

Somerville Schools 2017
CURRICULUM MAP WITH SCOPE AND SEQUENCE

Course: Ancient Civilizations		Subject Area: Social Studies		Grade Level: 6
	Unit 1: Geography (25 Days)	Unit 2: Mesopotamia and the First Civilizations (30 Days)	Unit 3: Egypt (20 Days)	
Enduring Understandings	<ol style="list-style-type: none"> 1. Natural resources impact how and where people live around the world. 2. The movement of people and ideas impacts cultures and civilizations positively and negatively. 3. There is a link between the environment and human activities. 4. All cultures have value and purpose as societies become increasingly global in nature. 	<ol style="list-style-type: none"> 1. Natural resources impact all aspects of culture. 2. There is a link between environment and human activities. 3. The technology of Mesopotamia laid the foundation for future civilizations. 	<ol style="list-style-type: none"> 1. Natural resources impact all elements of culture. 2. Egyptians developed a complicated system of preservation and burial based on religious beliefs and the afterlife. 3. The Nile River was critical to all aspects of Egyptian life and culture including government, religion, and trade. 4. Egyptians were exceptional innovators and engineers which contributed to their lasting civilization. 	
Essential Questions	<ol style="list-style-type: none"> 1. How does geography determine where people live? 2. How can natural resources lead to conflict? 3. What determines a person's culture and values? 	<ol style="list-style-type: none"> 1. How do natural resources impact various aspects of culture? 2. What role or purpose does religion serve in a culture? 3. What types of governments were formed in Mesopotamia and how did they develop? 	<ol style="list-style-type: none"> 1. How do physical geography, human geography and the human environment interact to influence or determine the development of cultures, societies and nations? 2. How have scientific and technological developments over the course of history changed the way people live 	

			<p>and how governments function?</p> <p>3. How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse world?</p>
Content Knowledge	<ol style="list-style-type: none"> 1. Throughout history, civilizations have been established around geography and natural resources for specific reasons. 2. The movement of people around the world has lasting impacts on cultures and creates new cultures. 3. Natural resources contribute significantly to cultures and can lead to conflict between cultures. 	<ol style="list-style-type: none"> 1. Natural resources contribute significantly to cultures and can lead to conflict between culture. 2. Religion played a vital role in early civilizations and governments. 3. Early Mesopotamian civilizations were innovators of many new technologies that would impact future civilizations. 	<ol style="list-style-type: none"> 1. Natural resources contribute significantly to cultures and can lead to conflict between cultures. 2. Religion played a vital role in early Egyptian civilization and governments. 3. Egyptians were skilled engineers and artisans whose contributions impacted all major Mediterranean civilizations.
Major Skills	<ol style="list-style-type: none"> 1. Utilizing textual evidence to support a claim. 2. Assessing how point of view shapes the content and meaning of text. 3. Evaluating the validity of informational text and relevance of evidence used. 4. Reading and comprehending complex informational text. 	<ol style="list-style-type: none"> 1. Utilizing textual evidence to support a claim. 2. Assessing how point of view shapes the content and meaning of text. 3. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes). 	<ol style="list-style-type: none"> 1. Utilizing textual evidence to support a claim. 2. Assessing how point of view shapes the content and meaning of text. 3. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes).

