignments are adapted based on individual student need
Unit 5: Rome (Era 3 1000 BCE-600 CE)	Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.	30 Blocks	Formative: RaP sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Simulations, Timeline, Reflective Summaries, Open-Note Assessments, Chapter Level Assessments, Project Benchmark discussions, [RPS Formative Assessment Resources](#)
			Summative: Blank map(post), Post assessment, DBQ response projects/presentations
			Common Benchmark Assessments (mid/end of course): Civilizations Portfolio, Student Growth Assessments
			Alternative Assessments: Assignments are adapted based on individual student need

Enduring Understandings:	**Essential Questions:**
- Relationships between humans and environments impact spatial patterns of settlement and movement. - Historical events and developments are shaped by social, political, cultural, technological, and economic factors. - Chronological sequencing helps us track events over time as well as events that took place at the same time. - Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.	- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? - How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? - What are the possible consequences of these decisions for individuals, groups, and societies? - How have scientific and technological developments over the course of history changed the way people live and economies and governments function? - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? - How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?

Interdisciplinary Connections

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
Students will read information text on early humans and demonstrate comprehension through utilization of content in timeline activity.

Standard Number & Description		**Content, Themes, Concepts, and Skills**	**Teaching Strategies**	**Instructional Resources and Materials**	**Assessment Strategies**
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	Broader Learning: 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.	**Daily Instruction:** Daily instruction on a different aspect of early human development via slides, videos, reading passages, etc. or alternate activities such as: *Reading Like a Historian* activities	Maps demonstrating timeline components Primary sources *Newsela* Resources: PRMS 6th Grade Unit 1	Timeline Rubric Written tests and quizzes Geographical assessments

Standard	Description				
	in early agrarian societies.	● 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. ● Construct timelines of the events occurring during various eras and how 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 the historical migration of people, expansion and	● *Motel of Mysteries* by David Macaulay ● Charting characteristics of Early Humans ● Note-taking ● Jigsaw activities ● Graphic organizers ● Gallery Walks - Artifact/Hominins Activity ● Annotating text from *Newsela* articles ● *Learning Through the Arts*: visual, kinesthetic, auditory activities - cave painting, illustrating and or acting 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 ● Graffiti Wall - Topic: Was farming a good idea? **Collaborative Timeline Activity:** After each direct instruction session, students will work collaboratively to chart the development of early humans on an illustrated timeline. Include key events such as migrations, agricultural revolution, development of written & unwritten languages, technological advancements, and comparisons of groups in multi-levels on timeline.	*Stanford History Education Group* *PBS Learning Media*: ● Agricultural Processes of Early Civilizations ● Biology & Culture of Early Societies *World History Encyclopedia* Group Discussion Assessment Discussion Protocols: ● Carousel Brainstorm ● Open Space ● Whip-Around ● Focusing Four ● Nominal Group Technique ● Concentric Circles ● Fishbowl ● Think-Pair-Share ● Four Corners ● Jigsaw ● Chalk Talk ● World Cafe ● Four A's ● Final Word ● Socratic Seminar ● Data-Driven Dialogue ● Looking at Student Work ● Consultancy Protocol ● Tuning Protocol HIPPO/HAPPY Secondary document analysis Primary source analysis	Primary Source Analysis Summarizations/Reflections Discussion question responses Projects FRQ/DBQ Rubric-based presentations Map test pre/post RPS Formative Assessment Resources Artifact Analysis Google Slides -group presentation - making inferences, 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
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				

			Presentation: Groups will present their timelines via live recorded presentation.	*EBSCOHost* resources	with text evidence to support thinking
	culture, and social structure.	disintegration of empires, and the growth of economic and political systems.			
6.2.8.HistoryCC.1.d:	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.	● Compare and contrast differing interpretations of historical events.	Reflection: Upon the completion of the timeline activity, students will cognitively examine their learning in a reflective response which can either be in narrative (as if they were living during this period), DBQ-style, or an open-ended writing prompt form.	*Salem Press* resources

Facts on File

Jersey Clicks resources

ABC-CLIO eBooks

Mackin eBooks | Exit Slip/Rap Sheet

Kahoot/Quizzlet

Jeopardy Game

Notebook Check

Unit Test |
| 6.2.8.HistorySE.1.a : | Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. | | | *Infobase* eBooks

Project Gutenberg

Khan Academy videos

Voices from the Past audio files

History Alive lessons

World Map

On the Way to School video

Birth of Civilization video

Motel of Mysteries by David Macaulay | |

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Unit 2: Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)

Enduring Understandings:	Essential Questions:
- Political and civil institutions impact all aspects of people's lives. - Human rights can be protected or abused in various societies. - Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface. - The physical and human characteristics of places and regions are connected to human identities and cultures. - Economic interdependence is impacted by increased specialization and trade. - Chronological sequencing helps us track events over time as well as events that took place at the same time. - Historical events and developments are shaped by social, political, cultural, technological, and economical factors. - Historians develop arguments using evidence from multiple relevant historical sources.	- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? - What are the possible consequences of these decisions for individuals, groups, and societies? - How have scientific and technological developments over the course of history changed the way people live and economies and governments function? - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? - How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?

