

# RIVER DELL REGIONAL SCHOOL DISTRICT



Content: The development of early civilizations to 600 C.E.

Course: World Civilizations 7

Alignment: 2020 NJSLS

BOE born on: September 2022

Authored by

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## Introduction

World Civilizations is a full year, chrono-thematic study of the development of Western and non-Western civilizations from approximately 5000 B.C.E. to 1400 C.E. The course examines the major themes, movements, and events, as well as individuals who have shaped modern global society and values from the Neolithic Revolution through the Columbian Exchange. Students examine the evolution of both Western and non-Western cultures and beliefs which have shaped the history of society. Students will develop an increased depth of understanding of the development of global society throughout history. The goal is to provide learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

### Mission:

The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

### Vision:

Understanding ancient history and human experience is central to helping students understand who they are. Studying the development of human society, religion and government systems helps students better understand how and why the world got to be the way it is. World history is shared knowledge that citizens, whatever their country of loyalty, need to work together on our planet in the twenty-first century. The complexity of human interrelations today means that cultural literacy must be global in range and depth. (Adapted from World History for Us All)

### Scope and Sequence:

The course is organized around 8 units that are designed to establish the critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale. The sequence of units highlights the importance of understanding the past and key historical concepts, from various perspectives to combining civic ideals and participatory citizenship.

### Overall:

- Unit 1: Beginnings of Human Society (3 weeks)
- Unit 2: Mesopotamia (3 weeks)
- Unit 3: Egypt (3 weeks)
- Unit 4: Israelites (3 weeks)
- Unit 5: India (3 weeks)
- Unit 6: China (3 weeks)
- Unit 7: Greece (3 weeks)
- Unit 8: Roman Republic (4 weeks)
- Unit 9: Civics (9 weeks)

## Technology

Technology integration is the seamless and effective use of 21<sup>st</sup> Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

### Standards 8.1 Computer Science

- Computer Science, previously a strand entitled ‘Computational Thinking: Programming’ in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

### Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

## New Jersey Administrative Code Summary and Statues:

*The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.*

### Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change *(This will be modified based off of content)*

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to

the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

## Unit I: The Beginnings of Human Society (3 Weeks)

<b>Core Ideas</b>	Geography, People, and the Environment: Human Population Patterns and Human Environment Interaction		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How did Hunter-Gatherers adapt to their environments using resources, the natural world, and technological advancements?</li> <li>How did the agricultural revolution change the way societies lived and developed?</li> <li>How did the Neolithic Revolution impact social structure?</li> <li>How and why was early man able to migrate out of Africa and populate the world? How did the location in which they settled impact their development?</li> <li>How did the agricultural revolution lead to population growth and the development of civilizations?</li> <li>What was the impact of technological advancements on hunter/gather and agrarian societies?</li> <li>What are the relative lengths of time humans were hunter gatherers as compared to living in civilizations?</li> <li>How do archaeological discoveries help us understand life prior to written records?</li> </ul>		
<b>Enduring Understanding</b>	The evolution of modern man and the modern society is a process that occurred over thousands of years and develops from the early Hunter-Gatherers. These small groups adapted to their environments using resources, the natural world, and technological advancements that created an agricultural revolution which changed the way societies lived and developed. The development of agriculture/farming was essential for the growth of modern societies and contributed to the creation of complex civilizations and the world as we know it.		
<b>Practice</b>	Gathering and Evaluating Sources		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</li> <li>Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.</li> <li>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).</li> <li>Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</li> <li>Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</li> <li>Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</li> <li>Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
6.2.8.GeoPP.1.a 6.2.8.GeoPP.1.b 6.2.8.HistoryCC.1.a 6.2.8.HistoryCC.1.b 6.2.8.HistoryCC.1.c 6.2.8.HistoryCC.1.d 6.2.8.HistorySE.1.a WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8	<ul style="list-style-type: none"> <li>Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</li> <li>Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</li> <li>Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Prehistoric man pictorial timeline of technology; Hunter-Gatherer choose your own adventure and experience; Farmwow! Agricultural Revolution commercial</li> <li>Nomadic Person in your Backyard Project</li> <li>Neanderthal Video and WS</li> <li><a href="#">Neanderthal Worksheet</a></li> </ul>	<ul style="list-style-type: none"> <li><i>Textbook</i></li> <li><i>BrainPop</i></li> <li><i>YouTube</i></li> <li><i>EdPuzzle</i></li> <li><a href="#">Smithsonian Human Evolution</a></li> </ul>

RH.6-8.10	<ul style="list-style-type: none"> <li>• Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</li> <li>• Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</li> <li>• Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</li> <li>• Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.</li> <li>• 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).</li> <li>• Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</li> <li>• Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</li> <li>• Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</li> <li>• Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</li> </ul>		
<b>Key Vocabulary</b>	Civilizations, Paleolithic, archaeologists, nomads, Technology, Culture, Ice Ages, Expose, Revolution, Forager, Domesticate, Pulse, Hierarchy, Seminomadic, Irrigation, Specialization, Status, Shrine, Bronze Age, Monarchy.		
<b>Evidence of Learning</b>	<ul style="list-style-type: none"> <li>• Students will complete pictorial projects demonstrating the movement from Hominids through the Neolithic Revolution example: <a href="#">Early Hominid Timeline Directions.docx</a></li> <li>• Creative product demonstrating benefits of Agricultural Revolution <a href="#">farm wow.docx</a>;</li> <li>• Objective multiple choice and written assessment.</li> </ul>		

Interdisciplinary Connections	STEM in development of tools/technology; Science in farming methods/agricultural revolution WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10			
Diversity, Equity, & Inclusion	A pattern of oppressed peoples resisting oppression and rebelling against unresponsive leaders has repeated throughout history. We will discuss recent examples of people resisting oppression and working to implement change that develops and expands the concept of human rights. A variety of primary source documents that represent the perspectives of oppressed people and their experience for a comprehensive and diverse understanding of history will be utilized.			
Career Readiness, Life Literacies, and Key Skills	9.4.8.CI.3 Examine challenges that may exist in the adoption of new ideas.			
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
Social Emotional Learning	SOCIAL AWARENESS: <ul style="list-style-type: none"><li>Recognizing strengths in others</li><li>Demonstrating empathy and compassion</li><li>Showing concern for the feelings of others</li></ul>			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"><li>Provide translated notes and key vocabulary terms</li><li>Provide images of key vocabulary terms and concepts</li><li>Word banks</li><li>Bilingual dictionaries</li><li>Assistive translator technology</li><li>Sentence frames</li><li>Simplified notes</li><li>Reduced homework</li></ul>	<ul style="list-style-type: none"><li>Display reminders</li><li>Checklist of materials and tasks (printed out or digitally accessible)</li><li>Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li><li>Assistive technology (dictation, immersive reader, etc...)</li><li>Flash cards</li><li>Teacher notes</li><li>Graphic organizer</li><li>Clear parameters and student workspace</li></ul>	<ul style="list-style-type: none"><li>Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>Students are allowed time and a half on assessments</li><li>Provide the student with frequent check-ins during class-time work</li><li>Scaffolding assignments</li><li>Chunking of materials</li></ul>	<ul style="list-style-type: none"><li>Provide students with extra problem sets that challenge and involve higher level thinking</li><li>Inquiry lead discussions and activities</li><li>More complex tasks and projects</li><li>Higher level questioning and techniques</li><li>Student demoing and explanation</li></ul>

