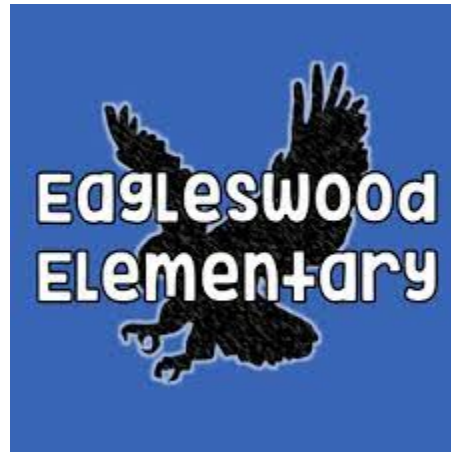


Eagleswood Township Elementary
School District



Social Studies Curriculum
Grades 6

Adopted by the Eagleswood
Board Of Education
September 20, 2022

Content Area: Social Studies
Grade Level: 6th Grade
Date Created: August 2022
Author(s): Heather Wawrzyniak

Pacing Guide

UNIT	Timeframe
Unit 1 - Early Humans and the Agricultural Revolution	1st MP
Unit 2 - Mesopotamia	1st MP
Unit 3 - Ancient Egypt and Kush	1st MP
Unit 4 - The Israelites	2nd MP
Unit 5 - The Ancient Greeks/ Greek Civilization	2nd MP
Unit 6 - Ancient India	2nd MP
Unit 7 - Early China	3rd MP
Unit 8 - Rome: Republic to Empire/ Roman Civilization	3rd MP
Unit 9 - The Rise of Christianity	3rd MP
Unit 10 - Islamic Civilization	4th MP
Unit 11 - African Civilizations	4th MP
Unit 12 - Medieval Europe	4th MP
Prejudice, Tolerance and Diversity (Holocaust)	Ongoing

Interdisciplinary [Standards](#) and indicators (NJSLs/ CPIs)

NJSLs for [ELA](#)

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex

ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

NJSLS for [Computer Science and Design Thinking](#)

- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.2.8.ITH.1: Identify products that are designed to meet human wants or needs. •
8.2.8.ITH.2: Explain the purpose of a product and its value.
- 8.2.8.ITH.3: Identify how technology impacts or improves life.
- 8.2.8.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.8.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution
- 8.2.8.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
- 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

NJSLS for [Career Readiness, Life Literacies, and Key Skills](#) (crosswalk)

- 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save.
- 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods
- 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 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.
- • 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

NJSLS for [Social Emotional Learning](#) (Crosswalk)

- SELSA1- Recognize one's feelings and thoughts
- SELSA2- Recognize the impact of one's feelings and thoughts on one's own behavior
- SELSA3- Recognize one's personal traits, strengths, and limitations
- SELSA4- Recognize the importance of self-confidence in handling daily tasks and challenges
- SELSM2- Recognize the skills needed to establish and achieve personal and educational goals
- SELSM3- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- SELSoc1- Recognize and identify the thoughts, feelings, and perspectives of others
- SELSoc2- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- SELSoc3- Demonstrate an understanding of the need for mutual respect when viewpoints differ

- SELRDM1- Develop, implement, and model effective problem-solving and critical thinking skills
- SELRDM2- Identify the consequences associated with one's actions in order to make constructive choices
- SELRDM3- Evaluate personal, ethical, safety, and civic impact of decisions
- SELRS2- Utilize positive communication and social skills to interact effectively with others
- SELRS3- Identify ways to resist inappropriate social pressure
- SELRS4- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Unit 1- Standards and indicators

NJSLS for Social Studies

- 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
- 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
- 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
- 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Unit 1 - Early Humans and the Agricultural Revolution

Central Idea/ Enduring Understanding

Students will understand

- People, places and ideas change over time.

Guiding Questions

- How do people adapt to their environment?

Content

- How Paleolithic humans adapted to their environments to survive.
- How advances during the Paleolithic Age made it possible for humans to

Skills (objectives)

- **analyze** photographs of shelters used in the Paleolithic Age
- **use** trial and error methods to solve a

<p>survive the Ice Ages.</p> <ul style="list-style-type: none"> • Why some historians consider the Agricultural Revolution the most important event in human history. • Why people created permanent settlements when they began to farm • How tools and roles changed as a result of permanent communities 	<p>problem.</p> <ul style="list-style-type: none"> • write a descriptive paragraph on how trial and error helped humans survive • analyze photographs of shelters used in the Neolithic Age • connect farming to their daily lives • draw conclusions about why the Agricultural Revolution was a revolution
<p>Performance Tasks Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities Document Based Questions SGOs</p>	<p>Other Evidence of Learning Responses to Activities Hands -On Chapter Project Class discussion answers Interactive Graphic Organizers Writing Activity Lesson Reviews Chapter Activities and Assessment</p>
<p>Learning Opportunities and Strategies</p> <p>Hunter-Gatherers Lesson 1 Notes and Vocabulary 📁 The Paleolithic Age Lesson 1 Questions 📖 Chapter 3 Lesson 1 Questions</p> <p>Visual Skills (Online Textbook) Slideshow - Paleolithic-Era Animals Video- Neanderthals Map -Ice-Age MIgration Chart - Paleolithic Tools</p> <p>Reading Skills Image - Students read more about “The Cave of the Hands” Image - Cave Paintings - Students explore techniques involved in cave paintings Graphic Organizer - Taking Notes: Sequencing:Paleolithic Inventions</p> <p>Critical Thinking Skills Paleolithic Nomads - Students analyze a scene showing Paleolithic life and categorize</p>	<p>Resources</p> <p>Unit 1 Textbook Materials - Online Textbook https://connected.mcgraw-hill.com/connected/login.do</p> <p>McGraw Hill Education Discovering Our Past, A Hlstory of the World 2018</p> <p>Printable and Online Teaching Options available</p> <p>Graphic Novel - Fire and Error</p> <p>Paleolithic Video https://youtu.be/UFE3t7qNJSs</p> <p>Neolithic Video https://www.youtube.com/watch?v=TopFbsZOve4</p> <p>PreHlstory Video https://youtu.be/rLFGra2TITE</p> <p>Edpuzzle Videos</p> <p>Newsela Articles</p> <p>📺 PREHISTORY song by Mr. Nicky</p>

tools as those that belong and those that do not belong


Paleolithic Time and Ice Ages - Students compare and contrast characteristics of the Paleolithic Age

Technology Skills


Self-Check Quiz

The Agricultural Revolution

Lesson 2 Notes and Vocabulary

 The Neolithic Age

Lesson 2 Questions

 Chapter 3 Lesson 2 Questions

Visual Skills (Online Textbook)

Video- The Rise of Agriculture

Map -Early Civilizations, 3000 B.C.