Interdisciplinary Connections
Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.   Students will evaluate topographical information to understand why people settled in the areas they chose to settle in and the impact of that settlement.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.2.8.Civics PI.2.a:	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	Identify what makes a civilization Development of early river valley forms of settlement, governance, economy (including slavery as an institution)	**Daily Instruction:** Daily instruction on a different aspect of early human development via slides, videos, reading passages, and the like or alternate activities such as: ● *Reading Like a Historian* activities	Primary sources Westlandia *New Visions*: What is a Civilization?	Create a Civilization Google Slides Group Project Epic of Gilgamesh movie trailer/poster

6.2.8.Civics HR.2.a:	Determine the role of slavery in the economic and social structures of early river valley civilizations.	Use map skills to compare and contrast civilizations.
		
		Technological advancements in the development of the regions and the advancement of economic specialization
		
		Cultural aspects of each region and how the written word impacts the development of the region and the character/lifestyle of the people
		
		Analyze how these civilizations came to power and how they ultimately fell from power.
		
		Evaluate and document the following for these civilizations:
		● Time Period: When does this group rise to power and fall from power?
		● Map of Empire: Where is this empire located in the world and what features are contained within the empires?
		● Major Achievements: What are the major contributions of the people in this region during this time period?
		● People of Interest: Who are some of the key figures/contributors from these regions during this time?
		● Economic/Trade Products: How did these people live? What did they make? How did they earn/survive with the resources available to them?
		● Religion: Describe the belief system of these people and
			● Note-taking
			● Jigsaw activities
			● Graphic organizers
			● Annotating text *Newsela* articles
			● *Learning Through the Arts:* visual, kinesthetic, auditory activities - cave painting, illustrating and/or acting 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
			● Charting characteristics of a civilization
			● Charting characteristics of social classes
			● Gallery Walks -
			  ○ Code of Hammurabi
			  ○ Egyptian Art
			● Trial - *You be the Judge* the Code of Hammurabi
			● Fishbowl Discussion
			● Analyzing artifacts
			● Map Skills - Egypt & the Middle East
			● Debate - Which pharaoh had the greatest influence on Ancient Egypt?
			● Mini Research Project - Egyptian Mythology
			
			Civilization Portfolio: Students will create and maintain a Civilizations Portfolio that will include the following information for each civilization:
				[Lesson](#)
				
				Newsela resources:
				● [PRMS 6th Grade Unit 2](#)
				
				Edsitement:
				● [Teaching the Middle East Module](#)
				
				Stanford History Education Group:
				● [Hammurabi's Code Activity](#)
				● [Assyrian Siege of Jerusalem](#)
				● [Battle of Thermopylae](#)
				
				PBS Learning Media:
				● [Classical Traditions National Geographic: Ancient Egypt Collection](#)
				
				[World History Encyclopedia](#)
				
				Group Discussion Assessment
				
				[Discussion Protocols](#):
				● Carousel Brainstorm
				● Open Space
				● Whip-Around
				● Focusing Four
					Support the Claim/Artifact Analysis: How did the social classes of Sumer interact with each other?
					
					Exit Slip/Rap Sheet
					
					Kahoot/Quizzlet
					
					Jeopardy Game
					
					Notebook Check
					
					[RPS Formative Assessment Resources](#)
					
					Role of the Pharaoh Help Wanted Poster
					
					Support a Claim - Why is Egypt considered a "Gift of the Nile?"
					
					Funko Pop God/Goddess
					
					Sarcophagus Project
					
					Unit Test
					
					Civilization Portfolio Check-in Rubric

6.2.8.GeoSV.2.a:	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).			
6.2.8.GeoHE.2.a:	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.			
6.2.8.GeoGE.2.a:	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.			
6.2.8.HistoryCC.2.a:	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.			

6.2.8.HistoryCC.2.b:	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	how it impacted their daily lives.. ● Architecture/Arts: Describe the architecture and arts created by these people. Include how we know about these structures/artifacts today. ● Political Structure: How were these people governed? What was the role of the people in their government structure? ● Writing: Describe the written communication of each civilisation. ● Historical Achievements: Why do we study this part of the world during this period? What historical achievements were made here during this era?	● Time Period ● Map of Empire ● Major Achievements ● People of Interest ● Economic/Trade Products ● Religion ● Architeture/Arts ● Political Structure ● Writing ● Historical Achievements	● Nominal Group Technique ● Concentric Circles ● Fishbowl ● Think-Pair-Share ● Four Corners ● Jigsaw ● Chalk Talk ● World Cafe ● Four A's ● Final Word ● Socratic Seminar ● Data-Driven Dialogue ● Looking at Student Work ● Consultancy Protocol ● Tuning Protocol HIPPO/HAPPY Secondary document analysis Primary source analysis *EBSCOHost* resources *Salem Press* resources *Facts on File* *Jersey Clicks* resources *ABC-CLIO* eBooks *Mackin* eBooks *Infobase* eBooks *Project Gutenberg* *Khan Academy* videos	
6.2.8.HistoryCC.2.c:	Explain how the development of written language transformed all aspects of life in early river valley civilizations.				
6.2.8.HistoryCA.2.a:	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.				