	<ul style="list-style-type: none"> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit II: Mesopotamia (3 Weeks)

<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>• Civics, Government, and Human Rights: Civic and Political Institutions</li> <li>• Civics, Government and Human Rights: Human and Civil Rights</li> <li>• Geography, People, and the Environment: Human Environment Interaction</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Which of the major achievements of Mesopotamia represent the most enduring legacies?</li> <li>• To what extent did geography influence settlement, the development of trade networks, technological innovations, and the sustainability in Mesopotamia?</li> <li>• How did the various Kingdoms of Mesopotamia adapt to their environments?</li> <li>• What characteristics did early civilizations share?</li> <li>• How did Mesopotamia's first empires develop?</li> </ul>		
<b>Enduring Understanding</b>	Government power and authority shape the rights & responsibilities of individuals in society; Language, literature, and the arts reflect the values of a civilization; access to resources impacts the development of civilizations; Large and diverse empires are difficult to control over time.		
<b>Practice</b>	Developing Claims and Using Evidence		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</li> <li>• Determine the role of slavery in the economic and social structures of early river valley civilizations.</li> <li>• Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</li> <li>• Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</li> <li>• Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</li> <li>• Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</li> <li>• Explain how the development of written language transformed all aspects of life in early river valley civilizations.</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
6.2.8.CivicsPI.2.a 6.2.8.CivicsHR.2.a 6.2.8.GeoHE.2.a 6.2.8.GeoGE.2.a 6.2.8.HistoryCC.2.a 6.2.8.HistoryCC.2.b 6.2.8.HistoryCC.2.c WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10	<ul style="list-style-type: none"> <li>• Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</li> <li>• Determine the role of slavery in the economic and social structures of early river valley civilizations.</li> <li>• Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</li> <li>• Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve 3000: Chowing Down in Mesopotamia</li> <li>• Achieve 3000: Gilgamesh: The Original Superhero</li> <li>• Funopotamia book project</li> <li>• Gilgamesh creative project (student choice)</li> <li>• Babylonian Gardens: evaluate the sources</li> <li>• 4 Kingdoms Graphic organizers</li> <li>• Nobel Prize in technology assignment</li> <li>• <a href="#">Group Project</a></li> <li>• <a href="#">Hammurabi's Code Reading</a></li> <li>• <a href="#">Sumer Reading</a></li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Achieve 3000</li> <li>• YouTube</li> <li>• BrainPop</li> <li>• Gilgamesh Fact or Fiction readings &amp; worksheet</li> <li>• Hammurabi's Code worksheet</li> <li>• <a href="http://MesopotamiaHistory.com">Mesopotamia History.com</a></li> </ul>

	<ul style="list-style-type: none"><li>Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</li><li>Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</li><li>Explain how the development of written language transformed all aspects of life in early river valley civilizations.</li></ul>		
Key Vocabulary	Empire, Parallel Surplus, Consisted, Patriarch, Polytheism, Ziggurat, Cuneiform, Scribes, Tribute, Code, Province, Region, Extract, Colonies, Exchanged, Alphabet		
Evidence of Learning	<ul style="list-style-type: none"><li>Mesopotamia book/game development</li><li>Inquiry Journal; city-state trophy graphic organizer</li><li>Compare Sumerian adaption to environment with modern adaptation to environment due to climate change</li><li>Persuasive writing assignment—which Mesopotamian invention was most impactful to the world?</li></ul>		
Interdisciplinary Connections	Art connection---Bas-relief analysis for historical insight Literature connection—the Epic of Gilgamesh; ELA connection—analyzing & evaluating sources about the Hanging Gardens of Babylon. WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10		
Diversity, Equity, & Inclusion	A pattern of oppressed peoples resisting oppression and rebelling against unresponsive leaders has repeated throughout history. We will discuss recent examples of people resisting oppression and working to implement change that develops and expands the concept of human rights. A variety of primary source documents that represent the perspectives of oppressed people and their experience for a comprehensive and diverse understanding of history will be utilized.		
Career Readiness, Life Literacies, and Key Skills	9.4.8.IML.2 Identify specific examples of distortion, exaggeration, or misrepresentation of information.		
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.		
Social Emotional Learning	RESPONSIBLE DECISION-MAKING: <ul style="list-style-type: none"><li>Demonstrating curiosity and open-mindedness</li><li>Identifying solutions for personal and social problems</li></ul>		
Differentiation			

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> <li>• Provide translated notes and key vocabulary terms</li> <li>• Provide images of key vocabulary terms and concepts</li> <li>• Word banks</li> <li>• Bilingual dictionaries</li> <li>• Assistive translator technology</li> <li>• Sentence frames</li> <li>• Simplified notes</li> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Display reminders</li> <li>• Checklist of materials and tasks (printed out or digitally accessible)</li> <li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li> <li>• Assistive technology (dictation, immersive reader, etc...)</li> <li>• Flash cards</li> <li>• Teacher notes</li> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with extra problem sets that challenge and involve higher level thinking</li> <li>• Inquiry lead discussions and activities</li> <li>• More complex tasks and projects</li> <li>• Higher level questioning and techniques</li> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>