Chart - Neolithic Artifacts

Reading Skills

Biography - Otzi the Iceman

Graphic Organizer - Taking Notes:Identifying: Neolithic Advancements

Critical Thinking Skills

Map Early Farming

Slideshow Catalhuyuk

Technology Skills

Self-Check Quiz

Writing Assignment

 Chapter 3 Writing Assignment

Unit 2- Standards and indicators

NJSLS for Social Studies

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical

impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- 6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
- 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

Unit 2 - Mesopotamia

Central Idea/ Enduring Understanding

Students will understand

- People, places, and ideas change over time.
- Cultures are held together by shared beliefs and common practices and values.

Guiding Questions

- How does geography influence the way people live?
- Why does conflict develop?


Content

- how Gilgamesh relates to modern-day literature pieces.
- what it was like to live in Sumer.
- the Sumerian ideas and inventions that have been passed on to other civilizations.

Skills (objectives)

- **explain** how floods sometimes helped the farmers of Mesopotamia.
- **draw conclusions** about why the Sumerians built cities with walls around them.
- **analyze** why the Sumerians invented

<ul style="list-style-type: none"> • the themes found in the epic poem genre. • how civilizations developed in Mesopotamia. • what contributions the Assyrians made to Southwest Asia. • why Babylon was an important city in the ancient world. 	<p>a writing system</p> <ul style="list-style-type: none"> • describe where the Fertile Crescent is located • compare the social classes of Sumer • describe why scribes were important in Sumerian society. • find the main reason why Hammurabi’s Code was important. • summarize why Assyria’s army was so strong • identify the wonder of the ancient world that was located in Babylon • describe how the Assyrians ruled their empire • explain why the Chaldeans overthrew the Assyrians.
<p>Performance Tasks Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning Interactive Graphic Organizers The World's Literature questions Primary Source Activity Written paragraphs Lesson Reviews Chapter Activities and Assessments</p>
<p>Learning Opportunities and Strategies</p> <p>Lesson 1 - The Sumerians The Rise of Sumer Questions and Video 📖 Rise of Sumer 📺 The Rise of Sumerian City States...in fi...</p> <p>📄 Ch. 4 Lesson 1 The Rise of Sumer 📖 Chapter 4 Lesson 1 Questions</p> <p>Newsela Article Cuneiform Writing https://newsela.com/read/smi-what-is-Cuneiform/id/20300/?assignment=2006104394&classroom=2677273&content=ckv2a2y2w00090i1pm00lae1y</p> <p>📖 Epic of Gilgamesh</p> <p>Lesson 2 - Mesopotamian Empires 📄 Chapter 4 Lesson 2</p>	<p>Resources</p> <p>Unit 2 Textbook Materials - Online Textbook https://connected.mcgraw-hill.com/connected/login.do</p> <p>McGraw Hill Education Discovering Our Past, A History of the World 2018</p> <p>Printable and Online Teaching Options available</p> <p>📺 ANCIENT MESOPOTAMIA song by Mr. Nicky</p> <p>📺 THE MESOPOTAMIA SONG (Parody of Rihanna... 📺 The History of Writing - Where the Stor... https://www.paleoaliens.com/event/babylonian/</p> <p>Newsela</p> <p>Edpuzzle https://edpuzzle.com/assignments/5fc7b00ae641e740ea7f071d/watch https://edpuzzle.com/assignments/5fc7b00ae641e74</p>

<p> Ch. 4 Lesson 2 Questions</p> <p>Graphic Organizer - Taking Notes:Major Mesopotamian Empires</p> <p>Hammurabi's Code - Students read partial translations of the first of the six laws of the Code of Hammurabi</p>	<p>0ea7f071d/watch</p> <p>https://edpuzzle.com/assignments/61811ccf697e4f415568e820/watch</p> <p>https://edpuzzle.com/assignments/5fca741873d2fa409c905f6c/watch</p>
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Unit 3- Standards and indicators

NJSLS for Social Studies

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- 6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations
- 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

Unit 3 - Ancient Egypt and Kush

Central Idea/ Enduring Understanding

Guiding Questions

<p>Students will understand</p> <ul style="list-style-type: none"> • People, places, and ideas change over time. • Cultures are held together by shared beliefs and common practices and values 	<ul style="list-style-type: none"> • How does geography influence the way people live? • What makes a culture unique? • Why do civilizations rise and fall?
<p>Content</p> <ul style="list-style-type: none"> • why the Nile River was important to the ancient Egyptians. • characteristics of ancient Egyptian religion and society • factors that led to the rise and fall of the ancient Egyptian empire • how Egypt influenced other kingdoms 	<p>Skills (objectives)</p> <ul style="list-style-type: none"> • compare information on populations of the Fertile Crescent and Nile River valley. • describe a main agricultural product and its economic effect on ancient Egypt. • analyze how the Nile River affected Egyptian life • analyze how belief in the afterlife influenced ancient Egyptian life • describe ancient Egyptian social classes • organize information on a pharaoh's responsibilities • analyze visuals from Egypt's golden age • describe an empire and how it is built • Identify reasons Egypt the height of its power • explain how the pharaoh contributed to the rise and fall of the Egyptian empire. • identify how Nubia and Kush were influenced by Egyptian culture.
<p>Performance Tasks</p> <p>Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning</p> <p>Class discussion answers Graphic Organizers Writing Activities Mummy Project CSI King Tut Investigation Lesson Reviews Chapter Activities and Assessment</p>
<p>Learning Opportunities and Strategies</p> <p>Newsela - Ancient Egypt: Life along the</p>	<p>Resources</p> <p>Unit 3 Textbook Materials - Online Textbook https://connected.mcgraw-hill.com/connected/login.</p>

Nile

<https://newsela.com/read/elem-hist-egypt-nile-life/id/27170/?assignment=2006250256&classroom=2005279509&content=ckvuyvjch00010e2keppl5i95>

Newsela - Old Kingdom

<https://newsela.com/read/lib-history-ancient-egypt/id/25968/?assignment=2006302428&classroom=2005279509&content=ckw4xc72200f0a5h3g0m2ceh>