			Voices from the Past audio files *History Alive* Lessons Map of the Middle East/Egypt The Epic of Gilgamesh TedTalk: *What Makes a Hero?* Code of Hammurabi Victory Stele of Naram-Sin Palette of Narmer BBC video: *Building the Great Pyramid* IMAX video: *Mysteries of Egypt* Timeline Video: *Lost Queens of Egypt* TedTalk: *The Book of the Dead* TedTalk: *The Pharaoh that Wouldn't be Forgotten* Website: *You Wouldn't Want to be an Egyptian*	

Robbinsville Public Schools
Unit 3:   China & India (Era 2 & 3 4000 BCE–600 CE)

Enduring Understandings:	Essential Questions:
- Governments have different structures which impact development (expansion) and civic participation. - The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. - Governments have protected and abused human rights (to varying degrees) at different times throughout history. - Relationships between humans and environments impact spatial patterns of settlement and movement. - People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. - Economic interdependence is impacted by increased specialization and trade. - Historical events and developments are shaped by social, political, cultural, technological, and economical factors. - An individual's perspective is impacted by their background and experiences. - Perspectives change over time. - Historical contexts and events shaped and continue to shape people's perspectives. - Historians analyze claims within sources for perspective and validity.	- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? - What are the possible consequences of these decisions for individuals, groups, and societies? - How have scientific and technological developments over the course of history changed the way people live and economies and governments function? - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? - How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?

Interdisciplinary Connections

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

Students will bring information together from multiple stations to draw conclusions about China.

Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.2.8.CivicsP I.2.a:	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	Development of China & India: forms of settlement, governance, economy (including slavery as an institution) Examine the Ancient River Valley civilizations of both China & India.	**Daily Instruction:** Daily instruction on a different aspect of early human development via slides, videos, reading passages, and the like or alternate activities such as: ● Charting: ○ Characteristics of the Harappans	Primary sources *Newsela* resources: ● PRMS 6th Grade Unit 3 *Stanford History Education Group*:	Pre/Post Map of China Was Emperor Qin an effective leader?- Written Response Lego Figurine Han

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6.2.8.CivicsHR.2.a:	Determine the role of slavery in the economic and social structures of early river valley civilizations.	Use map skills to compare and contrast civilizations.
		
		Cultural aspects of each region and the character/lifestyle of the people
		
		Analyze how these civilizations came to power and how they ultimately fell from power.
		
		Use map skills to examine the availability of natural resources and how they influence the development of political, economical & cultural systems of China/India and how they expanded.
		
		Examine how the leadership in this region/era worked to maintain control as their empire grew and expanded.
		
		Examine the socio-economic status of the people and the ultimate status of human rights in this region/era.
		
		Evaluate the technological advancements of this era/region and its impact on trade and the way people live and work.
		
		Analyze how this civilization came to power and how they ultimately fell from power.
		
		Evaluate and document the following for China & India::
			○ Characteristics of the philosophies of Confucianism, Daoism & Legalism
			● China stations
			● *Reading Like a Historian* activities
			● Note-taking
			● Jigsaw activities
			● Graphic organizers:
			  ○ Decline of Harappans
			  ○ Han and Zhou achievements
			● Annotating text *Newsela* articles
			● *Learning Through the Arts*: visual, kinesthetic, auditory activities - cave painting, illustrating and or acting 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
			● Charting characteristics of a civilization
			● Gallery Walks
			● Fishbowl Discussion
			● Analyzing Artifacts
			● Map Skills: Asia
			
			Civilization Portfolio: Students will create and maintain a Civilizations Portfolio that will include the following information for each civilization:
			● Time Period
			● Map of Empire
			● Major Achievements
			● People of Interest
			● Economic/Trade Products
			● Religion
				● Fall of the Qin Dynasty
				● Confucianism & Daoism
				
				PBS Learning Media:
				● Classical Traditions
				
				Edsitement:
				National Geographic: Ancient China
				
				World History Encyclopedia
				
				Group Discussion Assessment
				
				Discussion Protocols:
				● Carousel Brainstorm
				● Open Space
				● Whip-Around
				● Focusing Four
				● Nominal Group Technique
				● Concentric Circles
				● Fishbowl
				● Think-Pair-Share
				● Four Corners
				● Jigsaw
				● Chalk Talk
				● World Cafe
				● Four A's
				● Final Word
				● Socratic Seminar
				● Data-Driven Dialogue
				● Looking at Student Work
					Social Levels
					
					Banners of the Han
					
					Dynasty Achievements
					
					Pre/Post Map of India
					
					Diary Entry - life during the time of the Harrappans
					
					Gupta Currency
					
					India Newsletter
					
					Compare/Contrast Qin, Shang and Han
					
					Dynasties Graphic Organizer
					
					Written Response
					
					Exit Slip/Rap Sheet
					
					Kahoot/Quizzlet
					
					Jeopardy Game
					
					Notebook Check
					
					RPS Formative Assessment Resources
					
					Unit Test
					
					Civilization Portfolio Check-in Rubric

6.2.8.GeoSV.2.a:	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).			
6.2.8.GeoHE.2.a:	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.			
6.2.8.GeoGE.2.a:	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.			