			4. Analyzing the lasting impacts of civilizations on future civilizations.
<p>Performance Based Assessments</p>	<ul style="list-style-type: none"> ● DBQ Overview: Teacher will model how to read and evaluate a variety of primary and secondary documents with the purpose of supporting a claim. Some possible topics include: <ul style="list-style-type: none"> ○ The impact of geography on culture ○ How natural resources impact civilizations and cultures ○ How natural resources create conflict among cultures ● Culture Project: Students will model their understanding of their personal culture through a multimedia or artistic presentations that demonstrates understanding of the various elements of culture and its impact on human behaviors. 	<ul style="list-style-type: none"> ● DBQ Overview: Teacher will model how to read and evaluate a variety of primary and secondary documents with the purpose of supporting a claim. Some possible topics include: <ul style="list-style-type: none"> ○ The impact of geography on culture ○ How natural resources impact various aspects of cultures ○ How government utilizes religion/law to control citizens ● Argumentative Writing: The teacher will model how to construct an argumentative essay by allowing the students to research specific elements of Mesopotamian governments and religions. Through research, students will construct a claim on the topic of Hammurabi’s Code and its positive or negative impact on the civilization. Students will consider the following along with their historical research: <ul style="list-style-type: none"> ○ Historical conditions surrounding the Code ○ Relevance in modern world ○ Freedom of Speech ○ The Code as a deterrent 	<ul style="list-style-type: none"> ● Canopic Jars Project: Teacher will model how to analyze important artifacts and their significance in cultures. Through research and application of prior knowledge, students will design and create canopic jars with the purpose of depicting their use in Ancient Egyptian mummification processes. Students will explain the symbolic meaning of the jars and their designs while describing the burial ceremony of the Egyptians. ● Newspaper Project: Teacher will model writing styles found in newspapers (expository, opinion, political cartoon) and discuss writing styles that create interest. Students will create a one-page newspaper which includes one expository writing piece, one opinion piece and one political cartoon. The final project will demonstrate a thorough

		<ul style="list-style-type: none"> ○ POV (Eye for an Eye) Smithsonian Article supporting Eye for an Eye ○ Pro and Con arguments for death penalty ○ Hammurabi's Code Newsela ○ US History.org Hammurabi's Code 	understanding of at least 3 parts of Egyptian culture.
Digital Platforms	Chromebooks Newsela National Archives Discovery Streaming NatGeo	Chromebooks Newsela National Archives Discovery Streaming NatGeo Smithsonian online	Chromebooks Newsela National Archives Discovery Streaming NatGeo Smithsonian online
Sources: Instructional Materials	<ul style="list-style-type: none"> ● Chromebooks ● Pens ● Pencils ● Paper ● Anchor Charts ● SMARTboard ● Teacher Laptop 	<ul style="list-style-type: none"> ● Chromebooks ● Pens ● Pencils ● Paper ● Anchor Charts ● SMARTboard ● Teacher Laptop 	<ul style="list-style-type: none"> ● Chromebooks ● Pens ● Pencils ● Paper ● Anchor Charts ● SMARTboard ● Teacher Laptop
NJSLS Standards	<p>6.1.8.B.1.b: Analyze the world in spatial terms (latitude, longitude) using historical maps to determine what led to the exploration of new water and land routes.</p> <p>6.2.8.B.1.a: Explain the various migratory patterns of hunters/gatherers that 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.A.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.</p> <p>6.2.8.A.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8.B.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations,</p>	<p>6.2.8.A.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8.A.2.b: Determine the role of slavery in the economic and social structures of early river valley civilizations.</p> <p>6.2.8.B.2.a: Determine the extent to which geography influenced settlement, the development of trade</p>

	<p>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 early river valley civilizations.</p> <p>6.2.8.B.2.b: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.1.8.D.4.a: Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>Support Standards: NJLSA.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. NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>and the sustainability of early river valley civilizations.</p> <p>6.2.8.B.2.b: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>6.2.8.D.2.b: Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p>6.2.8.D.2.d: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p> <p>Support Standards: NJLSA.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.</p>	<p>networks, technological innovations, and the sustainability of early river valley civilizations.</p> <p>6.2.8.B.2.b: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8.C.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p> <p>6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>6.2.8.D.2.b: Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p>
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			<p>independently and proficiently with scaffolding as needed.</p> <p>Technology Standards: 8.1.8.B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p> <p>College and Career Readiness/CRP Standards: 9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions</p> <p>CRP1 - Act as a responsible and contributing citizen an employee CRP2 - Apply appropriate academic and technical skills CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP12 - Work productively in teams while using cultural global competence.</p>
<p>Accommodations/Modifications</p>	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted interventions are 3 of the resources suggested in the 	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted interventions are 3 of the resources suggested in the curriculum. Teachers 	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted

	<p>curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners.</p> <ul style="list-style-type: none"> ● Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. ● Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts. 	<p>are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners.</p> <ul style="list-style-type: none"> ● Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. ● Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts. 	<p>interventions are 3 of the resources suggested in the curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners.</p> <ul style="list-style-type: none"> ● Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. ● Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts.
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Course: Ancient Civilizations		Subject Area: Social Studies		Grade Level: 6	
	Unit 4: India and China (15 Days)	Unit 5: Greece (25 Days)	Unit 6: Rome (25 Days)		
Enduring Understandings	1. India's geographic setting limited the contact the ancient peoples of the Indian	1. The geography of ancient Greece encouraged the growth of independent communities that shared a common culture.	1. Rome's geographic setting helped the city grow into an important civilization.		

