

<b>Original Adoption:</b>	03/08/2016
<b>Created by:</b>	Social Studies Department PLC
<b>Revised on:</b>	July 2019
<b>Revised by:</b>	Facilitator of Social Studies

**Board Approved 8/21/2019**

<b>Ocean County Social Studies Curriculum</b>	
<b>Content Area: Social Studies</b>	
<b>Course Title: World History/Global Studies</b>	<b>Grade Level: 6th Grade</b>
The Beginnings of Human Society: Paleolithic and Neolithic Ages	50 days
Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations Mesopotamia Egypt India China	50 Days
The Classical Civilizations of the Mediterranean World, India and China	50 Days

## **Introduction**

**In the history/geography unit students will have defined, analyzed, and applied skills that give them the understanding of what historians and geographers do professionally (what skills they utilize in their professions.) Students will be able to apply these skills in their academic and personal lives, as well as understand the world in spatial terms/concepts.**

**Early Humans and Agricultural Revolution unit allows students to identify, describe, compare and contrast the Paleolithic and Neolithic Ages. Students will define the Agricultural Revolution and describe its impact and influence on permanent settlements that led to early civilizations. Furthermore, they will be able to describe characteristics of early civilizations in world history.**

**By the end of the Mesopotamia unit, students will have identified the importance of major river sources to early civilizations. They will determine the factors leading to the emergence of early forms of government, city-states, and empires. Students will also explore early forms of culture, as displayed through early religion, art, and writing.**

**The Ancient Egypt unit, enables students to gain an understanding of how Egypt formed, expanded, and influenced other civilizations. Students will be able to explain the importance of water sources and why early civilizations all formed around major rivers. They will explore the daily lives of ancient Egyptians, including the importance of religion and how it affects them on a daily basis. Students will analyze how Egypt grew in power and enjoyed its “golden age”, and they will appreciate the lasting effects of Egypt on the world today.**

**During the Ancient India unit, students will have gained an understanding of how India formed, expanded, and influenced other civilizations. They will explore the religions that developed in ancient India (Buddhism and Hinduism) and appreciate how millions of people around the world today follow the beliefs of those religions. Students will analyze the first great Indian empires, the Mauryan and Gupta dynasties, and determine how those cultures were the basis for the civilizations that followed.**

**The China unit allows students to gain an understanding of how China formed and expanded. They will determine the impact powerful rivers and various dynasties had on the development of China’s civilizations. Students will be able to explain the influence various**

philosophies and traditions had in ancient China, as well as on the Chinese today. Students will analyze the importance of the Silk Road on trade and the spread of ideas, as well as the advances made by the Chinese and their influence on the world to this day.

In the Ancient Greece unit, students will identify the physical geography that affected the development of ancient Greece. They will compare and contrast the city-states of Athens and Sparta. Students will identify elements of democracy in Athens, and they will appreciate the lasting legacy of that democracy in countries such as America today. They will describe the rise and fall of Greece, as well as analyze the mythology of the Greek gods and goddesses. Finally, students will evaluate and describe the philosophies, sciences, and other contributions of the Greek civilization.

During the ancient Rome unit, students will analyze Rome's growth and influence on the world. They will understand the importance of geography on its development. Students will determine how Rome was a republic, as well as how Roman democracy influenced the people who founded the United States centuries later. Students will analyze the various rulers of Rome and determine whether they helped or hindered the growth of the Roman empire. They will appreciate the lasting effect of the Roman accomplishments on the rest of the world. Finally, students will analyze and determine how Rome fell and eventually became the powerful Byzantine empire.