6.2.8.History CC.2.a:	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	● Time Period: When does this group rise to power and fall from power? ● Map of Empire: Where is this empire located in the world and what features are contained within the empires? ● Major Achievements: What are the major contributions of the people in this region during this time period? ● People of Interest: Who are some of the key figures/contributors from these regions during this time? ● Economic/Trade Products: How did these people live? What did they make? How did they earn/survive with the resources available to them? ● Religion: Describe the belief system of these people and how it impacted their daily life. ● Architecture/Arts: Describe the architecture and arts created by these people. Include how we know about these structures/artifacts today. ● Political Structure: How were these people governed? What was the role of the people in their government structure? ● Writing: Describe the written communication of each civilization. ● Historical Achievements: Why do we study this part of the world during this period? What historical achievements were made here during this era?	● Architeture/Arts ● Political Structure ● Writing ● Historical Achievements	● Consultancy Protocol ● Tuning Protocol HIPPO/HAPPY Secondary document analysis Primary source analysis *EBSCOHost* resources *Salem Press* resources *Facts on File* *Jersey Clicks* resources *ABC-CLIO* eBooks *Mackin* eBooks *Infobase* eBooks *Project Gutenberg* *Khan Academy* videos *Voices from the Past* audio files Map of India Map of China Map of Asia Ashoka's Edits
6.2.8.HistoryC C.2.b:	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.			
6.2.8.HistoryCC. 2.c:	Explain how the development of written language transformed all aspects of life in early river valley civilizations.			
6.2.8.History CA.2.a:	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.			
6.2.8.CivicsPI.3.a:	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.			
6.2.8.CivicsDP.3.a:	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our			

	current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).				
6.2.8.CivicsDP.3.b:	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution.				
6.2.8.CivicsHR.3.a:	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.				
6.2.8.GeoPP.3.a:	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.				
6.2.8.GeoPP.3.b:	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.				
6.2.8.EconEM.3.a:	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and				

	Asia.				
6.2.8.EconGE.3.a:	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.				
6.2.8.HistoryCC.3.a:	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.				
6.2.8.HistoryUP.3.a:	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.				
6.2.8.HistoryUP.3.b:	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economical, and social).				
6.2.8.HistoryUP.3.c:	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their				

	responses to the current challenges of globalization.				
6.2.8.HistoryCA.3.a:	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.				
6.2.8.HistoryCA.3.b:	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.				

Enduring Understandings:	**Essential Questions:**
- Governments have different structures which impact development (expansion) and civic participation. - The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. - Governments have protected and abused human rights (to varying degrees) at different times throughout history. - Relationships between humans and environments impact spatial patterns of settlement and movement. - People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. - Economic interdependence is impacted by increased specialization and trade. - Historical events and developments are shaped by social, political, cultural, technological, and economical factors. - An individual's perspective is impacted by their background and experiences. - Perspectives change over time. - Historical contexts and events shaped and continue to shape people's perspectives. - Historians analyze claims within sources for perspective and validity.	- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? - How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? - What are the possible consequences of these decisions for individuals, groups, and societies? - How have scientific and technological developments over the course of history changed the way people live and economies and governments function? - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? - How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?

Interdisciplinary Connections

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
Students will evaluate specific data about Greece in a charting activity.   Once data points are set in a chart, they will determine what the data tells them about the civilization.

Standard Number & Description	**Content, Themes, Concepts, and Skills**	**Teaching Strategies**	**Instructional Resources and Materials**	**Assessment Strategies**