Unit III: EGYPT (3 Weeks)			
<b>Core Ideas</b>	Geography, People, and the Environment: Human Environment Interaction Economics, Innovation and Technology: Exchange and Markets		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How did social status shape life experiences in Ancient Egypt?</li> <li>What characteristics did early civilizations share?</li> <li>To what extent did geography influence settlement, the development of trade networks, technological innovations, and the sustainability in Egypt?</li> <li>How did achievements of the various pharaohs of Egypt secure their legacy?</li> <li>What characteristics did early civilizations share?</li> <li>How did religion shape the political and daily lives in Ancient Egypt?</li> <li>How does status in the ancient world compare to that of people today?</li> </ul>		
<b>Enduring Understanding</b>	Government power and authority shape the rights & responsibilities of individuals in society. Language, literature, and the arts reflect the values of a civilization; access to resources impacts the development of civilizations. Religion impacts many aspects of civilizations, especially the power structure in government and the daily lives of civilizations. Social classes structure how society functions and the experiences and power of groups of people in a civilization.		
<b>Practice</b>	Engaging in Civil Discourse and Critiquing Conclusions		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</li> <li>Determine the role of slavery in the economic and social structures of early river valley civilizations.</li> <li>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).</li> <li>Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</li> <li>Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</li> <li>Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</li> <li>Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</li> <li>Explain how the development of written language transformed all aspects of life in early river valley civilizations</li> <li>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.</li> </ul>		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.2.8.CivicsPI.2.a 6.2.8.CivicsHR.2.a 6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a 6.2.8.GeoGE.2.a 6.2.8.HistoryCC.2.a 6.2.8.HistoryCC.2.b 6.2.8.HistoryCA.2.a WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6. RH.6-8.1	<ul style="list-style-type: none"> <li>Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</li> <li>Determine the role of slavery in the economic and social structures of early River valley civilizations.</li> <li>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;</li> </ul>	<ul style="list-style-type: none"> <li>Essay Reading Hieroglyphics and Pyramids</li> <li>State Test Like Writing Death in Egypt</li> <li>Nile River Reading</li> <li>Pyramid Reading</li> <li>Nile River PSA</li> <li>Hatshepsut Reading</li> <li>Map of Egypt</li> <li>Pharaoh Facts and Prizes</li> <li>Mummification Project</li> <li>Rosetta Stone Debate</li> <li>Egyptian Social Class Skits</li> <li>Achieve 3000: Ancient Middle East Who Build the Pyramids</li> </ul>	<ul style="list-style-type: none"> <li>Brain Pop</li> <li>YouTube</li> <li>Ed Puzzle</li> <li>Article: Rosetta Stone can be shared where it is <a href="#">The Rosetta Stone can be shared where it is.docx</a></li> <li>Eyewitness: Mummy book</li> </ul>

RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10	Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). <ul style="list-style-type: none"> <li>Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</li> <li>Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</li> <li>Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</li> <li>Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</li> <li>Explain how the development of written language transformed all aspects of life in early river valley civilizations.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve 3000: Looking Fab in Ancient Egypt</li> <li>Achieve 3000: Pharaoh Fitness Test</li> <li>Achieve 3000: Tut's Treasures</li> <li>Achieve 3000: The Almost Erased Pharaoh</li> <li>Achieve 3000: Life of Pets in Ancient Egypt</li> <li>Achieve 3000: Ancient Middle East Will This Pyramid Draw Crowds</li> <li>Achieve 3000: Ancient Middle East: An Old Old Boat</li> <li>Achieve 3000: Ancient Middle East Riches From a Queen</li> <li><a href="#">Don't Defile the Nile Group Project</a></li> <li><a href="#">PBL Project</a></li> <li><a href="#">Nile River Reading</a></li> </ul>	
<b>Key Vocabulary</b>	Shadoof, Bureaucrat, Status, Hieroglyphics, Papyrus, Embalming, Dynasty, Incense, Declined, Textiles.		
<b>Evidence of Learning</b>	Sarcophagus project -- <a href="#">Create your own Tomb 2013.doc</a> ; Social Class Skits; Don't Defile the Nile poster; Pharaoh graphic organizer ; PSA about importance of honoring pharaoh; objective content quizzes/tests; Rosetta Stone debate <a href="#">rosetta stone unesco charge.docx</a>		
<b>Interdisciplinary Connections</b>	Literature, World Religions, Art—Book of the Dead/sarcophagus lessons Science: mummification STEM: Construction of the pyramids WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10		
<b>Diversity, Equity, &amp; Inclusion</b>	A pattern of oppressed peoples resisting oppression and rebelling against unresponsive leaders has repeated throughout history. We will discuss recent examples of people resisting oppression and working to implement change that develops and expands the concept of human rights. A variety of primary source documents that represent the perspectives of oppressed people and their experience for a comprehensive and diverse understanding of history will be utilized.		

Career Readiness, Life Literacies, and Key Skills	9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.			
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
Social Emotional Learning	RELATIONSHIP SKILLS: <ul style="list-style-type: none"><li>• Practicing teamwork and collaborative problem-solving</li><li>• Resolving conflicts constructively</li><li>• Resisting negative social pressure</li><li>• Showing leadership in groups</li></ul>			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"><li>• Provide translated notes and key vocabulary terms</li><li>• Provide images of key vocabulary terms and concepts</li><li>• Word banks</li><li>• Bilingual dictionaries</li><li>• Assistive translator technology</li><li>• Sentence frames</li><li>• Simplified notes</li><li>• Reduced homework</li><li>• Simplified word problems</li><li>• Graphic organizers</li><li>• Matched sentences or procedures with pictures</li><li>• Alternative presentation options</li><li>• 1-2 sentence short responses</li><li>• Shortened written assignments</li><li>• Modified tests</li><li>• Provide notes when student request</li><li>• Reduce project workload</li><li>• Short summaries</li></ul>	<ul style="list-style-type: none"><li>• Display reminders</li><li>• Checklist of materials and tasks (printed out or digitally accessible)</li><li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li><li>• Assistive technology (dictation, immersive reader, etc...)</li><li>• Flash cards</li><li>• Teacher notes</li><li>• Graphic organizer</li><li>• Clear parameters and student workspace</li><li>• Timer to monitor task and duration</li><li>• Study guides</li><li>• Guided notes</li><li>• Choices for alternative assignments</li><li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>• Students are allowed time and a half on assessments</li><li>• Provide the student with frequent check-ins during class-time work</li></ul>	<ul style="list-style-type: none"><li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>• Students are allowed time and a half on assessments</li><li>• Provide the student with frequent check-ins during class-time work</li><li>• Scaffolding assignments</li><li>• Chunking of materials</li><li>• Allow for errors</li><li>• Pre-teach materials</li><li>• Supply teacher demo</li><li>• Rephrase of questions and directions</li><li>• Visual cues or signs</li><li>• Small group assistance or collaboration</li><li>• Partner or group work on skill development</li><li>• Assistance by instructional videos or curated videos online</li><li>• Guide with options for student goal setting</li><li>• Use of timer or a clock to monitor time of student activity</li></ul>	<ul style="list-style-type: none"><li>• Provide students with extra problem sets that challenge and involve higher level thinking</li><li>• Inquiry lead discussions and activities</li><li>• More complex tasks and projects</li><li>• Higher level questioning and techniques</li><li>• Student demoing and explanation</li><li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li><li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li><li>• Use multiple approaches to accelerate learning within and outside of the school setting</li><li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li></ul>

		<ul style="list-style-type: none"> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>		<ul style="list-style-type: none"> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit IV: Israelites (3 Weeks)