☐ *Chapter 5 Lesson 1 The Nile

☐ Life in Ancient Egypt ch. 5 lesson 2

☰ Chapter 5 Lesson 2 Questions

☐ Ch. 5 Lesson 3 The Middle Kingdom

☰ Middle Kingdom Questions

Newsela - Rosetta Stone

<https://newsela.com/read/natgeo-rosetta-stone-hieroglyphics/id/2000003242/?assignment=2006368362&classroom=2005279509&content=ckwnhg94g000d0d6ruipo7cfh>

Hieroglyphics Activity

https://www.ducksters.com/history/ancient_egyptian_hieroglyphics.php

<https://discoveringegypt.com/egyptian-hieroglyphic-writing/hieroglyphic-typewriter/>

☐ Chapter 5 Lesson 4 The New Kingdom

☰ The New Kingdom Questions

King Tut - CSI Investigation

☐ Tut CSI Student Research

☰ King Tut Report

<https://kids.nationalgeographic.com/history/article/king-tut>

▶ Live a Day in the Life of King Tut | Natio..

▶ A Virtual Autopsy Of Tutankhamun Rev...

<https://youtu.be/3gTpj3YmRDg>

do

McGraw Hill Education Discovering Our Past, A History of the World 2018

Printable and Online Teaching Options available

▶ ANCIENT EGYPT song by Mr. Nicky

▶ 15 Things You Didn't Know Were Invented In Anc..

▶ EGYPTIAN MYTHOLOGY song by Mr. Nicky

https://youtu.be/1yv_MXNYbAo

Newsela

Edpuzzle

The Nile

<https://edpuzzle.com/assignments/6194f3e5b045704175dc6d74/watch>

Hatshepsut

<https://edpuzzle.com/assignments/61b34711aae9dd4301eeda2c/watch>

Mummy

<https://edpuzzle.com/assignments/61b9dd84a3373f42f2b329e0/watch>

▶ Old Kingdom Egypt

▶ Middle Kingdom of Egypt - The Age of Pyramids ..

▶ Interesting facts about the new kingdom of Egypt ..

Making a Mummy

<https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-egypt/making-a-mummy/>

Mummy Project - Turn a Student into a Mummy

The Kingdom of Kush

Video - The Rise of Kush

Map - Kush Kingdom, c. 250 B.C.

Chart- Savanna and Desert

Graphic Organizer Taking Notes:Sequencing:

Kush Conquers Egypt

Primary Source - Shabaka Stone

Worksheet - Economics of History Activity:

Ancient Egypt and Kush - Students explore the exchange of both goods and ideas among Egypt, Assyria, and Kush

Unit 4- [Standards](#) and indicators

NJSLS for [Social Studies](#)

- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. •
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Unit 4 - The Israelites

<p>Central Idea/ Enduring Understanding Students will understand</p> <ul style="list-style-type: none"> • People, places, and ideas change over time. • The value that a society places on individual rights is often reflected in that society's government. • Countries have relationships with each other 	<p>Guiding Questions</p> <ul style="list-style-type: none"> • How do religions develop? • What are the characteristics of a leader? • How does religion shape society? • Why does conflict develop?
<p>Content</p> <ul style="list-style-type: none"> • the differences between monotheism and polytheism. • the beliefs of the ancient Israelites. • the key leaders of the ancient Israelites • the role of religion in everyday life • about the Jewish exile in Babylon and the Jews return to Judah • what life was like for Jews during Greek and Roman rule 	<p>Skills (objectives)</p> <ul style="list-style-type: none"> • contrast religious concepts • identify leaders and key historical figures • read a historical map of Southwest Asia/Canaan • analyze how geography contributes to settlement • draw a map of Canaan or of a dwelling in Canaan • analyze the role of kings in ancient Israel • summarize information about the ancient Israelites • read a map depicting the Jewish exile to Babylon • identify the role of scribes in spreading ideas • demonstrate understanding of Jewish culture and interpret what they learned • analyze how conflicts develop • read and interpret primary sources • make the connection between historical events and religious holidays • differentiate four different Jewish groups under Roman rule
<p>Performance Tasks Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups</p>	<p>Other Evidence of Learning Responses to Activities Hands -On Chapter Project Class discussion answers</p>

<p>Project- Based Learning Activities</p>	<p>Graphic Organizers Written Paragraphs Lesson Reviews Chapter Activities and Assessment</p>
<p>Learning Opportunities and Strategies</p> <ul style="list-style-type: none"> ☐ The Hebrews ☰ Chapter 6 Lesson 2 Hebrews <p>Lesson 1 Graphic Organizer Summarizing Ancient Israelites - Students summarize facts about the Ancient Israelites</p> <p>Ten Rules for our School - Students work in groups to create a list of 10 rules that they think they should follow</p> <p>Lesson 2 Graphic Organizer: Listing: King David and King Solomon - Students list the achievements of King David and King Solomon</p> <p>Lesson 3 Graphic Organizer: Identifying the Main Idea: Roles of Synagogues and Scribes - Students describe the roles of synagogues and scribes in the survival of Judaism</p> <p>Lesson 4 Graphic Organizer Comparing and Contrasting: Greek and Roman Rule - Students complete a Venn diagram by identifying similarities and differences between Greek and Roman rule</p> <p>Slide Show Hanukkah - Students learn the elements of this celebration</p> <p>The Festival of Lights Graphic Novel</p> <ul style="list-style-type: none"> ☰ Graphic Novel Questions <ul style="list-style-type: none"> ☐ The Phoenicians <p>Newsela - Who came up with the first letters? https://newsela.com/read/elem-first-letters/id/</p>	<p>Resources</p> <p>Unit 4 Textbook Materials - Online Textbook https://connected.mcgraw-hill.com/connected/login.do</p> <p>McGraw Hill Education Discovering Our Past, A History of the World 2018</p> <p>Printable and Online Teaching Options available</p> <ul style="list-style-type: none"> ▶ History of Ancient Israel and Judah explained in 5. ▶ The Phoenicians: The Great Navigators of Antiqu.. <p>Edpuzzle - The Ancient Israelites https://edpuzzle.com/assignments/601ad8a7c47ae5428cf99b80/watch</p> <ul style="list-style-type: none"> ▶ Who were the Phoenicians? Phoenician History <p>Edpuzzle - The Phoenicians https://edpuzzle.com/assignments/61eaa4f134b4db4291a497bb/watch</p> <p>Guided Reading Activity</p> <p>What do you Know?</p>

2000001200/?assignment=2006590219&classroom=2005279509&content=ckycxvnx000b0e7swwgixv21

Unit 5- Standards and indicators

NJSLS for Social Studies

- 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
- 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

Unit 5 - The Ancient Greeks

Central Idea/ Enduring Understanding

Students will understand

- People, places, and ideas change over time.
- The value that a society places on individual rights is often reflected in that society's government.