<b>Unit 1: The Beginnings of Human Society</b>	<b>Duration: 50 Days</b>
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
<p>Content Standards</p> <p>Standard 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Standard 6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>CPI # Cumulative Progress Indicator (CPI)</p> <p>6.2.8.A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p> <p>6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources.</p> <p>6.2.8.C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.</p> <p>6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies</p> <p>6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p> <p>6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.</p> <p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p>	

6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy

RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WHST.6-8.1 Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

## TECHNOLOGY STANDARDS

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at [www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

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

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.  
 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so  
 9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases  
 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

[www.kahoot.com](http://www.kahoot.com)  
[www.quizizz.com](http://www.quizizz.com)  
<https://my.mheducation.com/login?logout=true>

**Other Assessments**

**Formative**

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling

**Summative**

- Chapter/Unit Test
- Portfolio
- Quizzes
- Presentations
- Unit Projects
- Problem Based Tasks

	<p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The social organization of early hunters/gatherers and those who lived in early agrarian societies</li> <li>● Aspects of the Paleolithic Age</li> <li>● Aspects of the Neolithic Age</li> <li>● The location of the East Africa region</li> <li>● The various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas</li> <li>● The impact of migration on the lives of the migratory hunters/gathers and on the shaping of societies</li> <li>● How nomadic and agrarian societies used land and natural resources</li> <li>● The impact of technological advancements on hunter/gatherer and agrarian societies</li> <li>● The relationship of the agricultural revolution to population growth and the subsequent development of civilizations</li> <li>● How archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies</li> <li>● Compare and contrast how nomadic and agrarian societies used land and natural resources.</li> <li>● Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas</li> <li>● Describe the impact of migration on the lives of the migratory hunters/gathers and on the shaping of societies</li> <li>● Explain the impact of technological advancements on hunter/gatherer and agrarian societies.</li> <li>● Relate the agricultural revolution to population growth and the subsequent development of civilizations.</li> <li>● Explain how archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<p>Discovery Education Media  <a href="http://www.discoveryeducation.com">http://www.discoveryeducation.com</a></p> <p>Video: World History: Pre-History Segments: The IceMan Discovered The Earliest Human Migration Promethean Planet  <a href="http://www.prometheanplanet.com/en-us/">http://www.prometheanplanet.com/en-us/</a></p> <p>Brain Pop  <a href="http://www.brainpop.com">http://www.brainpop.com</a></p> <p>Related Primary Source Documents from the National Archives Compiled by the National Archives at New York City  <a href="http://www.archives.gov/northeast/nyc.com">http://www.archives.gov/northeast/nyc.com</a></p> <p>Internet4classrooms  <a href="http://www.internet4classrooms.com/social.com">http://www.internet4classrooms.com/social.com</a></p> <p>Social Studies for Kids  <a href="http://www.socialstudiesforkids.com/subjects/archaeology.htm">http://www.socialstudiesforkids.com/subjects/archaeology.htm</a></p> <p>Kid Past  <a href="http://www.kidspast.com/world-history/0001-prehistoric-humans.php">http://www.kidspast.com/world-history/0001-prehistoric-humans.php</a></p> <p>Safari Montage video clips: Horrible Histories “The Savage Stone Age” “Cave Paintings of Lascaux, France” ABC News Ancient and</p>	<ul style="list-style-type: none"> <li>● <i>Discovering Our Past: A History of the World, Early Ages:</i> <ul style="list-style-type: none"> <li>○ Chapter 1, Lesson 1 (What is History)</li> <li>○ Chapter 1, Lesson 2 (How Does a Historian Work)</li> <li>○ Chapter 2, Lesson 1 (Studying Geography)</li> </ul> </li> <li>● <i>The Nystrom World Atlas</i> <ul style="list-style-type: none"> <li>○ Student Activities matching pages 6 to 25(World)</li> </ul> </li> <li>● <i>Discovering Our Past: A History of the World, Early Ages:</i> <ul style="list-style-type: none"> <li>○ Chapter 3, Lesson 1 (Hunter-Gatherers)</li> <li>○ Chapter 3, Lesson 2 (The Agricultural Revolution)</li> </ul> </li> <li>● <i>The Nystrom Atlas of World History</i> <ul style="list-style-type: none"> <li>○ Unit 1: Early Settlements and Civilizations</li> <li>○ Student Activities matching pages 6-9</li> </ul> </li> <li>● <i>World History Shorts, Volume 1</i> <ul style="list-style-type: none"> <li>○ The Beginnings of Civilization</li> </ul> </li> <li>● <i>Mankind: The Story of All of Us</i> (DVD)</li> <li>● <i>Discovering Our Past: A History of the World, Early Ages:</i> <ul style="list-style-type: none"> <li>○ Chapter 4, Lesson 1 (The Sumerians)</li> </ul> </li> </ul>