6.2.8.Civics PI.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.	Development of Greece: settlement, governance, economy (including slavery as an institution) Use map skills to examine the availability of natural resources and how they influence the development of political, economical & cultural systems of Greece and how it expanded. Technological advancements in the development of the region and the advancement of economic specialization Consider how cultural aspects of Greece and how Democracy impacts the development of the region and the character/lifestyle of the people, consider the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of Greece. Examine the socio-economic status of the people and the ultimate status of human rights in this region/era. Evaluate the technological advancements of this era/region and its impact on trade and the way people live and work. Analyze how this civilization came to power and how they ultimately fell from power Evaluate and document the following for Greece: ● Time Period: When does this group rise to power and fall from power? ● Map of Empire: Where is this empire located in the world and what features are contained within the empires? ● Major Achievements: What are the major contributions of the people in this region during this time period?	**Daily Instruction:** Daily instruction on a different aspect of early human development via slides, videos, reading passages, and the like or alternate activities such as: ● Charting: Characteristics of Government ● Simulation: Participate in a simulated Democratic Process ● Graphic Orginizers ● *Reading Like a Historian* activities ● Note-taking ● Jigsaw activities ● Annotating text *Newsela* articles ● *Learning Through the Arts*: visual, kinesthetic, auditory activities ● 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 ● Gallery Walks ● Fishbowl Discussion ● Analyzing Artifacts	Primary sources *Newsela* Resources: ● PRMS 6th Grade Unit 4 *Stanford History Education Group*: ● Athenian Democracy *PBS Learning Media*: ● The Greeks ● Classical Traditions World History Encyclopedia Group Discussion Assessment Discussion Protocols: ● Carousel Brainstorm ● Open Space ● Whip-Around ● Focusing Four ● Nominal Group Technique ● Concentric Circles ● Fishbowl ● Think-Pair-Share ● Four Corners ● Jigsaw ● Chalk Talk ● World Cafe ● Four A's ● Final Word ● Socratic Seminar ● Data-Driven Dialogue	Fishbowl: Would you rather be a Spartan or an Athenian? DBQ: What effects did geography have on ancient Greece? Research Paper Rubric Exit Slip/Rap Sheet Kahoot/Quizzlet Jeopardy Game Notebook Check RPS Formative Assessment Resources Unit Test Civilization Portfolio Check-in Rubric
6.2.8.Civics DP.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.Civics DP.3.b:	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution.				
6.2.8.Civics HR.3.a:	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economical, and social structures of classical civilizations.				
6.2.8.GeoP P.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.GeoP P.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.Econ EM.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.	● People of Interest: Who are some of the key figures/contributors from these regions during this time? ● Economic/Trade Products: How did these people live? What did they make? How did they earn/survive with the resources available to them? ● Religion: Describe the belief system of these people and how it impacted their daily life. ● Architecture/Arts: Describe the architecture and arts created by these people. Include how we know about these structures/artifacts today. ● Political Structure: How were these people governed? What was the role of the people in their government structure? ● Writing: Describe the written communication of each civilization. ● Historical Achievements: Why do we study this part of the world during this period? What historical achievements were made here during this era?	● Map of Greece ● Research Paper: Connect the features of Greek Gov't to the United States form of government **Civilization Portfolio:** Students will create and maintain a Civilizations Portfolio that will include the following information for each civilization: ● Time Period ● Map of Empire ● Major Achievements ● People of Interest ● Economic/Trade Products ● Religion ● Architeture/Arts ● Political Structure ● Writing ● Historical Achievements	● Looking at Student Work ● Consultancy Protocol ● Tuning Protocol HIPPO/HAPPY Secondary document analysis Primary source analysis *EBSCOHost* resources *Salem Press* resources *Facts on File* *Jersey Clicks* resources *ABC-CLIO* eBooks *Mackin* eBooks *Infobase* eBooks *Project Gutenberg* *Khan Academy* videos *Voices from the Past* audio files *History Alive* lessons Map of Greece Map of Europe World Map	
6.2.8.Econ 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.HistoryCC.3.a:	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.				
6.2.8.HistoryUP.3.a:	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.				
6.2.8.HistoryUP.3.b:	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).				
6.2.8.HistoryUP.3.c:	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.				

6.2.8.Histo ryCA.3.a:	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.				
6.2.8.Histo ryCA.3.b:	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.				

Enduring Understandings:	Essential Questions:
- Governments have different structures which impact development (expansion) and civic participation. - The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. - Governments have protected and abused human rights (to varying degrees) at different times throughout history. - Relationships between humans and environments impact spatial patterns of settlement and movement. - People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. - Economic interdependence is impacted by increased specialization and trade. - Historical events and developments are shaped by social, political, cultural, technological, and economical factors. - An individual's perspective is impacted by their background and experiences. - Perspectives change over time. - Historical contexts and events shaped and continue to shape people's perspectives. - Historians analyze claims within sources for perspective and validity.	- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? - What are the possible consequences of these decisions for individuals, groups, and societies? - How have scientific and technological developments over the course of history changed the way people live and economies and governments function? - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? - How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?

Interdisciplinary Connections

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

In this unit, students will bring together their learning from their Civilization Portfolio and utilize their learning to craft a persuasive essay regarding the sustained contributions of a specific civilization.

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies

6.2.8.Civics PI.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.	Development of Rome: settlement, governance, economy (including slavery as an institution) Use map skills to examine the availability of natural resources and how they influence the development of political, economical & cultural systems of Rome and how it expanded. Technological advancements in the development of the region and the advancement of economic specialization Cultural aspects of Rome and how the republic impacts the development of the region and the character/lifestyle of the people, consider the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of Greece Examine the socio-economic status of the people and the ultimate status of human rights in this region/era. Evaluate the technological advancements of this era/region and its impact on trade and the way people live and work. Analyze how Rome came to power and how and why they ultimately "fall". Evaluate and document the following for Rome: ● Time Period: When does this group rise to power and fall from power? ● Map of Empire: Where is this empire located in the world and what features are contained within the empires? ● Major Achievements: What are the major contributions of the people in this region during this time period?	**Daily Instruction:** Daily instruction on a different aspect of early human development via slides, videos, reading passages, and the like or alternate activities such as: ● Charting: Characteristics of Government ● Graphic Orginizers ● *Reading Like a Historian* activities ● Note-taking ● Jigsaw activities ● Annotating text *Newsela* articles ● *Learning Through the Arts*: visual, kinesthetic, auditory activities ● 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 ● Gallery Walks ● Fishbowl Discussion ● Analyzing Artifacts ● Map of Rome ● Map of Europe ● Persuasive Essay: Which of the	Primary sources *Newsela* Resources: ● PRMS 6th Grade Unit 5 *Stanford History Education Group*: ● Roman Republic ● Cleopatra ● Augustus ● Roman Empire & Christianity ● Attila & Pope Leo *PBS Learning Media:* ● Classical Traditions ● World History Encyclopedia Group Discussion Assessment Discussion Protocols: ● Carousel Brainstorm ● Open Space ● Whip-Around ● Focusing Four ● Nominal Group Technique ● Concentric Circles ● Fishbowl ● Think-Pair-Share ● Four Corners ● Jigsaw ● Chalk Talk ● World Cafe ● Four A's ● Final Word ● Socratic Seminar	Fishbowl: Would you rather be a Spartan or an Athenian? DBQ: Did the benefits of Roman expansion outweigh the costs? Research Paper Rubric Exit Slip/Rap Sheet Kahoot/Quizzlet Jeopardy Game Notebook Check RPS Formative Assessment Resources Unit Test Civilization Portfolio Check-in Rubric
6.2.8.Civics DP.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.Civics DP.3.b:	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution.				
6.2.8.Civics HR.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.GeoP P.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.GeoP P.3.b:	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.				