Guiding Questions

- How does geography influence the way people live?
- Why do people from governments?
- Why does conflict begin?
- How do governments change?
- What makes a culture unique?

<ul style="list-style-type: none"> • Countries have relationships with each other • Cultures are held together by shared beliefs and common practices and values. • Leaders can bring about change in society 	<ul style="list-style-type: none"> • How do new ideas change the way people live? • What are the characteristics of a leader?
<p>Content</p> <ul style="list-style-type: none"> • how geography affected the early Greek. • what contributed to the development of the Minoan civilization. • how the Mycenaeans became a powerful military force. • how Greek culture spread to other parts of the world • the different types of government that developed among the Greek city-states. • why Sparta became a military society. • what characteristics made Athens unique. • how the Persians successfully ruled their large empire. • what it was like to live in Athens during the Pericles. • the ideas that the ancient Greeks expressed in their literature, drama, art, and architecture. • ancient Greek beliefs about history and science. • how successful Alexander was in achieving his goals. • how Hellenistic kingdoms spread Greek culture. • ideas developed during the Hellenistic Era. 	<p>Skills (objectives)</p> <ul style="list-style-type: none"> • explain how geography affected the settlement of Greece. • identify similarities and differences between the rights and responsibilities of ancient Greek citizens and U.S. citizens today • describe the characteristics of tyranny, oligarchy, and democracy. • explain differences between Sparta and Athens. • identify the location of the Persian Wars. • explain how Greeks won the Persian Wars. • explain differences between Athenian democracy and American democracy • identify characteristics of life in Athens. • organize information about Greek gods and goddesses. • compare ancient and modern Greek beliefs. • describe ancient Greek philosophy. • discuss the philosophy and life of Socrates. • compare and contrast Socrates, Plato, and Aristotle. • interpret ancient Greek philosophical ideas. • compare and contrast the qualities of a great military leader and an effective ruler. • categorize Alexander's leadership qualities and military achievements • analyze images of culture from Hellenistic Era • explain the meaning of Hellenistic

	<ul style="list-style-type: none"> ● identify contributions from the Hellenistic Era.
<p>Performance Tasks Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning Responses to Activities Hands -On Chapter Project God/Goddess Project Class discussion answers Interactive Graphic Organizers Written Essay Lesson Reviews Chapter Activities and Assessment</p>
<p>Learning Opportunities and Strategies</p> <p>📁 Sparta</p> <p>Edpuzzle Sparta https://edpuzzle.com/assignments/61f13b5023523a42c22b0643/watch</p> <p>Newsela - The Spartans: Fierce Fighters of Ancient Greece https://newsela.com/read/lib-history-ancient-greece-sparta/id/31674/?assignment=2006691937&classroom=2005279514&content=ckywxx2a4000l838arx7j1dfi</p> <p>📁 Athens</p> <p>Edpuzzle - Athens https://edpuzzle.com/assignments/61f927a3eaece42bd0dca98/watch</p> <p>Newsela - Pericles and the Golden Age of Athens https://newsela.com/read/bio-world-leaders-pericles-athens-golden-age/id/33465/?assignment=2006734166&classroom=2005279514&content=ckz5ilndu000ebv8g9mz1ksyw</p> <p>📄 Sparta vs Athens writing</p> <p>📁 Greek Religious Practices</p> <p>Greek God/Goddess Project - Pamphlet</p>	<p>Resources</p> <p>Unit 5 Textbook Materials - Online Textbook https://connected.mcgraw-hill.com/connected/login.do</p> <p>McGraw Hill Education Discovering Our Past, A History of the World 2018</p> <p>Printable and Online Teaching Options available</p> <ul style="list-style-type: none"> ▶ This is Sparta: Fierce warriors of the ancient world. ▶ A day in the life of an ancient Athenian - Robert G. <p>Edpuzzle</p> <p>Newsela</p> <ul style="list-style-type: none"> ▶ What Is A Myth? Exploring Greek Mythology https://www.britannica.com/ ▶ The Ancient Greek Olympics (776 BC-393 AD) <p>Edpuzzle - Homer's The Illiad https://edpuzzle.com/assignments/621779c9ec483b429ca3631b/watch</p> <p>Edpuzzle - Homer's The Odyssey Cyclops https://edpuzzle.com/assignments/621f61cb206f0c42c95bbc38/watch</p>


format or Slides available

 Greek Gods Written Project

Newsela - The Trojan Horse - Real or Myth?
<https://newsela.com/read/lib-history-trojan-war/id/33474?assignment=2006804381&classroom=2005279514&content=ckzhc7a2s00080g5dzveybli7>

Olympic Games

 The Ancient Greek Olympics (776 BC-3...

 Olympic Games Resources

 Olympic Games Answers

Newsela - Ancient Greece: The Olympic Games

<https://newsela.com/read/elem-hist-olympic-games/id/28733/write?collection=340>

Alexander's Empire

Graphic Organizer Taking Notes:

Summarizing: Alexander and Phillip II -
Students use a web to summarize how Phillip II and Alexander changed Greece.

Technology Skills - Students work in groups to design an Alexander Web page.

Unit 6- Standards and indicators

NJSLS for Social Studies

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

specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

Unit 6 - Ancient India

Central Idea/ Enduring Understanding

Students will understand

- People, places, and ideas change over time.
- Religion can influence a society's beliefs and values.

Guiding Questions



- How does geography influence the way people live?
- How do religions develop?
- What makes a culture unique?

Content

- How the Indus Valley civilization developed.
- The origins of the social system in India.

Skills (objectives)

- **recognize** why people settle by rivers.
- **describe** early civilizations in India.
- **recall** the names of the varna and jati
- **identify** key terms in Hindu beliefs.