Modern Cultures Part 1: Ancient Man  
Discovery Channel  
<http://dsc.discovery.com/convergence/landofmammoth/eyecandy/intro.html>

<http://dsc.discovery.com/videos/prehistoric-new-york/>

<http://dsc.discovery.com/games/iceworld/game/game.html>

The Mammoth Site  
<http://www.mammothsite.com/>

Mr. Donn  
<http://ancienthistory.mrdonn.org/EarlyMan.htm>

National Geographic  
<http://ngm.nationalgeographic.com/ngm/0508/feature2/index.html>

Cave Painting  
<http://www.visual-arts-cork.com/prehistoric/cave-painting.htm>

Chauvet Cave  
<http://www.culture.gouv.fr/culture/arcnat/chaudet/en/>

Lascaux Cave  
<http://www.lascaux.culture.fr/#/fr/00.xml>

Owl Teacher  
<http://www.owlteacher.com/prehistory.html>

- Chapter 4, Lesson 2  
(Mesopotamian Empires)
- *The Nystrom Atlas of World History*
  - Unit 1: Early Settlements and Civilizations
  - Student Activities matching pages 10 to 13
- *World History Shorts, Volume 1*
  - A New Set of Laws
- *The DBQ Project Mini-Q's in World History*
  - Hammurabi's Code: Was It Just?
- *Mankind: The Story of All of Us* (DVD)

### Suggested Options for Differentiation

#### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to

- Demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

### *Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

### *504 Plans*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

### *Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies

- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- Discovering our Past
- Nystrom World History Atlas
- DBQ Project
- Mankind Story of US
- World History Shorts

**Teacher Notes:**

<p><b>Unit 2: Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations</b></p>	<p><b>Duration:</b> 50 Days</p>
<p align="center"><b>Standards/Learning Targets</b></p>	
<p align="center"><b>Focus Standards (Major Standards)</b></p>	
<p>Standard</p> <p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to</p>	

make informed decisions as socially and ethically responsible world citizens in the 21st century.  
Standard

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CPI # Cumulative Progress Indicator (CPI)

6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government.

6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies.

6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations.

6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.

6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations

6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.

6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.

6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board,

municipal or county government, state legislature).

6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLS for Mathematics, Language Arts Literacy

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at**

[www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)

**MUST LIST STANDARDS OUT SPECIFICALLY AND ADD THE CAREER READY PRACTICES THAT ARE RELEVANT**

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

[www.kahoot.com](http://www.kahoot.com)

[www.quizizz.com](http://www.quizizz.com)