6.2.8.EconEM.3.a:	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.	● People of Interest: Who are some of the key figures/contributors from these regions during this time? ● Economic/Trade Products: How did these people live? What did they make? How did they earn/survive with the resources available to them? ● Religion: Describe the belief system of these people and how it impacted their daily life. ● Architecture/Arts: Describe the architecture and arts created by these people. Include how we know about these structures/artifacts today. ● Political Structure: How were these people governed? What was the role of the people in their government structure? ● Writing: Describe the written communication of each civilization. ● Historical Achievements: Why do we study this part of the world during this period? What historical achievements were made here during this era?	civilizations studied had the greatest long term impact on how we live in the United States today? **Civilization Portfolio:** Students will create and maintain a Civilizations Portfolio that will include the following information for each Civilization: ● Time Period ● Map of Empire ● Major Achievements ● People of Interest ● Economic/Trade Products ● Religion ● Architeture/Arts ● Political Structure ● Writing ● Historical Achievements	● Data-Driven Dialogue ● Looking at Student Work ● Consultancy Protocol ● Tuning Protocol HIPPO/HAPPY Secondary document analysis Primary source analysis *EBSCOHost* resources *Salem Press* resources *Facts on File* *Jersey Clicks* resources *ABC-CLIO* eBooks *Mackin* eBooks *Infobase* eBooks *Project Gutenberg* *Khan Academy* videos *Voices from the Past* audio files *History Alive* lessons Map of Rome Map of Europe World Map
6.2.8.EconGE.3.a:	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.			
6.2.8.HistoryCC.3.a:	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.			
6.2.8.HistoryUP.3.a:	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.			
6.2.8.HistoryUP.3.b:	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economical, and social).			
6.2.8.HistoryUP.3.c:	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.			

6.2.8.HistoryCA.3.a:	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.				
6.2.8.HistoryCA.3.b:	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.				

History, Social Studies, Science and Technical Subjects Grades 6-8 Anchor Standards for Reading and Writing
Throughout this curriculum, there are specific activities and benchmarks in support of literacy in Social Studies utilizing the NJ Anchor Standards for Reading and Writing.

Standard Number & Description		Assignments/Activities
RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.	Close reading of primary sources, informational text, narrative text, etc. to support discussion, note taking, writing., etc.
RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Setting purpose for reading, using annotations to close read and specify central ideas or themes of text. Analyze development of perspectives and ideas in writing or series of passages.
RH.6-8.3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Frequent written and verbal responses to text to determine the development of ideas throughout a text. Students evaluate how a process evolves throughout a passage or document.
RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Setting purpose for reading, using annotations to close read and identify the use of specific words or phrases to discuss word choice in a passage or writing selection. Analyze development of perspectives and ideas in writing or series of passages.
RH.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	As a part of close reading exercises, students consider why an author made the writing choices they made. How is the information presented? Why did the author make that choice? How does that choice impact the reader? Students will compare texts from various sources and evaluate how the structure of the writing impacts the experience of the reader.
RH.6-8.6.	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	As a part of close reading exercises, students will identify where the author's point of view is revealed. Students will evaluate how the author's style of text and content is shaped by their point of view or the specific purpose for their writing.
RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Students will participate in activities such as stations where they draw conclusions about events, people, theories, and such through a variety of source types.
RH.6-8.8.	Distinguish among fact, opinion, and reasoned judgment in a text.	Students set a purpose for reading, with support as appropriate, and use annotations to identify facts, opinions, and judgements throughout.
RH.6-8.9.	Analyze the relationship between a primary and secondary source on the same topic.	Students are provided the opportunity to evaluate primary sources from authors with differing points of view. These sources will be completed through close reading and annotation and utilized in activities where their point of view is evaluated based on the evidence provided in discussions, graphic organizers, writing, and the like. Students read primary sources and secondary sources on topics and see where there is intersectionality and where the perspectives/information deviates.
RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	This curriculum provides students with frequent opportunities to read complex text. Students will be supported in this work with various tools such as small group settings, graphic organizers, and the like as needed until they read proficiently and utilize information from the text independently.