	<p>subcontinent had with the rest of the world.</p> <ol style="list-style-type: none"> 2. Hindus believed in nonviolence, and that good behavior will be rewarded and bad behavior will be punished. 3. Buddhism flourished in India, along with Hinduism, but eventually it declined there. Missionaries carried the Buddha's message throughout Asia. 4. Flooding rivers, monsoon rains, and mountain and ocean barriers greatly affected China's early peoples. 5. Confucianism stated that a peaceful, orderly society was possible only when rulers treated others justly. 6. The Silk Road opened China to trade with the lands to the west. 7. The Chinese made many advances in learning and technology under the Han dynasty. 	<ol style="list-style-type: none"> 2. Greece's traditionally independent cities provided the foundation for government rule by people. 3. Greeks worshipped many different gods and goddesses, which explained natural phenomena. 4. Men and women conducted different business in ancient Athens. Slaves were common. 5. Life in ancient Sparta was strictly ruled by the state in order to create a powerful army. 6. Alexander the Great expanded Greek culture westward. 	<ol style="list-style-type: none"> 2. Rome's early ruling people, the Etruscans, were overthrown by Romans who established a Republic as a reaction. 3. The expanding Roman Empire was a challenge for Augustus and other emperors who ruled it. 4. The Greeks influenced Roman learning and religion. 5. The Romans were masters at creating large public buildings, road networks, and aqueducts. 6. Roman law spread throughout the empire and continues to influence civilizations today. 7. As Christianity spread, Roman officials viewed Christians as enemies and persecuted them. 8. Political, economic, and other problems brought about the decline of the Roman Empire.
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. How do physical geography, human geography and the human environment interact to influence or determine the development of cultures, societies and nations? 	<ol style="list-style-type: none"> 1. How do physical geography, human geography and the human environment interact to influence or determine the development of cultures, societies and nations? 	<ol style="list-style-type: none"> 1. How do physical geography, human geography and the human environment interact to influence or determine the development of cultures, societies and nations?

	<ol style="list-style-type: none"> 2. How have scientific and technological developments over the course of history changed the way people live and how governments function? 3. How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse world? 4. How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? 	<ol style="list-style-type: none"> 2. How do citizens, civic ideals and government institutions interact to balance the needs of individuals and the common good? 3. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality and respect for human dignity? 4. How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse world? 	<ol style="list-style-type: none"> 2. How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse world? 3. How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? 4. How have scientific and technological developments over the course of history changed the way people live and economies and governments function? 5. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? 6. What causes civilizations to expand and collapse?
<p>Content Knowledge</p>	<ol style="list-style-type: none"> 1. Natural resources contribute significantly to cultures and can lead to conflict between cultures. 2. Religion played a vital role in early Indian and Chinese civilizations and governments. 	<ol style="list-style-type: none"> 1. How the geography of ancient Greece influenced the development of Greek civilization. 2. Early Greek history along and the development of democracy. 	<ol style="list-style-type: none"> 1. How Romans formed a republic and identify the reasons that the Roman Republic went into decline. 2. The foundational concepts and principles of the Roman Republic that later influenced

	<p>3. Chinese were skilled engineers and artisans and inventors whose contributions impacted all major civilizations.</p>	<p>3. The basis of religious beliefs of the ancient Greeks and explore how the Greeks searched for knowledge about their world.</p> <p>4. K4: Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today.</p> <p>5. Evaluate how citizens perceived the principles of liberty and equality then and now. Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p>6. How major events are related to one another in time. Select and use various geographic representations to compare information about people, places, regions, and environments.</p>	<p>the development of the United States Constitution.</p> <p>3. The major empires of Greece, Rome, India and China combine to represent major achievements that represent world legacies.</p> <p>4. How major events throughout history are related to one another in time.</p> <p>5. The impact of expanding land and sea trade routes through the Mediterranean Sea to other parts of the Roman Empire.</p>
<p>Major Skills</p>	<p>1. Utilizing textual evidence to support a claim</p> <p>2. Assessing how point of view shapes the content and meaning of text.</p> <p>3. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes).</p>	<p>1. Utilizing textual evidence to support a claim.</p> <p>2. Assessing how point of view shapes the content and meaning of text.</p> <p>3. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes).</p>	<p>1. Analyzing information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</p> <p>2. Utilizing textual evidence to support a claim.</p> <p>3. Assessing how point of view shapes the content and meaning of text.</p>