<b>Core Ideas</b>	Geography, People, and the Environment: Global Interconnections History, Culture, and Perspectives: Continuity and Change Civics, Government and Human Rights: Civic Mindedness History, Culture, and Perspectives: Historical Sourcing and Evidence		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How did religion shape the culture and experiences of the Ancient Israelites?</li> <li>To what extent did migration impact the culture of the Israelites?</li> <li>How did the Israelite's interactions with other civilization shape their culture, beliefs, and social structures?</li> <li>How does status in the ancient world compare to that of people today?</li> </ul>		
<b>Enduring Understanding</b>	Language, literature, and the arts reflect the values of a civilization; access to resources impacts the development of civilizations. Religion impacts many aspects of civilizations, especially the power structure in government and the daily lives of civilizations. Experiences of civilizations lead to adaptations that become enduring features of their civilizations.		
<b>Practice</b>	Developing Questions and Planning Inquiry		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>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).</li> <li>Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</li> <li>Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
6.2.8.CivicsDP.3.a 6.2.8.GeoPP.3.b 6.2.8.HistoryCC.3.a WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10	<ul style="list-style-type: none"> <li>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).</li> <li>Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</li> <li>Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</li> </ul>	<ul style="list-style-type: none"> <li><i>Map of Ancient Israeli</i></li> <li><i>Moses Reading</i></li> <li><i>David Reading</i></li> <li><i>Coat of Arms Assignment</i></li> <li><i>Hall of Fame commercials</i></li> <li><i>10 Commandments Assignment</i></li> <li><i>Settlements and Movements reading and graphic organizer</i></li> <li><i>Preserve and Destroy Assignment</i></li> <li>Achieve 3000: Digging into the Ancient Hebrew Diet</li> <li><a href="#">Multicultural Spotlight</a></li> <li><a href="#">PBL Assignment</a></li> <li><a href="#">David Reading</a></li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>YouTube</li> <li>10 Plagues Video</li> <li><a href="#">PBS: NOVA Lost Tribes of Israel</a></li> </ul>
<b>Key Vocabulary</b>	Diaspora, Tribe, Exodus, Prophet, Monotheism, Covent, Torah, Exile, Synagogue, Sabbath, Scroll, Communicate, Community, Kosher, Devotion, Rabbi,		
<b>Evidence of Learning</b>	<ul style="list-style-type: none"> <li>Israelite Coat of Arms project <a href="#">Israelite coat of arms.docx</a></li> <li>Compare/Contrast Hebrew Leaders; objective content quizzes/tests</li> </ul>		

<b>Interdisciplinary Connections</b>	Art connection in learning about symbols such as the menorah and artwork including stained glass; ELA connection in discussing biblical passages; science connection in discussing factual explanations for the 10 Plagues. WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10			
<b>Diversity, Equity, &amp; Inclusion</b>	A pattern of oppressed peoples resisting oppression and rebelling against unresponsive leaders has repeated throughout history. We will discuss recent examples of people resisting oppression and working to implement change that develops and expands the concept of human rights. A variety of primary source documents that represent the perspectives of oppressed people and their experience for a comprehensive and diverse understanding of history will be utilized.			
<b>Career Readiness, Life Literacies, and Key Skills</b>	9.4.8.IML.12 Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience			
<b>Computer Science and Design Thinking</b>	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
<b>Social Emotional Learning</b>	SOCIAL AWARENESS: <ul style="list-style-type: none"><li>Identifying one’s emotions</li><li>Demonstrating honesty and integrity</li><li>Linking feelings, values, and thoughts</li><li>Examining prejudices and biases</li></ul>			
Differentiation				
<b>Resources/Materials</b>	<b>ELL (English Language Learners)</b>	<b>Special Education</b>	<b>At Risk</b>	<b>Enrichment</b>
	<ul style="list-style-type: none"><li>Provide translated notes and key vocabulary terms</li><li>Provide images of key vocabulary terms and concepts</li><li>Word banks</li><li>Bilingual dictionaries</li><li>Assistive translator technology</li><li>Sentence frames</li><li>Simplified notes</li><li>Reduced homework</li><li>Simplified word problems</li><li>Graphic organizers</li></ul>	<ul style="list-style-type: none"><li>Display reminders</li><li>Checklist of materials and tasks (printed out or digitally accessible)</li><li>Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li><li>Assistive technology (dictation, immersive reader, etc...)</li><li>Flash cards</li><li>Teacher notes</li></ul>	<ul style="list-style-type: none"><li>Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>Students are allowed time and a half on assessments</li><li>Provide the student with frequent check-ins during class-time work</li><li>Scaffolding assignments</li><li>Chunking of materials</li><li>Allow for errors</li></ul>	<ul style="list-style-type: none"><li>Provide students with extra problem sets that challenge and involve higher level thinking</li><li>Inquiry lead discussions and activities</li><li>More complex tasks and projects</li><li>Higher level questioning and techniques</li></ul>

	<ul style="list-style-type: none"> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit V: India (3 Weeks)

<b>Core Ideas</b>	Civics, Government, and Human Rights: Civic and Political Institutions		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Which of the major achievements of India represent the most enduring legacies?</li> <li>To what extent did geography influence settlement, the development of trade networks, technological innovations, and the sustainability in India?</li> <li>How did the religion impact the daily lives, culture, and government of India?</li> <li>What characteristics did early civilizations share?</li> <li>How did technology advance the civilization? How does status in the ancient world compare to that of people today?</li> </ul>		
<b>Enduring Understanding</b>	<p>Government power and authority shape the rights &amp; responsibilities of individuals in society.</p> <p>Language, literature, and the arts reflect the values of a civilization; access to resources impacts the development of civilizations.</p> <p>Social classes structure how society functions and the experiences and power of groups of people in a civilization.</p> <p>Religion impacts many aspects of civilizations, especially the power structure in government and the daily lives of civilizations.</p>		
<b>Practice</b>	Seeking Diverse Perspectives		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</li> <li>Determine the role of slavery in the economic and social structures of early river valley civilizations.</li> <li>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).</li> <li>Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</li> <li>Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</li> <li>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.</li> <li>Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</li> <li>Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</li> <li>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).</li> <li>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.</li> <li>Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</li> </ul>		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.2.8.CivicsPI.2.a 6.2.8.CivicsHR.2.a 6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a 6.2.8.HistoryCC.2.b 6.2.8.GeoPP.3.a 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.b 6.2.8.HistoryUP.3.c 6.2.8.HistoryCA.3.a	<ul style="list-style-type: none"> <li>Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</li> <li>Determine the role of slavery in the economic and social structures of early river valley civilizations.</li> <li>Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the</li> </ul>	<ul style="list-style-type: none"> <li>Asoka Reading</li> <li>India Essay Gupta Empire</li> <li>Ganges River Reading</li> <li>Buddhism Untouchables article</li> <li>Hinduism Lessons</li> <li>Map of India</li> <li>Rich Dalit article</li> <li>Achieve 3000: Games in Ancient India</li> <li>Achieve 3000: Medical Marvels of Ancient India</li> <li>Achieve 3000: Yoga's Surprise History</li> <li>Achieve 3000: Diwali: The Festival of Lights</li> </ul>	<ul style="list-style-type: none"> <li><i>Textbook</i></li> <li><i>BrainPop</i></li> <li><i>YouTube</i></li> <li><i>Maps</i></li> <li><i>Readings on the Caste system and present day India</i></li> <li><a href="https://www.history.com/topics/ancient-india/hinduism">History.com Hinduism</a></li> </ul>