WHST.6-8.1	Write arguments focused on discipline-specific content.
	  A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	  B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	  C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	  D. Establish and maintain a formal/academic style, approach, and form.
	  E. Provide a concluding statement or section that follows from and supports the argument presented.
		Students write arguments throughout this curriculum in shorter passages, typically in response to prompts, culminating with an argument based research paper in Unit 5. The writing process will be broken down using supports such as research process guide, MLA citation & formatting lessons, and graphic organizers.

WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	  A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aid comprehension.
	  B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	  C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	  D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	  E. Establish and maintain a formal/academic style, approach, and form.
	  F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
		Students will write informative/explanatory texts in response to prompts, reading passages, culminating in an informative writing assignment in Unit 4. The writing process will be broken down using supports such as research process guide, MLA citation & formatting lesson, and graphic organizers.

WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.	Expectations for quality writing require students to create organized, well-developed writing responses in a style appropriate to the task and purpose in an academic setting.
WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.	Extended writing assignments in Units 4 & 5 provide the opportunity to plan, revise, edit, rewrite and reevaluate. These opportunities come through peer reviews, conferences, and other forms of collaborative review.
WHST.6-8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Students produce writing using various media, including the Google Suite of applications, Padlet, Canva, and similar platforms.

WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Students conduct research in response to prompts, generate question trees and build on the quality and depth of their questioning.
WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Civic Online Reasoning provides students with activities designed to guide students in the evaluation of quality digital sources. Media center lessons provide access to a wide range of print sources. Scaffolded lessons on proper citation using MLA format will provide students with the ability to properly quote and paraphrase in extended writing assignments in Units 4 & 5.
WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.	Students will utilize close reading skills established throughout the curriculum to draw evidence from informational texts to support their writing.
WHST.6-8.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Students are provided opportunities throughout the curriculum to write independently in response to prompts, texts, in reflection, and over extended time periods.

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum. Additional resources are available in the [RPS SEL Resource Folder](#).

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
Classes frequently open with check-ins. These activities provide students with the opportunity to discuss how they are feeling, what concerns them, etc. or simply check in with themselves and identify where they are and what they need to move forward. Students are taught and encouraged to employ strategies such as the stop-light check in where they identify what color they feel they are on and strategize ways to change the color if they feel it is necessary to be productive.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
In order to encourage self-management in a class, students work together to establish classroom norms that they feel they should all follow. To encourage ownership of these norms, students create their own personal agreements or contracts describing how they will ensure they adhere to the agreed upon norms. Students are encouraged to set goals and measure their progress toward achieving goals either through personalized rubrics or reflective practices and journaling.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
Students frequently work with partners, groups, or participate in whole group activities/discussions. In this environment, they are encouraged to demonstrate respect for one another. Some of the ways this is shown is through understanding other points of view, perspectives, or ways of accomplishing a task.. They are encouraged to recognize and respect social cues to determine how their classmates are feeling and manage and express their own emotions and responses to others.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
Students frequently work collaboratively. In this environment, they create social contracts that they must adhere to in order for the group to be successful. Contained in these documents are task lists, schedules, definition of specific roles, and such. Students reflect at the end of collaborative sessions on who they were as a member of their group that day and who they would like to be going forward.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.
Teachers regularly model decision making. By being provided a clear example of the decision making process and participating in discussions regarding the thought that goes into each step, students become more aware of their own decision making. The reflective practices exercised throughout this course provide students with the opportunity to not only consider the new content or skills they learned, but also the decisions that they made throughout the learning process that helped contribute to their place in said process.

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	Creativity and innovation are present throughout this curriculum. Students are encouraged to create artistic projects, participate in simulations, and find innovative solutions to conditions that plagued ancient civilizations.
Critical Thinking and Problem Solving	Students are challenged to solve problems, build consensus and think critically about historical events and make meaningful connections to their lives today.
Digital Citizenship	In research assignments located throughout the curriculum and specifically in Units 4 & 5, students will learn to properly source material and credit information appropriately in their work.
Global and Cultural Awareness	This entire curriculum is designed to provide students with the opportunity to explore different cultures both past and present across the globe. Students will study the impact ancient civilizations have had on what those regions have become and the influences those regions have on the United States.
Information and Media Literacy	In both Units 4 & 5 students will research key aspects of Classical Civilization Government and make comparisons to modern forms of government. In this work, students will be asked to be responsible digital citizens utilizing databases, websites and print media to acquire information and create both informative and persuasive products to share with peers.
Technology Literacy	Throughout this curriculum, students have opportunities to utilize the Google Suite of applications to share information and work collaboratively. Examples include shared presentation creation, Google Form creation and data calculations.

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 to 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.