<https://my.mheducation.com/login?logout=true>

**Other Assessments**

**Formative**

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now

	<ul style="list-style-type: none"> <li>● Writing Prompts</li> <li>● Exit/Admin Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> <li>● Class discussions</li> <li>● Peer modeling</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Portfolio</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> <li>● Problem Based Tasks</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The Fertile Crescent sustained the first known civilization.</li> <li>● Sumer had a class system in which priests and kings held power.</li> <li>● Sargon conquered Sumerian city-states to create an empire.</li> <li>● Hammurabi’s Code defined laws that united the empire.</li> <li>● Assyrians and Persians created and</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● Identify main ideas and details about the Standard of Ur.</li> <li>● Identify and create a modern “standard.”</li> <li>● Analyze causes and effects of the first empires.</li> <li>● Draw conclusions about Hammurabi’s Code and its impact of modern laws.</li> <li>● Summarize how Assyrian and Persian empires were Hammurabi’s Code defined laws that governed.</li> </ul>
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<p>governed vast empires.</p> <ul style="list-style-type: none"> <li>● Mesopotamians cultures mad lasting governed vast empires.</li> <li>● Phoenicians spread Mesopotamian civilizations through ocean trade.</li> <li>● The Phoenician alphabet was a significant contribution.</li> <li>● How Egypt’s geography shaped its geography.</li> <li>● Dynasties of pharaoh’s ruled Egypt.</li> <li>● That Egyptian’s worshipped many gods.</li> <li>● That Egyptians developed one of the world’s first systems of writing.</li> <li>● Egyptian accomplishments in math, science, art, architecture, and literature.</li> <li>● Trade led to diffusion between Egypt and its neighbors. How the cultures of Egypt and Nubia were linked and yet distinct.</li> <li>● The story of Abraham and how the Israelite belief in one God became Judaism.</li> <li>● The story of Moses and how he led the Israelites out of slavery.</li> <li>● The Israelites settled in Canaan.</li> <li>● Judaism is based on the Hebrew bible.</li> <li>● Jewish people value studying and understanding God’s laws.</li> <li>● Judaism teaches how people relate to God and one another.</li> <li>● Key events in the history of the kingdoms of Israel and Judah.</li> <li>● How the Diaspora occurred and where Jews have lived.</li> <li>● How Judaism has affected our world today.</li> </ul>	<ul style="list-style-type: none"> <li>● Work in teams to plan Babylon’s restoration.</li> <li>● Summarize information about the Phoenicians.</li> <li>● Categorize information to conduct a Phoenician trade exercise.</li> <li>● Compare the viewpoints to understand the lives of ordinary Egyptians.</li> <li>● Summarize ancient Egypt’s main accomplishments.</li> <li>● Develop cultural awareness about the role of mathematics in building the pyramids.</li> <li>● Analyze cause and effect as it affected relations between Egypt and Nubia.</li> <li>● Solve problems that might have affected relations between Egypt and Nubia.</li> <li>● Develop awareness of Jewish beliefs based on the Jewish scriptures.</li> <li>● Understand the story of Moses.</li> <li>● Understand the Jewish teachings and practices.</li> <li>● Analyze the importance of law and learning Judaism.</li> <li>● Understand the effects of Diaspora.</li> <li>● Summarize Judaism’s effect on the world today.</li> <li>● Identify physical features of South Asia.</li> <li>● Draw inferences about Indus Valley civilization.</li> <li>● Compare theories about the Aryans.</li> <li>● Describe the Vedas and caste system.</li> <li>● Sequence the development of Hinduism.</li> <li>● Comprehend Hindu beliefs.</li> <li>● Compare and contrast Buddhism with Hinduism.</li> <li>● Synthesize knowledge of Buddhism. Determine Chandragupta’s rise to power.</li> <li>● Evaluate the reigns of Chandragupta and Asoka by asking questions.</li> <li>● Summarize achievements of the Gupta dynasty.</li> <li>● Create a booklet highlighting India’s advances in learning.</li> <li>● Describe the physical features of China.</li> </ul>
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- Geography of the Indian subcontinent.
- How Indus Valley civilization was organized.
- Mysteries remain about ancient India.
- Theories about the origins of the IndoAryans.
- Information the Vedas provide about Aryan life.
- Groups that evolved into a caste system.
- How Hinduism evolved from Vedic beliefs and practices.
- Hindu teaching about life after death.
- How Hinduism spread throughout India.
- Buddha's search for truth led to spiritual enlightenment.
- Teachings of the Buddha. Two forms of Buddhism emerged.
- Chandragupta used strategy to unite India.
- Chandragupta created a bureaucracy, tax system, and spy network.
- Asoka improved the lives of his subjects.
- The Gupta dynasty created the second Indian empire.
- India made advances in the arts, sciences, and mathematics under the Gupta.
- How geographic features isolated China from other civilizations.
- That the Chinese civilizations arose along the Huang River.
- Achievements of the Shang dynasty.
- Characteristics of ancestor worship.
- Goals and beliefs of Confucianism and Daoism.