<p>6.2.8.HistoryCA.3.b</p> <p>WHST.6-8.1</p> <p>WHST.6-8.2</p> <p>WHST.6-8.5</p> <p>WHST.6-8.6</p> <p>RH.6-8.1</p> <p>RH.6-8.2</p> <p>RH.6-8.3</p> <p>RH.6-8.4</p> <p>RH.6-8.5</p> <p>RH.6-8.8</p> <p>RH.6-8.10</p>	<p>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).</p> <ul style="list-style-type: none"> <li>• Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</li> <li>• Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China</li> <li>• Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</li> <li>• 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.</li> <li>• Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</li> <li>• Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</li> <li>• 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).</li> <li>• 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.</li> <li>• Evaluate the importance and enduring legacy of the major achievements of</li> </ul>	<ul style="list-style-type: none"> <li>• Golden Age of India Golden Guptas awards presentation</li> <li>• <a href="#">Ashoka Reading</a></li> <li>• <a href="#">PBL Assignment</a></li> <li>• <a href="#">Ganges River Reading</a></li> </ul>	
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	Greece, Rome, India, and China over time.		
Key Vocabulary	Brahman, Subcontinent, Monsoon, Reside, Indigenous, Raja, Vedas, Sanskrit, Reincarnation, Dharma, Meditation, Nirvana, Jainism Ahimsa, Bureaucracy, Commit, Stupa, Silk Road, Bhagavad Gita, Karma		
Evidence of Learning	<ul style="list-style-type: none"><li>Gupta Golden Age Graphic organizer</li><li>Hinduism/Buddhism Venn diagram</li><li>Ashoka for president website <a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:2d77c71f-c6b7-36f1-8fe4-de56f140e141">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:2d77c71f-c6b7-36f1-8fe4-de56f140e141</a></li><li>objective content quizzes/tests</li></ul>		
Interdisciplinary Connections	Math connection in discussion of Indian mathematical contributions including the concept of zero, negative numbers and the decimal system. Physical education connection in discussions of yoga. Art connections in discussion of mandalas and depictions of the Buddha. WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10		
Diversity, Equity, & Inclusion	A pattern of oppressed peoples resisting oppression and rebelling against unresponsive leaders has repeated throughout history. We will discuss recent examples of people resisting oppression and working to implement change that develops and expands the concept of human rights. A variety of primary source documents that represent the perspectives of oppressed people and their experience for a comprehensive and diverse understanding of history will be utilized.		
Career Readiness, Life Literacies, and Key Skills	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.		
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.		
Social Emotional Learning	Self-Management: <ul style="list-style-type: none"><li>Managing one’s emotions</li><li>Identifying and using stress-management strategies</li><li>Exhibiting self-discipline and self-motivation</li></ul>		
Differentiation			

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> <li>• Provide translated notes and key vocabulary terms</li> <li>• Provide images of key vocabulary terms and concepts</li> <li>• Word banks</li> <li>• Bilingual dictionaries</li> <li>• Assistive translator technology</li> <li>• Sentence frames</li> <li>• Simplified notes</li> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Display reminders</li> <li>• Checklist of materials and tasks (printed out or digitally accessible)</li> <li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li> <li>• Assistive technology (dictation, immersive reader, etc...)</li> <li>• Flash cards</li> <li>• Teacher notes</li> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with extra problem sets that challenge and involve higher level thinking</li> <li>• Inquiry lead discussions and activities</li> <li>• More complex tasks and projects</li> <li>• Higher level questioning and techniques</li> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>

## Unit VI: China (3 Weeks)

<b>Core Ideas</b>	History, Culture, and Perspectives: Continuity and Change History, Culture, and Perspectives: Understanding Perspectives Geography, People, and the Environment: Spatial Views of the World Economics, Innovation and Technology: Global Economy		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Which of the major achievements of China represent the most enduring legacies?</li> <li>• To what extent did geography influence settlement, the development of trade networks, technological innovations, and the sustainability in China?</li> <li>• How did the 3 philosophies impact the daily lives, culture, and government of India?</li> <li>• What characteristics did early civilizations share?</li> <li>• How did technology advance the civilization?</li> <li>• How does status in the ancient world compare to that of people today?</li> <li>• How do the ruling methods in Ancient China compare to that of the modern world?</li> <li>• How did expanding land and sea trade routes impact the exchange system of people regionally and globally?</li> </ul>		
<b>Enduring Understanding</b>	Government power and authority shape the rights & responsibilities of individuals in society. Language, literature, and the arts reflect the values of a civilization. Geography and access to resources impacts the development of civilizations. Social classes structure how society functions and the experiences and power of groups of people in a civilization. Religion influences power structures in civilizations.		
<b>Practice</b>	Presenting Arguments and Explanations		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</li> <li>• Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</li> <li>• Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</li> <li>• 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.</li> <li>• 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.</li> <li>• Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</li> <li>• Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</li> <li>• 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.</li> <li>• Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>