Career Awareness and Planning Standards	
Act as a responsible and contributing community member and employee: Students 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.	Students reflect on their obligations to the classroom community and time is dedicated to examining how our conduct and contributions to the learning process impact those around us and the productivity of the class/group/school community as a whole.
Attend to financial well-being: Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.	Time is dedicated to exploring how and why we work. What about working makes us feel good? What are we uncomfortable with? How can work in this particular content area contribute to the financial security of those working in this industry?
Consider the environmental, social and economic impacts of decisions: Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.	Students understand that each action has a consequence that can be positive or negative. This impact exists within the classroom & the workplace, but also reverberates in our communities, our state, our nation and our world. As a result, workplaces and classrooms have procedures and regulations for the wellbeing of all.
Demonstrate creativity and innovation: Students 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.	Students are provided with the opportunity to think creatively to solve problems. There is consistent opportunity for innovation in both individual and in a group setting. Peer feedback is encouraged to allow for revisions of proposals and to troubleshoot potential solutions to problems as they arise.
Utilize critical thinking to make sense of problems and persevere in solving them: Students 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 integration of problem based learning throughout this curriculum provides students with the opportunity to recognize specific problems and take action through

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.	thoughtful investigation and problem solving strategies to make meaningful, sustainable change.
Model integrity, ethical leadership and effective management: Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.	This course provides students opportunities to work collaboratively, rotating from leadership to subordinate roles within the group. Through this structure, students learn how to work with others and gain valuable insights into human behavior and its impact on others' actions, attitudes and/or beliefs.
Plan education and career paths aligned to personal goals: Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.	What do we need to do physically and emotionally to prepare to accomplish our goals? Students will regularly participate in goal setting exercises. They will create action plans to accomplish said goals.
Use technology to enhance productivity, increase collaboration and communicate effectively: Students 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.	Students will be presented with access to a variety of technological opportunities throughout this course and empowered to utilize the technology to increase collaboration and communicate with their peers.
Work productively in teams while using cultural/global competence: Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.	Students will work productively in culturally and socioeconomically diverse groups of individuals. Through these activities, they will gain an awareness of cultural differences and find ways to increase the engagement and contribution of all team members by introspection and continued reflective practices that examine what we each contribute to a group and what we need from our teammates.

Diversity, Equity & Inclusion Mandate Guide	
Robbinsville Public Schools believes that our similarities make us stronger and commits to creating an accessible, inclusive, and connected community where all individuals fully belong and are empowered to contribute and grow. This curriculum meets the New Jersey Department of Education mandats set forth in the Amistad Law, AAPI Law. Holocaust Law and LGBT and disabilities law. Samples of learning for these historically underrepresented groups are embedded throughout this curriculum with key examples highlighted below.	
Amistad (SS only)	Students will examine the role of slavery as an institution and the human impact in each of the civilizations they study in this curriculum.
AAPI (K-12)	In Unit 3, students will examine the legacy of Ancient China and Ancient India on the people of that region and around the world. They will look at the rise and fall of empires in this part of the world and the technological and cultural advancements that occurred as a result of their contributions.
Diversity & Inclusion Law (K-12)	As students investigate the cultures presented in this curriculum, they will be provided the opportunity to see how previously underrepresented groups live, work and contribute to the society and culture of the region during this era.
LGBTQIA+ (6-12 SS Only)	The social structure of ancient civilizations from region to region vary in regards to LGBTQIA+. As a part of the student learning about the culture and social structure of each area, students will examine the relationships among the people as indicated by the primary sources available and a look into the arts of each time and how relationships between people are depicted.
Persons with Disabilities (6-12 SS Only)	Students will investigate how different civilizations treat those with disabilities and the accomplishments of those that are differently abled in the persons of interest portion of their Civilization Portfolio.

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, 504 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.

English Language Learner (ELL) Resources :

General Supports
- WIDA Can Do Descriptors
- WIDA Can Do Descriptors - Cheat Sheet
- Ways to Support ELLs with Visuals
- Activate Background Knowledge
- Glossary of ELL friendly strategies and activities

Supports by English Level
- ELs Expectations and Modifications by Level
- Blooms for ELLs by Level
- Leveled Questions for ELLs with Bloom

Content Specific Support
- Considerations when teaching SS to ELLs
- Core Knowledge Curriculum Folder

Supports by Domain - Listening, Speaking, Reading, Writing
- Speaking Expectations by Level
- Sentence frames by level for Speaking
- Scaffolds - Receptive and Productive Language
- Writing Rubric Using WIDA Levels

Vocabulary Specific Support
- Vocabulary Scaffold Ideas
- Frayer Model Graphic Organizer
- ELL Dictionary - Google Sheet Self Populating
- Virtual World Wall Template

Technology based supports
- Virtual Supports and Accommodations for ELL with Technology Specific Supports **-** Slides presentation
- Translate Google Doc - Directions
- Read Write - Chrome Extension **-**Text to speech and speech to text
- Mercury Reader - Chrome Extension - cleans up webpages, removes ads, adjusts font and text size, and offers printing optimization
- Text Compactor - simplifies reading level of texts by creating summary sentences based on the frequency of words appearing in the text. This tool works best with expository text.
- Rewordify - simplifies key terms. The reworded words are highlighted (see example to the right with yellow highlighting). There are a few different options for how the changes are shown. Students can click highlighting to hear and see the original words. The site also offers "learning sessions" to help students learn new words from the text they chose to paste on the site. Rewordify documents can be saved and shared.
- Simplish.org - uses an 850 word vocabulary and a scientific dictionary to simplify texts. Any scientific terms are explained in footnotes and students can create their own personal dictionary as they learn new words.
- WordSift.org - input text - it pulls out academic vocabulary and creates a word cloud

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them 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 embed 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, from 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/