- Summarize the rise of the Shang.
- Identify the main ideas and details of Zhou rule.
- Identify how the Zhou used the mandate of Heaven to gain control of China.
- Compare and contrast spiritual traditions, Confucianism, and Daoism.
- Analyze the philosophies of Confucius and Laozi.
- Understand why Shi Huangdi was able to gain and hold power as the First Emperor.
- Ask and answer questions about Qin.
- Contrast the Han's strengths with the Qin's weaknesses.
- Identify reasons why the Han dynasty was successful.
- Summarize Han society and achievements.
- Prioritize the effect of Han inventions on ancient China.

- How the Qin became the first dynasty to unify China.
- Characteristics of a Legalist form of government.
- Han emperors created one of the most successful Chinese dynasties.
- Confucianism, the Silk Road, and the civil service enhanced the Han dynasty.
- Han society was based on Confucian teachings. China expanded and prospered under the Han dynasty.

### Instructional Plan

#### Suggested Activities

Discovery Education Media  
<http://www.discoveryeducation.com>

Promethean Planet  
<http://www.prometheanplanet.com/en-us/>

Brain Pop <http://www.brainpop.com>

Sumerians Cleopatra Egyptian Pharaohs Mummies Silk Road Seven Wonders of the Ancient World Related Primary Source Documents from the National Archives Compiled by the National Archives at New York City  
<http://www.archives.gov/northeast/nyc.com>

Internet4classrooms  
<http://www.internet4classrooms.com/social.com>

Social Studies Central  
<http://www.socialstudiescentral.com>

Social Studies for Kids <http://socialstudiesforkids.com>

E How [http://www.ehow.com/how\\_10003109\\_make-pop-up-ziggurat-temple.html](http://www.ehow.com/how_10003109_make-pop-up-ziggurat-temple.html)

#### Resources

- *Discovering Our Past: A History of the World, Early Ages:*
  - Chapter 5, Lesson 1 (The Nile River)
  - Chapter 5, Lesson 2 (Life in Ancient Egypt)
  - Chapter 5, Lesson 3 (Egypt's Empire)
  - Chapter 5, Lesson 4 (The Kingdom of Kush)
- *The Nystrom Atlas of World History*
  - Unit 2: Ancient Egypt, China, India, and Mexico
  - Student Activities matching pages 16 to 19
- *World History Shorts, Volume 1*
  - The Gift of the Nile
- *The DBQ Project Mini Q's in World History*
  - How Did the Nile Shape Ancient

Egypt?

- *Mankind: The Story of All of Us* (DVD)
- *Discovering Our Past: A History of the World, Early Ages:*
  - Chapter 9, Lesson 1 (Early Civilizations)
  - Chapter 9, Lesson 2 (Religions of Ancient India)
  - Chapter 9, Lesson 3 (The Mauryan Empire)
- *The Nystrom Atlas of World History*
  - Unit 2: Ancient Egypt, China, India, and Mexico
  - Student Activities matching pages 24 to 27
- *World History Shorts, Volume 1*
  - India's Caste System
- *The DBQ Project Mini Q's in World History*
  - Asoka: Ruthless Warrior or Enlightened Ruler?
- *Mankind: The Story of All of Us* (DVD)
- *Discovering Our Past: A History of the World, Early Ages:*
  - Chapter 10, Lesson 1 (The Birth of Chinese Civilization)
  - Chapter 10, Lesson 2 (Society and Culture in Ancient China)
  - Chapter 10, Lesson 3 (The Qin and Han Dynasties)
- *The Nystrom Atlas of World History*
  - Unit 2: Ancient Egypt, China, India, and Mexico
  - Student Activities matching pages 20 to 23
- *The DBQ Project Mini Q's in World History*