<p>6.2.8.CivicsPI.2.a 6.2.8.GeoHE.2.a 6.2.8.HistoryCC.2.b 6.2.8.CivicsPI.3.a 6.2.8.EconGE.3.a 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.c 6.2.8.HistoryCA.3.a 6.2.8.EconEM.3.a 6.2.8.HistoryCA.3.b 6.2.8.HistoryCC.4.g WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10</p>	<ul style="list-style-type: none"> <li>• Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</li> <li>• Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</li> <li>• Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</li> <li>• 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.</li> <li>• 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.</li> <li>• Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</li> <li>• Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</li> <li>• 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.</li> <li>• Evaluate the importance and enduring legacy of the major</li> </ul>	<ul style="list-style-type: none"> <li>• Three Philosophies experiential activity</li> <li>• Silk Road game</li> <li>• Time Travel diary</li> <li>• Qin Wanted poster</li> <li>• Filial Piety –should it be codified? Article and debate</li> <li>• China Essay Shang Dynasty</li> <li>• <a href="#">Early Period and Peoples of the Pacific Islands-</a> A general overview of the different cultures and geographic areas of the Pacific Islands, including a history of European influence.</li> <li>• Achieve 3000 Superstition in Ancient China</li> <li>• <a href="#">Unit PBL</a></li> <li>• <a href="#">Shang Reading</a></li> <li>• <a href="#">Daoism Reading</a></li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• First Emperor of China video-- <a href="https://www.youtube.com/watch?v=Yb1CcvqJ0gc">https://www.youtube.com/watch?v=Yb1CcvqJ0gc</a></li> <li>• Articles on filial piety and legalism in modern China</li> </ul>
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	<p>achievements of Greece, Rome, India, and China over time.</p> <ul style="list-style-type: none"><li>Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</li><li>Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</li></ul>		
<b>Key Vocabulary</b>	Warlord, Aristocrat, Ancestor ,Pictograph, Ideograph Bureaucracy, Hereditary, Dao, Philosophy, Confucianism, Daoism, Legalism, Social Class, Filial Piety, Censor, Currency, Civils Service, Diplomat		
<b>Evidence of Learning</b>	<ul style="list-style-type: none"><li>Han Dynasty Graphic Organizer; Qin for president website; Qin DBQ <a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:7f610793-aa36-3862-bdb1-5a8046950edc">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:7f610793-aa36-3862-bdb1-5a8046950edc</a></li><li>3 Philosophies tes activity</li></ul>		
<b>Interdisciplinary Connections</b>	ELA connection in reading excerpts from the Dao De Jing and Confucius’s Analects. STEM connection in invention of the Han golden age. WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10		
<b>Diversity, Equity, &amp; Inclusion</b>	A pattern of oppressed peoples resisting oppression and rebelling against unresponsive leaders has repeated throughout history. We will discuss recent examples of people resisting oppression and working to implement change that limit rights. A variety of primary source documents that represent the perspectives of oppressed people and their experience for a comprehensive and diverse understanding of history will be utilized.		
<b>Career Readiness, Life Literacies, and Key Skills</b>	9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.		
<b>Computer Science and Design Thinking</b>	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.		
<b>Social Emotional Learning</b>	RESPONSIBLE DECISION-MAKING: <ul style="list-style-type: none"><li>Learning to make a reasoned judgment after analyzing information, data, facts</li><li>Anticipating and evaluating the consequences of one’s actions</li></ul>		
<b>Differentiation</b>			

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> <li>• Provide translated notes and key vocabulary terms</li> <li>• Provide images of key vocabulary terms and concepts</li> <li>• Word banks</li> <li>• Bilingual dictionaries</li> <li>• Assistive translator technology</li> <li>• Sentence frames</li> <li>• Simplified notes</li> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Display reminders</li> <li>• Checklist of materials and tasks (printed out or digitally accessible)</li> <li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li> <li>• Assistive technology (dictation, immersive reader, etc...)</li> <li>• Flash cards</li> <li>• Teacher notes</li> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with extra problem sets that challenge and involve higher level thinking</li> <li>• Inquiry lead discussions and activities</li> <li>• More complex tasks and projects</li> <li>• Higher level questioning and techniques</li> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>



## Unit VII: Greece (3 Weeks)

<b>Core Ideas</b>	History, Culture, and Perspectives: Understanding Perspectives History, Culture, and Perspectives: Claims and Argumentation Economics, Innovation and Technology: National Economy Civics, Government, and Human Rights: Democratic Principles		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Which of the major achievements of Greece represent the most enduring legacies?</li> <li>• To what extent did geography influence settlement, the development of trade networks, technological innovations, the development of population centers, and economies in Ancient Greece?</li> <li>• What characteristics did early civilizations share?</li> <li>• How did technology advance the civilization?</li> <li>• Comparing the social status in the ancient world to that of people today and evaluate how individuals perceived principles of liberty and equality?</li> <li>• How do the ruling methods in Ancient Greece compare to other civilizations and to that of the modern world?</li> <li>• How did expanding land and sea trade routes impact the exchange system of people regionally and globally?</li> <li>• How did economic issues, geography, and conflict shape the values and decisions of Ancient Greece?</li> </ul>		
<b>Enduring Understanding</b>	American government draws heavily on the political traditions of Ancient Greece. Large and diverse empires are difficult to control over time. Language, literature, building projects, and the arts reflect the values of a civilization. Access to resources impacts the development of civilizations.		
<b>Practice</b>	Taking Informed Action		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.</li> <li>• Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</li> <li>• 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.</li> <li>• Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</li> <li>• Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</li> <li>• Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</li> <li>• 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).</li> <li>• Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>

6.2.8.CivicsDP.3.b 6.2.8.CivicsHR.3.a 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.b 6.2.8.HistoryCA.3.a WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10	<ul style="list-style-type: none"> <li>• Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.</li> <li>• Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</li> <li>• 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.</li> <li>• Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</li> <li>• Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</li> <li>• Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</li> <li>• 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).</li> <li>• Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</li> </ul>	<ul style="list-style-type: none"> <li>• City-State simulation</li> <li>• Temple building/political activities</li> <li>• Mythology activity</li> <li>• Marathon Reading</li> <li>• State Testing Philosophers Essay</li> <li>• Achieve 3000: Ancient Olympic Cheaters,</li> <li>• Achieve 3000: Get your Game on in Ancient Greece</li> <li>• Achieve 3000:Marathon A Race, A Battle or Both?</li> <li>• Achieve 3000: Old Machine, New Answers</li> <li>• Achieve 3000: Spartan Women Warriors</li> <li>• Achieve 3000: Was Alexander the Great Really Great?</li> <li>• Achieve 3000: Greek Gods and Goddesses</li> <li>• Beware Athens/Glory of Athens speech</li> <li>• <a href="#">Marathon Reading</a></li> <li>• <a href="#">Homer Reading</a></li> <li>• <a href="#">Socrates Reading</a></li> </ul>	<ul style="list-style-type: none"> <li>• Engineering an empire: Athens</li> <li>• IThink Ancient Greece</li> <li>• Interact: Ancient Greece spiral- bound</li> <li>• <a href="#">PBS Learning Media The Greeks</a></li> </ul>
<b>Key Vocabulary</b>	Polis, Peninsula, Agora, Subsequent, Fable, Strife, Zoroastrianism, Satrapy, Cavalry, Strait, Philosopher, Emphasize, Hellenistic Era, Drama, Comedy,		
<b>Evidence of Learning</b>	<ul style="list-style-type: none"> <li>• City-state quiz; Athens/Sparta venn diagram; Golden Age of Athens/ Sparta's 'Beware Athens' and speech <a href="#">godlen age prompt LYCURGUS OR PERICLES SPEECH.docx</a>;</li> <li>• modern god proposal;</li> <li>• Peloponnesian War graphic organizer</li> </ul>		