<ul style="list-style-type: none"> ● Fundamental concepts of Hinduism and Buddhism. ● What Ashoka accomplished during his rule. ● The achievements of the Gold Age of the Gupta Empire. ● The contributions of Indian culture to literature, art, math, and science. 	<ul style="list-style-type: none"> ● analyze religious concepts. ● analyze religious concepts ● compare and contrast Ashoka’s rule before and after he embraced Buddhism. ● compare and contrast ancient Indian rule during Ashoka with modern-day government ● synthesize information to form opinions and make observations about ancient Indian culture.
<p>Performance Tasks Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning Responses to Activities Hands -On Chapter Project Class discussion answers Interactive Graphic Organizers Written Paragraphs Lesson Reviews Chapter Activities and Assessment</p>
<p>Learning Opportunities and Strategies</p> <p>Lesson 1 Early Civilizations  The Indus Valley  Ch. 9 Lesson 1 Questions</p> <p>Edpuzzle Mohenjo-Daro https://edpuzzle.com/assignments/6229ef890d5f6042c5dc3392/watch</p> <p>Newsela - Cities, farming and trade defined the Harappan empire https://newsela.com/read/lib-harappa-ancient-art-inventions/id/33818</p> <p>Graphic Organizer Summarizing: Ways Aryans Changed India - Students summarize the three ways the Aryans changed India</p> <p>Edpuzzle Caste System https://edpuzzle.com/assignments/60731749416436411cb28e6e/watch</p>	<p>Resources</p> <p>Unit 6 Textbook Materials - Online Textbook https://connected.mcgraw-hill.com/connected/login.do</p> <p>McGraw Hill Education Discovering Our Past, A History of the World 2018</p> <p>Printable and Online Teaching Options available</p> <p>Edpuzzle</p> <p>Newsela</p> <ul style="list-style-type: none"> ▶ ANCIENT INDIA song by Mr. Nicky ▶ Hinduism: The Basics ▶ Buddhism: The Basics

Lesson 2 -Religions of Ancient India

Graphic Organizer Describing: Three Religions - Students describe important facts about the religions of ancient India

Technology Skills - Students will research Tibetan Buddhism and the Dalai Lama and create a multimedia presentation.

Edpuzzle - Hinduism 101

<https://edpuzzle.com/assignments/623077f8f8ac3a42ba5b0c24/watch>

Newsela How Buddhism Came to China

<https://newsela.com/read/lib-buddhism-china/id/32925/?assignment=2007030194&classroom=2005279514&content=cl0wccq0u000g0doqwcclglw4>

Lesson 3 - The Mauryan Empire

Video - Emperor Ashoka - Students learn why Ashoka accepted Buddhism and how it transformed his life and deeds

Graphic Organizer - Identifying:Mauryan and Gupta Empires - Students identify and organize information about the Mauryan and Gupta Empires

Unit 7- Standards and indicators

NJSLS for Social Studies

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of

early river valley civilizations.

- 6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. •
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Unit 7 - Early China

Central Idea/ Enduring Understanding

Students will understand

- People, places, and ideas change over time.
- The movement of people, goods, and ideas causes societies to change over time.

Guiding Questions

- **What makes a culture unique?**
- **How do new ideas change the way people live?**
- **How do governments change?**

Content

- how geography shaped the development of China's civilization
- why Shang rulers were able to remain powerful
- the ways society and government were influenced by Chinese thinkers
- what changes the Qin emperor made to unite China
- how life improved under Han rulers
- how China and the rest of the world benefited from the Silk Road
- why Buddhism became popular in China

Skills (objectives)

- **compare and contrast** Huang He Valley civilizations with other river valley civilizations, including those along the Tigris-Euphrates, Nile, and Indus rivers.
- **explain** the role of geography in the development of Chinese civilization and in its isolation
- **compare and contrast** the Shang dynasty with the Zhou dynasty
- **identify** Confucius, Laozi, and Hanfeizi and how their philosophies affected society and government
- **describe** Confucianism, Daoism, and legalism.
- **predict** what life was like in the Qin dynasty and the Han dynasty, based on images from each
- **identify** geographical features along the Silk Road
- **apply** the concepts of monopoly and competition to the economics of trade
- **discuss** how increased trade benefits civilization.

Performance Tasks

Interactive Classroom Activities
 Classroom Discussion
 Cooperative Learning Groups
 Project- Based Learning Activities

Other Evidence of Learning

Responses to Activities
 Hands -On Chapter Project
 Class discussion answers
 Interactive Graphic Organizers
 Written Paragraphs
 Lesson Reviews

	Chapter Activities and Assessment
<p>Learning Opportunities and Strategies</p> <p>Lesson 1 - The Birth of Chinese Civilizations</p> <ul style="list-style-type: none"> ☐ The Huang Ho Valley ☰ Huang Ho Valley Lesson 1 Questions <p>Edpuzzle - Shang Dynasty https://edpuzzle.com/assignments/623c569a41a77b42ddb10a63/watch</p> <p>Newsela Shang Dynasty: China's First Recorded History https://newsela.com/read/lib-ushistory-ancient-china-shang-dynasty/id/32201/?assignment=2007072202&classroom=2005279514&content=cl16cfl2s00030hnhcdskrydg</p> <p>Graphic Organizer Analyzing: How Life Changed Under Shang Rule - Students record three ways the lives of the Chinese people changed under Shang rule.</p> <p>Lesson 2 - Society and Culture in Ancient China</p> <ul style="list-style-type: none"> ☐ Chapter 10 Lesson 2 ☰ Chapter 10 Lesson 2 Notes Questions <p>Graphic Organizer Identifying: Three Philosophies - Students identify the three Chinese philosophies that emerged after the fall of the Zhou Dynasty</p> <p>Lesson 3 - The Qin and the Han Dynasties</p> <ul style="list-style-type: none"> ☐ The Qin and Han Dynasty ☰ Chapter 10 Lesson 3 Notes Questions <p>Critical Thinking - Trading in the Ancient World c. A.D. 100s - Students trace the Silk Road and other trade routes that extended from China to the Mediterranean Sea</p> <p>Terracotta Soldiers Activity https://www.ducksters.com/history/china/terra</p>	<p>Resources</p> <p>Unit 7 Textbook Materials - Online Textbook https://connected.mcgraw-hill.com/connected/login.do</p> <p>McGraw Hill Education Discovering Our Past, A History of the World 2018</p> <p>Printable and Online Teaching Options available</p> <p>Newsela Edpuzzle</p> <ul style="list-style-type: none"> ▶ ANCIENT CHINA song by Mr. Nicky ▶ The incredible history of China's terracotta warrio.

[cotta_army.php](#)

<https://www.ducksters.com/history/china/terra>

[cotta_army_questions.php](#)

▶ The incredible history of China's terraco...