- The Great Wall of China: Did the Benefits Outweigh the Costs?
- The Silk Road: Recording the Journey
- *Mankind: The Story of All of Us* (DVD)
- *Discovering Our Past: A History of the World, Early Ages:*
  - Chapter 7, Lesson 1 (Rise of Greek Civilization)
  - Chapter 7, Lesson 2 (Sparta and Athens: City-state Rivals)
  - Chapter 7, Lesson 3 (Greece and Persia)
  - Chapter 7, Lesson 4 (Glory, War, and Decline)
  - Chapter 8, Lesson 1 (Greek Culture)
  - Chapter 8, Lesson 2 (The Greek Mind)
  - Chapter 8, Lesson 3 (Alexander's Empire)
  - Chapter 8, Lesson 4 (Hellenistic Culture)
- *The Nystrom Atlas of World History*
  - Unit 3: Ancient Greece and Rome
  - Student Activities matching pages 30 to 35
- *World History Shorts, Volume 1*
  - A Struggle for Power
  - Alexander the Great
- *The DBQ Project Mini Q's in World History*
  - Education in Sparta: Did the Strengths Outweigh the Weaknesses?

## Suggested Options for Differentiation

### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

### *Special Education/504 Plans*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

### *Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning

- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- Discovering our Past
- Nystrom World History Atlas
- DBQ Project
- Mankind Story of US
- World History Shorts

**Teacher Notes:**

<b>Unit 3: The Classical Civilizations of the Mediterranean World, India and China</b>	<b>Duration:</b> 50 Days
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
<p>Standard 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Standard 6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>CPI # Cumulative Progress Indicator (CPI)</p>	

6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.A.3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.b Relate the Chinese dynastic system to the longevity of authoritarian rule in China.

6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shape the values of classical societies.

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

6.3.8.D.1 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.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse

formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6– 8 text complexity band independently and proficiently.

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

**TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at**

**[www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)**

**MUST LIST STANDARDS OUT SPECIFICALLY AND ADD THE CAREER READY PRACTICES THAT ARE RELEVANT**

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so
- 9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

[www.kahoot.com](http://www.kahoot.com)

[www.quizizz.com](http://www.quizizz.com)

<https://my.mheducation.com/login?logout=true>

**Other Assessments**

**Formative**

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment

	<ul style="list-style-type: none"> <li>● class discussions</li> <li>● peer modeling</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> <li>● Problem Based Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The effects of mountains and sea on Greek character and culture.</li> <li>● Invasions and wars in early Greek history. the significance of the city-state, or polis.</li> <li>● The gender and class divisions of Greek society the variety of governments in Greek city states.</li> <li>● The evolution of democracy in Athens. differences from Athens in terms of education, citizenship, and women’s roles.</li> <li>● The effect of Athens’s rise to dominance.</li> <li>● The spread of Hellenistic culture</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● Analyze causes and effects of events in early Greek history.</li> <li>● Sequence events leading up to the development of the polis.</li> <li>● Identify important ideas and details about Greek colonization and trade.</li> <li>● Distinguish the rights, roles, and status of different groups in ancient Greece.</li> <li>● Summarize different aspects of government in Athens.</li> <li>● Identify facts and suggest opinions about Athenian democracy.</li> <li>● Compare and contrast Athens and Sparta.</li> <li>● Identify evidence about the course of</li> </ul>
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<p>throughout Alexander’s empire the influence of Greek art, architecture, mythology, poetry and drama.</p> <ul style="list-style-type: none"> <li>● Greek philosophers, scientists, and historians.</li> <li>● Influence of geography and adjacent cultures on Rome and its culture.</li> <li>● Influences of the Roman republic on later governments.</li> <li>● Gender and class divisions in Roman society.</li> <li>● The role of war in the expansion and later collapse of the Roman republic.</li> <li>● Roman contributions to technology, trade, and culture.</li> <li>● Legal and cultural influences of the Roman empire on later cultures.</li> <li>● Key features of Judaism and Christianity.</li> <li>● Events that led to the decline of the Roman empire.</li> <li>● The Song dynasty’s government was based on the civil service system.</li> <li>● The principles of Confucianism.</li> <li>● the reasons for the building of the Great Wall of China</li> <li>● groups that evolved into a caste system.</li> </ul>	<p>ancient Greek wars.</p> <ul style="list-style-type: none"> <li>● Recognize the influence of Greek culture synthesize information on the Greek arts and religion.</li> <li>● Draw conclusions about important scholars and scientists of ancient Greece.</li> <li>● Analyze cause-and-effect links between geography and Rome’s development.</li> <li>● Compare and contrast the effects of different governmental structures.</li> <li>● Draw conclusions about the daily lives of different groups in Rome summarize the growth and decline of the Roman republic.</li> <li>● Analyze the effects of practical achievements on Rome’s prosperity and growth.</li> <li>● Identify main ideas and details about Roman culture and its legacy.</li> <li>● Compare and contrast Judaism and Christianity.</li> <li>● Identify causes of the Roman empire’s decline and effects of its collapse.</li> <li>● Draw conclusions about the objective of the civil service exams.</li> <li>● Analyze quotes of Confucius and compare to common proverbs.</li> <li>● Identify ways in which Shi Huangdi centralize his government</li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
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<p>Discovery Education Media  <a href="http://www.discoveryeducation.com">http://www.discoveryeducation.com</a></p> <p>Promethean Planet  <a href="http://www.prometheanplanet.com/en-us/">http://www.prometheanplanet.com/en-us/</a></p>	<ul style="list-style-type: none"> <li>● <i>Discovering Our Past: A History of the World, Early Ages:</i> <ul style="list-style-type: none"> <li>○ Chapter 7, Lesson 1 (Rise of Greek Civilization)</li> </ul> </li> </ul>
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Brain Pop <http://www.brainpop.com>