<b>Interdisciplinary Connections</b>	Physical education connections with the Olympics and marathons. ELA connection with mythology, Greek tragedies, Aesop’s fables and epic poems. Art connection with architecture and columns. WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10			
<b>Diversity, Equity, &amp; Inclusion</b>	A pattern of oppressed peoples resisting oppression and rebelling against unresponsive leaders has repeated throughout history. We will discuss recent examples of people resisting oppression and working to implement change that limit rights. A variety of primary source documents that represent the perspectives of oppressed people and their experience for a comprehensive and diverse understanding of history will be utilized.			
<b>Career Readiness, Life Literacies, and Key Skills</b>	9.4.8.CI.2: Repurpose an existing resource in an innovative way.			
<b>Computer Science and Design Thinking</b>	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
<b>Social Emotional Learning</b>	RELATIONSHIP SKILLS: <ul style="list-style-type: none"><li>Communicating effectively</li><li>Developing positive relationships</li><li>Demonstrating cultural competency</li></ul>			
Differentiation				
<b>Resources/Materials</b>	<b>ELL (English Language Learners)</b>	<b>Special Education</b>	<b>At Risk</b>	<b>Enrichment</b>
	<ul style="list-style-type: none"><li>Provide translated notes and key vocabulary terms</li><li>Provide images of key vocabulary terms and concepts</li><li>Word banks</li><li>Bilingual dictionaries</li><li>Assistive translator technology</li><li>Sentence frames</li><li>Simplified notes</li></ul>	<ul style="list-style-type: none"><li>Display reminders</li><li>Checklist of materials and tasks (printed out or digitally accessible)</li><li>Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li><li>Assistive technology (dictation, immersive reader, etc...)</li><li>Flash cards</li></ul>	<ul style="list-style-type: none"><li>Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>Students are allowed time and a half on assessments</li></ul>	<ul style="list-style-type: none"><li>Provide students with extra problem sets that challenge and involve higher level thinking</li><li>Inquiry lead discussions and activities</li><li>More complex tasks and projects</li><li>Higher level questioning and techniques</li></ul>

	<ul style="list-style-type: none"> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher notes</li> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit VIII: Rome (4 weeks)

<b>Core Ideas</b>	Civics, Government, and Human Rights: Civic and Political Institutions Civics, Government, and Human Rights: Participation and Deliberation Civics, Government, and Human Rights: Processes and Rules Economics, Innovation and Technology: Economic Ways of Thinking		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How did conflict between classes change Rome's government?</li> <li>How did Rome conquer the Mediterranean region?</li> <li>How did social status in Rome determine the rights, responsibilities, and power of Rome's citizens?</li> <li>How did Rome's government show evidence of democracy?</li> <li>Why did the Roman Republic fail?</li> <li>How did Roman leaders maintain power?</li> <li>How did Roman leaders use religion as power?</li> <li>What internal and external factors led to the fall of Rome?</li> </ul>		
<b>Enduring Understanding</b>	American government draws heavily on the political traditions of Ancient Rome. The amount of power a ruler has impacts the dynamics of a civilization. Large and diverse empires are difficult to control over time. Language, literature, building projects, and the arts reflect the values of a civilization.		
<b>Practice</b>	Seeking Diverse Perspectives		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution.</li> <li>Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</li> <li>Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</li> <li>Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
6.2.8.CivicsPI.3.a 6.2.8.CivicsDP.3.a 6.2.8.CivicsDP.3.b 6.2.8.CivicsHR.3.a 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryCA.3.b WHST.6-8.1 WHST.6-8.2	<ul style="list-style-type: none"> <li>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.</li> <li>Compare and contrast the American legal system with the</li> </ul>	<ul style="list-style-type: none"> <li>12 Tables evaluation</li> <li>Julius Caesar Cold Case</li> <li>Caesar: Hero or Villain</li> <li>Women of Rome activity</li> <li><a href="#">Etruscans Reading</a></li> <li><a href="#">Patrician Reading</a></li> </ul>	<ul style="list-style-type: none"> <li>Brainpop; Roman Republic; Cleopatra</li> <li>Ithink: Rome</li> <li><a href="http://WorldHistory.org">WorldHistory.org</a> <a href="#">Roman Republic</a></li> </ul>

WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10	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). <ul style="list-style-type: none"> <li>• Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution.</li> <li>• Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</li> <li>• Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</li> <li>• Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</li> <li>• Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</li> </ul>		
<b>Key Vocabulary</b>	Republic, legion, patrician, plebian, consul, legislative, tribune, dictator, triumvirate, Pax Romana, aqueduct		
<b>Evidence of Learning</b>	Julius Caesar & Brutus hero/villain worksheet and questions; Patricians/Plebeians “blog” post		
<b>Interdisciplinary Connections</b>	Art connection with Roman art and architecture STEM connection with development of the aqueduct. ELA connection with legends of the founding of Rome (Aeneid and Romulus and Remus). WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4		

	RH.6-8.5 RH.6-8.8 RH.6-8.10			
Diversity, Equity, & Inclusion	A pattern of oppressed peoples resisting oppression and rebelling against unresponsive leaders has repeated throughout history. We will discuss recent examples of people resisting oppression and working to implement change that limit rights. A variety of primary source documents that represent the perspectives of oppressed people and their experience for a comprehensive and diverse understanding of history will be utilized.			
Career Readiness, Life Literacies, and Key Skills	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.			
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
Social Emotional Learning	SOCIAL AWARENESS: <ul style="list-style-type: none"><li>• Understanding and expressing gratitude</li><li>• Identifying diverse social norms, including unjust ones</li><li>• Recognizing situational demands and opportunities</li><li>• Understanding the influences of organizations/systems on behavior</li></ul>			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"><li>• Provide translated notes and key vocabulary terms</li><li>• Provide images of key vocabulary terms and concepts</li><li>• Word banks</li><li>• Bilingual dictionaries</li><li>• Assistive translator technology</li><li>• Sentence frames</li><li>• Simplified notes</li><li>• Reduced homework</li><li>• Simplified word problems</li><li>• Graphic organizers</li><li>• Matched sentences or procedures with pictures</li><li>• Alternative presentation options</li></ul>	<ul style="list-style-type: none"><li>• Display reminders</li><li>• Checklist of materials and tasks (printed out or digitally accessible)</li><li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li><li>• Assistive technology (dictation, immersive reader, etc...)</li><li>• Flash cards</li><li>• Teacher notes</li><li>• Graphic organizer</li><li>• Clear parameters and student workspace</li><li>• Timer to monitor task and duration</li><li>• Study guides</li><li>• Guided notes</li><li>• Choices for alternative assignments</li></ul>	<ul style="list-style-type: none"><li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>• Students are allowed time and a half on assessments</li><li>• Provide the student with frequent check-ins during class-time work</li><li>• Scaffolding assignments</li><li>• Chunking of materials</li><li>• Allow for errors</li><li>• Pre-teach materials</li><li>• Supply teacher demo</li></ul>	<ul style="list-style-type: none"><li>• Provide students with extra problem sets that challenge and involve higher level thinking</li><li>• Inquiry lead discussions and activities</li><li>• More complex tasks and projects</li><li>• Higher level questioning and techniques</li><li>• Student demoing and explanation</li><li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li><li>• Multiple assessments given in different domains, that showcase</li></ul>