Unit 8- **Standards** and indicators

NJSLS for **Social Studies**

- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
- 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies
- 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the

history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

Unit 8 - Ancient Rome

Central Idea/ Enduring Understanding

Students will understand

- People, places, and ideas change over time.
- Conflict can lead to change
- Leaders can bring about change in society

Guiding Questions

- **How does geography influence the way people live?**
- **How do governments change?**
- **Why does conflict develop?**
- **What are the characteristics of a leader?**
- **What makes a culture unique?**
- **Why do civilizations rise and fall?**

Content

- the effect that geography had on the rise of Rome
- how Rome gained control of the Mediterranean region
- how conflict between Rome's social classes led to change in its government
- the rivalry that led to the Punic Wars
- what caused the decline of the Roman Republic
- the events that enabled Rome to become an empire
- what caused the Roman Empire to prosper.
- how the Greeks influenced Roman religion, science, art, architecture and literature
- the reasons for the decline of the Roman Empire
- why the Byzantine Empire became powerful

Skills (objectives)

- **explain** how geographic features contributed to the settlement and growth of Rome.
- **analyze** how the policies of the Roman conquerors led to an increase in power
- **discuss** the perspective of the Roman social classes
- **explain** how conflict was resolved between patricians and plebeians
- **describe** the events of the Punic Wars
- **identify** the causes of the Roman Republic's decline
- **determine** the impact of Julius Caesar
- **identify** the events and people that led to the establishment of the Roman Empire
- **determine** the impact of Augustus
- **describe** the empire's economy
- **compare and contrast** information about Roman women and women today.
- **identify** what life was like in Rome
- **analyze** how the Greeks influenced the Romans
- **identify and evaluate** Rome's

	<p>contributions to our society today</p> <ul style="list-style-type: none"> ● draw conclusions about the success of Diocletian's reforms ● analyze how the economy influenced the fall of the Roman Empire ● discuss the effect of Germanic invaders on the decline of Rome ● identify and evaluate legacy ● analyze a map of the Byzantine Empire's trade routes ● identify the cultural influences that shaped Byzantines. ● discuss the roles of Justinian and Theodora
<p>Performance Tasks Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning Responses to Activities Hands -On Chapter Project Class discussion answers Interactive Graphic Organizers Written Paragraphs Lesson Reviews Chapter Activities and ASsessment</p>
<p>Learning Opportunities and Strategies</p> <p>Lesson 1 - The Founding of Rome Video - The Rise of Rome - Students view a video about what it was like to be a soldier in the Roman Army</p> <p>Graphic Organizer - Creating a TimeLine: Events in Roman History - Students use a timeline to order events in Roman history</p> <p>Writing Skills - Students write a newspaper article for a Roman newspaper that would have been published in 700 B.C.</p> <p>Lesson 2 - Rome As A Republic</p> <p>Video - Hannibal Returns to Carthage Map - The Punic Wars 264 B.C. to 146 B.C.</p> <p>Graphic Organizer - Categorizing</p>	<p>Resources</p> <p>Unit 8 Textbook Materials - Online Textbook https://connected.mcgraw-hill.com/connected/login.do</p> <p>McGraw Hill Education Discovering Our Past, A History of the World 2018</p> <p>Printable and Online Teaching Options available</p> <p>Edpuzzle Newsela</p> <p>▶ ANCIENT ROME song by Mr. Nicky</p>

Information: Roman Society - Students organize facts about the roles of patricians and plebeians in Roman government.

Writing Skills - Students write a blog post to young people about the legal issues relating to the rule of law.

Lesson 3 - The End of the Republic

Video - Bread and Circuses

Chart - Poverty in Rome

Julius Caesar - Students learn about Julius Cesar and make inferences about what type of leader he was.

Technology Skills - Students work together to create a digital mockup of a newspaper reporting Caesar's death.

Lesson 4 - Rome Builds an Empire

Graphic Organizer: Taking Notes: Identifying: Achievements of Emperor Augustus - Students use a diagram to organize the important achievements of Emperor Augustus

Graphic Novel
The Eruption of Mt. Vesuvius

Edpuzzle Ted Ed - The Eruption of Vesuvius

<https://edpuzzle.com/assignments/60aed5ab001cb0416e079649/watch>

Life in Rome

Graphic Organizer Identifying: The Greeks and the Romans - Students identify the ideas the Romans borrowed from Greeks


Critical Thinking - Students discuss effects of slavery on Roman society

Life of a Roman Woman - Students sort

<p>activities and privileges into those enjoyed by wealthy women and less-wealthy woman</p> <p>Rome's Decline - Students identify why the Roman Empire collapsed</p> <p>Byzantine Empire Graphic Organizer:Listing: Why the Byzantine Empire Thrived - Students list reasons why the Byzantine Empire thrived</p>	
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<p>Unit 9- Standards and indicators</p>	
<p>NJSLS for Social Studies</p> <ul style="list-style-type: none"> ● 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. ● 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations ● 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. 	

<p>Unit 9 - The Rise of Christianity</p>	
<p>Central Idea/ Enduring Understanding Students will understand</p> <ul style="list-style-type: none"> ● People, places, and ideas change over time. 	<p>Guiding Questions</p> <ul style="list-style-type: none"> ● What are the characteristics of a leader? ● How do religions develop? ● How do new ideas change the way people live?
<p>Content</p> <ul style="list-style-type: none"> ● the message of Jesus and its connection to Jewish thought why Christianity spread in the Roman Empire ● the role Constantine played in the acceptance of Christianity in the Roman Empire ● the causes of the split of the Christian church into weastern and western 	<p>Skills (objectives)</p> <ul style="list-style-type: none"> ● synthesize the geographic theme of movement and its importance to spreading Chritianity in the Roman Empire ● summarize the life of Jesus and basic Christian beliefs ● identify the role played by the apostles in the growth of Christianity