Related Primary Source Documents from the National Archives Compiled by the National Archives at New York City

<http://www.archives.gov/northeast/nyc.com>

Internet4classrooms

<http://www.internet4classrooms.com/social.com>

Social Studies Central

<http://www.socialstudiescentral.com>

Social Studies for Kids

<http://socialstudiesforkids.com>

- Chapter 7, Lesson 2 (Sparta and Athens: City-state Rivals)
- Chapter 7, Lesson 3 (Greece and Persia)
- Chapter 7, Lesson 4 (Glory, War, and Decline)
- Chapter 8, Lesson 1 (Greek Culture)
- Chapter 8, Lesson 2 (The Greek Mind)
- Chapter 8, Lesson 3 (Alexander's Empire)
- Chapter 8, Lesson 4 (Hellenistic Culture)
- *The Nystrom Atlas of World History*
  - Unit 3: Ancient Greece and Rome
  - Student Activities matching pages 30 to 35
- *World History Shorts, Volume 1*
  - A Struggle for Power
  - Alexander the Great
- *The DBQ Project Mini Q's in World History*
  - Education in Sparta: Did the Strengths Outweigh the Weaknesses?
  - How Great Was Alexander the Great?
  - Citizenship in Athens and Rome: Which Was the Better System?
- *Mankind: The Story of All of Us* (DVD)
- *Discovering Our Past: A History of the World, Early Ages:*
  - Chapter 11, Lesson 1 (The Founding of Rome)

- Chapter 11, Lesson 2 (Rome as a Republic)
- Chapter 11, Lesson 3 (The End of the Republic)
- Chapter 11, Lesson 4 (Rome Builds an Empire)
- Chapter 12, Lesson 1 (The Roman Way of Life)
- Chapter 12, Lesson 2 (Rome's Decline)
- Chapter 12, Lesson 3 (The Byzantine Empire)
- *The Nystrom Atlas of World History*
  - Unit 3: Ancient Greece and Rome
  - Student Activities matching pages 36 to 43
- *World History Shorts, Volume 1*
  - The Roman Republic
  - The Growth of Christianity
  - The Fall of the Roman Empire
  - Charlemagne
  - The Rise and Fall of the Byzantine Empire
- *The DBQ Project Mini Q's in World History*
  - Why did Christianity Take Hold in the Ancient World?
  - What Were the Primary Reasons for the Fall of Rome?
  - What is the Primary Reason to Study the Byzantines?
- *Mankind: The Story of All of Us (DVD)*

### Suggested Options for Differentiation

### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
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- Tiered Activities

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- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives

- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

### **Core Instructional and Supplemental Materials**

- Discovering our Past
- Nystrom World History Atlas
- DBQ Project
- Mankind Story of US
- World History Shorts

**Teacher Notes:**