	<ul style="list-style-type: none"> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<p>student interests, strengths, and needs</p> <ul style="list-style-type: none"> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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Unit IX: Civics (9 weeks)	
<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>• Political and civil institutions impact all aspects of people's lives.</li> <li>• Governments have different structures which impact development (expansion) and civic participation.</li> <li>• Civic participation and deliberation are the responsibility of every member of society</li> <li>• The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</li> <li>• In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What Is the Purpose of Government?</li> <li>• What Does the Government Owe Us and Vice Versa?</li> <li>• What Does It Mean to Be a Good Citizen?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>• People develop systems to manage conflict and create order.</li> <li>• Conflict resolution can involve aggression, compromise, cooperation, and change.</li> <li>• Democratic societies must balance the rights and responsibilities of individuals with the common good.</li> </ul>
<b>Practice</b>	Seeking Diverse Perspectives

<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>The students will demonstrate an understanding that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</li> <li>The students will demonstrate an understanding that distribution of power in government is a product of existing laws and documents combined with contemporary values and beliefs</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
6.3.8.CivicsPI.1 6.3.8.CivicsPI.2 6.3.8.CivicsPD.3 6.3.8.CivicsDP.1 6.3.8.CivicsPD.1 6.3.8.CivicsPR.1 6.3.8.CivicsPR.2 6.3.8.CivicsPR.3 6.3.8.CivicsPR.5 6.3.8.EconET.2 WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10	<ul style="list-style-type: none"> <li>Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</li> <li>Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</li> <li>Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse</li> <li>Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body viewpoint, and willing to take action on public issues.</li> <li>Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion</li> <li>Analyze primary sources to explain how democratic ideas in the United States</li> </ul>	<ul style="list-style-type: none"> <li><b>The Center for Civic Education:</b> <ol style="list-style-type: none"> <li>"Constitution Day Scavenger Hunt with 60-Second Civics" one minute audio programs that focus on the Framers of the Constitution.</li> <li>60-Second Civics is a daily podcast to learn about our nation's government, the Constitution, and our history. The podcast explores themes related to civics and government, the constitutional issues behind the headlines, and the people and ideas that formed our nation's history and government.</li> <li>Mr. Madison Needs Some Help: Why was the Constitution necessary? Students explore the meaning of the Preamble, meet James Madison and help him put together the Bill of Rights, and learn much more in interactive lessons.</li> <li>Civics 101 is the podcast refresher course on the basics of how the U.S. government works</li> </ol> </li> <li>Understanding the role of state and local government</li> <li>Electoral process and elections</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.civiced.org/resources/curriculum/constitution-day-and-citizenship-day">http://www.civiced.org/resources/curriculum/constitution-day-and-citizenship-day</a></li> <li><a href="https://teachingcivics.org/lesson/constitution-day-scavenger-hunt-with-60-second-civics-the-framers-of-the-constitution/">https://teachingcivics.org/lesson/constitution-day-scavenger-hunt-with-60-second-civics-the-framers-of-the-constitution/</a></li> <li><a href="https://teachingcivics.org/lesson/mr-madison-needs-some-help/">https://teachingcivics.org/lesson/mr-madison-needs-some-help/</a></li> <li><a href="https://teachingcivics.org/lesson/civics-101-founding-documents-the-constitution/">https://teachingcivics.org/lesson/civics-101-founding-documents-the-constitution/</a></li> <li><a href="https://sos-tn-gov-files.tnsosfiles.com/2018_HS_State_and_Local_Government.pdf">https://sos-tn-gov-files.tnsosfiles.com/2018_HS_State_and_Local_Government.pdf</a></li> <li><a href="https://sos-tn-gov-files.tnsosfiles.com/2018_HS_Voting_0.pdf">https://sos-tn-gov-files.tnsosfiles.com/2018_HS_Voting_0.pdf</a></li> </ul>

	<p>developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <ul style="list-style-type: none"> <li>Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</li> <li>Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</li> <li>Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</li> <li>Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property,</li> </ul>		
<b>Key Vocabulary</b>	Government, Culture, elections, citizenship, America's founding documents, Declaration of Independence, constitutional influences, rule of law, government and power, philosophy, types of government, forms of government, limited powers, democratic influences		
<b>Evidence of Learning</b>	Students will demonstrate mastery of the content and skills through Projects and essays		
<b>Interdisciplinary Connections</b>	WHST.6-8.1 WHST.6-8.2 WHST.6-8.5		

	WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10			
Diversity, Equity, & Inclusion	Diversity in the classroom will be openly discussed and celebrated, to create an open, safe space in which students feel free to express different ideas, opinions, and worldviews.			
Career Readiness, Life Literacies, and Key Skills	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.			
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
Social Emotional Learning	SOCIAL AWARENESS: <ul style="list-style-type: none"><li>• Understanding and expressing gratitude</li><li>• Identifying diverse social norms, including unjust ones</li><li>• Recognizing situational demands and opportunities</li><li>• Understanding the influences of organizations/systems on behavior</li></ul>			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"><li>• Provide translated notes and key vocabulary terms</li><li>• Provide images of key vocabulary terms and concepts</li><li>• Word banks</li><li>• Bilingual dictionaries</li></ul>	<ul style="list-style-type: none"><li>• Display reminders</li><li>• Checklist of materials and tasks (printed out or digitally accessible)</li><li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li><li>• Assistive technology (dictation, immersive reader, etc...)</li><li>• Flash cards</li><li>• Teacher notes</li><li>• Graphic organizer</li><li>• Clear parameters and student workspace</li><li>• Timer to monitor task and duration</li></ul>	<ul style="list-style-type: none"><li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>• Students are allowed time and a half on assessments</li><li>• Provide the student with frequent check-ins</li></ul>	<ul style="list-style-type: none"><li>• Provide students with extra problem sets that challenge and involve higher level thinking</li><li>• Inquiry lead discussions and activities</li><li>• More complex tasks and projects</li><li>• Higher level questioning and techniques</li><li>• Student demoing and explanation</li><li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li><li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li><li>• Use multiple approaches to accelerate learning within and outside of the school setting</li></ul>

	<ul style="list-style-type: none"> <li>• Assistive translator technology</li> <li>• Sentence frames</li> <li>• Simplified notes</li> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• during class-time work</li> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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