<p>branches</p>	<ul style="list-style-type: none"> ● synthesize the geographic theme of of movement and its importance to spreading Christianity in the Roman Empire ● draw conclusions about Christianity's expansion and eventual acceptance in the Roman Empire ● synthesize information about the rise and spread of Christianity ● analyze the split of the Christian church
<p>Performance Tasks Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning Responses to Activities Hands -On Chapter Project Class discussion answers Interactive Graphic Organizers Written Paragraphs Lesson Reviews Chapter Activities and ASsessment</p>
<p>Learning Opportunities and Strategies</p> <p>Lesson 1 - Early Christianity</p> <p>Graphic Organizer - Identifying: Life of Jesus - Students list three things known about the life of Jesus.</p> <p>Critical Thinking - Students discuss Chirtian beliefs and compare and contrast them to the beliefs of the Romans and Jews.</p> <p>Lesson 2 - The Early Church</p> <p>Graphic Organizer Listing: Reasons Christianity Spread - Students list the major reasons that Christianity spread</p> <p>Writing Activity - Students write a letter from the point of view of a soldier in Constantine's Army</p> <p>Lesson 3 A Christian Europe</p>	<p>Resources Unit 9 Textbook Materials - Online Textbook https://connected.mcgraw-hill.com/connected/login.do</p> <p>McGraw Hill Education Discovering Our Past, A Hlstory of the World 2018</p> <p>Printable and Online Teaching Options available</p> <p>Edpuzzle Newsela</p> <p> THE BYZANTINE EMPIRE song by Mr. Nicky</p>

The Pope and the Emperor - Students examine one of the issues that split the eastern and western Christian churches

Unit 10- Standards and indicators

NJSLS for Social Studies

- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Unit 10 - Islamic Civilization

Central Idea/ Enduring Understanding

Students will understand

- People, places, and ideas change over time.
- Religion can influence a society's beliefs and values.

Guiding Questions


- **How do religions develop?**
- **How does religion shape society?**
- **How do new ideas change the way people live?**

<p>Content</p> <ul style="list-style-type: none"> • how physical geography influenced Arab civilization. • the message that Muhammad preached. • how Islam provides guidance to its followers. • how an empire was created with the spread of Islam • how a split among Muslims led to a change in the Arab Empire • the ways in which the Turks, Safavids, and Moguls ruled their empires • what life was like in the Islamic world. • what contributions Muslims have made in mathematics, science, and the arts. 	<p>Skills (objectives)</p> <ul style="list-style-type: none"> • identify key tenets of Islam. • discuss the significance of key components of Islam. • distinguish the methods of how Islam was spread through various events and people. • determine how Turks, Safavids, and Moguls incorporated Islam into their empires. • discuss the role that prayer plays in the lives of Muslims. • identify the contributions made by Muslims • explain how discoveries and inventions affected the lives of Muslims.
<p>Performance Tasks</p> <p>Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning</p> <p>Responses to Activities Hands -On Chapter Project Class discussion answers Interactive Graphic Organizers Written Paragraphs Lesson Reviews Chapter Activities and Assessment</p>
<p>Learning Opportunities and Strategies</p> <p>Lesson 1 A New Faith</p> <p>Video - The beginnings of Islam - students produce graphic organizers of information on the life and work of Muhammad</p> <p>Student groups produce graphic organizers about the Five Pillars of Islam</p> <p>Lesson 2 - The Spread of Islam</p> <p>Graphic Organizer: Summarizing: How Islam Spread - Students describe three ways in which the religion of Islam spread</p>	<p>Resources</p> <p>Unit 10 Textbook Materials - Online Textbook https://connected.mcgraw-hill.com/connected/login.do</p> <p>McGraw Hill Education Discovering Our Past, A History of the World 2018</p> <p>Printable and Online Teaching Options available</p> <p>Edpuzzle Newsela</p>

<p>Suleiman I Students compare the first four caliphs</p> <p>Lesson 3 Life in the Islamic World Students discuss the organization of Muslim society</p> <p>Students compare and contrast the roles of Muslim men and women</p>	
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Unit 11- Standards and indicators	
<p>NJSLS for Social Studies</p> <ul style="list-style-type: none"> 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road). 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies 6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. 	

Unit 11 - African Civilizations	
<p>Central Idea/ Enduring Understanding Students will understand</p> <ul style="list-style-type: none"> People, places, and ideas change over time. 	<p>Guiding Questions</p> <ul style="list-style-type: none"> Why do people trade? How does religion shape society? How do religions develop?
<p>Content</p> <ul style="list-style-type: none"> how Africa's geography influenced 	<p>Skills (objectives)</p> <ul style="list-style-type: none"> analyze how trade affected Africa's

<p>trade in the region.</p> <ul style="list-style-type: none"> • what types of trade took place in Africa. • how the African economy was dependent on trade. • how Islam arrived in Africa. • how ideas spread through trade. • how African arts and music have influenced today's popular culture. • the economic reasons behind the slave trade. 	<p>development.</p> <ul style="list-style-type: none"> • analyze maps and visuals to interpret information about trade and Africa. • analyze how trade affects the exchange of ideas. • demonstrate understanding of Africa's influence on pop culture through classroom discussion. • compare and contrast primary-source quotes on the slave trade.
<p>Performance Tasks Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning Responses to Activities Hands -On Chapter Project Class discussion answers Interactive Graphic Organizers Written Paragraphs Lesson Reviews Chapter Activities and Assessment</p>
<p>Learning Opportunities and Strategies</p> <p>Lesson 1 The Rise of African Civilizations</p> <p>Graphic Organizer Identifying: West African Trading Kingdoms - Students list the three major West African trading kingdoms and the products they traded</p> <p>Lesson 2 Africa's Governments and Religions</p> <p>Graphic Organizers Organizing: Leaders and Their Achievements - Students record the achievements of three African leaders.</p> <p>Kingdom of Mali and Mansa Musa</p> <p>Students discuss the blending of Islamic and East African cultures</p> <p>Lesson 3 African Society and Culture</p> <p>Graphic Organizer Finding the Main Idea: African Arts - Students record</p>	<p>Resources</p> <p>Unit 11 Textbook Materials - Online Textbook https://connected.mcgraw-hill.com/connected/login.do</p> <p>McGraw Hill Education Discovering Our Past, A History of the World 2018</p> <p>Printable and Online Teaching Options available</p> <p>Edpuzzle Newsela</p> <p> WEST AFRICAN EMPIRES song by Mr. Nicky</p>

important ideas about the different elements of African culture

Unit 12- [Standards](#) and indicators

NJSLS for [Social Studies](#)

- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations
- 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies
- 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe
- 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

Unit 12 - Medieval Europe

Central Idea/ Enduring Understanding

Students will understand

- Religion can influence a society's beliefs and values.
- Cultures are held together by shared beliefs and common practices and

Guiding Questions

- **Why does conflict develop?**
- **What are the characteristics that define a culture?**
- **How do governments change?**
- **What is the role of religion in**

<p>values.</p> <ul style="list-style-type: none"> ● Conflict can lead to change. 	<p>government?</p>
<p>Content</p> <ul style="list-style-type: none"> ● how the geography of Europe shaped the development of cultures. ● the achievements of European kings and emperors. ● the role of the Church in medieval Europe. ● what feudalism was and why it became an important social structure. ● why the Magna Carta is important. ● what the Crusades were and how they started. ● the role that architecture, education, literature, and religion played in medieval life. ● about the Black Death and its effects on medieval life. ● the conflicts experienced by the Catholic Church. ● the effects of the Hundred Years' War and the Reconquista. 	<p>Skills (objectives)</p> <ul style="list-style-type: none"> ● discuss and analyze the balance of power between the pope and Charlemagne. ● draw conclusions about Charlamagne's rule. ● explain feudalism. ● Compare and contrast the lives of knights and peasants. ● analyze why the Magna Carta was needed. ● explain the causes and effects of the Crusades. ● explain how the rise of strong governments contributed to an increase in trade, banking, business, and how this in turn affected building and learning. ● analyze the relationship between conformity and Inquisition. ● read a map about the spread of the plague. ● discuss problems and changes during the late Middle Ages.
<p>Performance Tasks Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning Responses to Activities Hands -On Chapter Project Class discussion answers Interactive Graphic Organizers Written Paragraphs Lesson Reviews Chapter Activities and ASsessment</p>
<p>Learning Opportunities and Strategies</p> <p>Lesson 1 - The Early Middle Ages</p> <p>Vikings Edpuzzle</p>	<p>Resources</p> <p>Unit 12 Textbook Materials - Online Textbook https://connected.mcgraw-hill.com/connected/login.do</p>

Charlemagne's Rule

Graphic Organizer Identifying: European Leaders - Students identify the achievements of four European leaders

Students discuss the events that resulted in the formation of the Holy Roman Empire

Lesson 2 Feudalism and the Rise of Towns

Graphic Organizer Summarizing: Feudalism as a Social System - Students summarize important features of feudalism

Lesson 3 Kingdoms and Crusades
Graphic Organizers Sequencing: Students identify causes and effects of the three Crusades

The Magna Carta - Students how the nobles got King John to sign the Magna Carta and discuss the effects of the document on the king's rule

Chart - The Magna Carta and the U.S. Bill of Rights - Students compare aspects of these two documents

Lesson 4 Culture and the Church

Graphic Organizer: Organizing Information: Medieval Life - Students list information about the aspects of medieval life

Lesson 5 The Late Middle Ages

Graphic Organizer Summarizing: The Black Death in Europe - Students use a circle graph to summarize the effects of the Black Death

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 **THE MIDDLE AGES** song by Mr. Nicky

NOTE: Teachers should follow the specific curricular accommodations for students with individualized learning plans such as IEPs and 504

Accommodations for Various Learners

Students that are English Language Learners:

1. Retell content information in easier English
2. Use simple sentence structure (verb-subject-object)
3. Use high frequency words
4. Avoid negative phrasing such as all, but, except
5. Actively help students build connections and associations in order to access background knowledge or previously taught information
6. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
7. Use visuals to explain ideas
8. Modify assignments (fewer questions or fewer vocabulary)
9. Provide taped lessons
10. Provide concrete examples of vocabulary words through the use of visuals
11. Model Think Alouds to increase student comprehension
12. Directly teach learning strategies
13. Provide small group instruction
14. Provide preferential seating
15. Assess whether the student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

Students with Disabilities:

1. Seat student near model (student/teacher)
2. Seat student near instruction
3. Use a highlight marker to identify key words, phrases, or sentences for student to read
4. Provide manipulative objects for student to use in problem solving
5. Have peers deliver directions or explanations
6. Buddy in class to assist and clarify
7. Provide mnemonic devices
9. Repeat major points of information
10. Provide visual cues (posters, number lines, gestures, use of technology)
11. Provide study guides
12. Highlight new vocabulary and key words
13. Use advance organizers
14. Allow for frequent breaks (sensory/brain)
15. Be aware of student's preferred learning style and provide matching instruction materials

Students listed as Gifted & Talented:

1. Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials
2. Provide content that is thematic, broad based, and integrative rather than just single-subject areas
3. Provide opportunities to generalize, integrate, and apply ideas to content
4. Encourage students to move through content at their own pace
5. Provide enrichment activities for content such as critical thinking, problem finding, and problem solving
6. Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
7. Require students to think about topics in more abstract and complex ways
8. Activity selection should be based on student interests and encourage self directed learning
9. Align objectives with Bloom's Taxonomy
10. Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
11. Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas
12. Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

Students with 504 Plans:

Environmental Strategies

- Provide a structured learning environment
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

Presentation Strategies

- Record lessons so the student can review
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide audio books
- Highlight main ideas and supporting details in the book

Behavioral Strategies

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Establish a home/school communication system for behavior monitoring
- Cooperatively generate rules and consequences for classroom behavior
- Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Set time expectations for assignments

- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques
- Ask student to repeat/paraphrase context to check understanding
- Simplify and repeat instructions
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Reinforce study skills strategies (survey, read, recite, review)
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills

Evaluation Methods

- Limit amount of material presented on page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

Students that are At Risk:

1. Provide a structured learning environment
2. Provide sensory breaks
3. Change student seating
4. Vary the method of lesson presentation using multi-sensory techniques
5. Provide small group or individual instruction
6. Reinforce the use of compensatory strategies
7. Reinforce self-monitoring and self-reflecting strategies
8. Buddy in class to assist and clarify
9. Actively help students build connections and associations in order to access background knowledge or previously taught information
10. Directly teach learning strategies
11. Repeat major points of information
12. Provide visual cues (posters, number lines, gestures, use of technology)

Universal Design

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It’s about building in flexibility that can be adjusted for every student’s [strengths](#) and needs. That’s why UDL benefits all kids.

- Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.
- This approach offers flexibility in the ways students access material, engage with it and show what they know.
- Developing lesson plans this way helps all kids, but it may be especially helpful for kids with learning and attention issues.

[The Difference Between UDL and Traditional Education](#)

[UDL in the Classroom](#) (5 Practices)

Universal Design for Learning

Recognition Networks

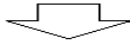
The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways



**Principle #1:
Provide Multiple Means of
Representation**

Strategic Networks

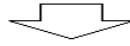
The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know



**Principle #2:
Provide Multiple Means of
Action and Expression**

Affective Networks

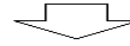
The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning



**Principle #3:
Provide Multiple Means of
Engagement**