	<ol style="list-style-type: none"> 4. Analyzing the lasting impacts of civilizations on future civilizations. 5. Researching and citing evidence to support a claim. 	<ol style="list-style-type: none"> 4. Analyzing the lasting impacts of civilizations on future civilizations. 5. Researching and citing evidence to support a claim. 6. Demonstrating how major events are related through the use of timelines and geographic representations. 	<ol style="list-style-type: none"> 4. Analyzing the lasting impacts of civilizations on future civilizations. 5. Researching and citing evidence to support a claim.
<p>Performance Based Assessments</p>	<p>Narrative Piece: Students throughout the unit will examine how point of view shapes and reshapes how events are interpreted by readers. Students will write a short story from the point of view of a historical figure in the time of Ancient China or India. Students will be challenged to remain true to the historical facts and demonstrate a thorough understanding of physical characteristics of the selected civilization.</p>	<p>Museum Walk: Students will create a virtual museum in groups of 3 - 4. Each group will create an exhibit for the museum based on either art, architecture, literature or religious beliefs. The focus of each exhibit will be on an area selected by each group. An additional 5th room will focus on the lasting impact of Greek civilization on future civilizations (i.e. America). Each student will locate artifacts for display; write an explanation of the significance of the artifact for the time period and region; and justifications for why the artifact should be included in the exhibit.</p>	<p>Childrens' Book Author: Students will assume the role of an author of a children's educational book. Students will create an illustrated flip book that evaluates Greece or Rome through research and explanation of the following topics: Social, Political, Religious, Intellectual, Technological and Economic factors that contributed to their civilization. The group will provide the following information in the flip book:</p> <ul style="list-style-type: none"> • a written description of each of those (SPRITE) factors in your assigned civilization. • several examples of each factor in the civilization • a comparison of each factor with one of the other civilizations • an illustration of each factor in the civilization

			<ul style="list-style-type: none"> • a description of how each of these civilizations impacted future civilizations • an evaluation of each civilization in terms of the factors that were described <p>You will each then write a statement that shows how governments became more complex as their societies grew and interacted with other societies.</p>
Digital Platforms	Chromebooks Newsela National Archives Discovery Streaming NatGeo Smithsonian online Mr. Donn's Social Studies	Chromebooks Newsela National Archives Discovery Streaming NatGeo Smithsonian online Mr. Donn's Social Studies	Chromebooks Newsela National Archives Discovery Streaming NatGeo Smithsonian online Mr. Donn's Social Studies
Sources: Instructional Materials	<ul style="list-style-type: none"> • Chromebooks • Pens • Pencils • Paper • Anchor Charts • SMARTboard • Teacher Laptop 	<ul style="list-style-type: none"> • Chromebooks • Pens • Pencils • Paper • Anchor Charts • SMARTboard • Teacher Laptop 	<ul style="list-style-type: none"> • Chromebooks • Pens • Pencils • Paper • Anchor Charts • SMARTboard • Teacher Laptop
NJSLS Standards	6.2.8.A.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	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.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and

	<p>6.2.8.A.2.b: Determine the role of slavery in the economic and social structures of early river valley civilizations.</p> <p>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 early river valley civilizations.</p> <p>6.2.8.C.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p> <p>6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>6.2.8.A.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.</p> <p>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</p>	<p>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.</p> <p>6.2.8.A.3.d: Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.</p> <p>6.2.8.A.3.e: Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.</p> <p>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.</p> <p>6.2.8.B.3.b: Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.</p> <p>6.2.8.C.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of</p>	<p>India to control and unify their expanding empires.</p> <p>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.</p> <p>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.</p> <p>6.2.8.A.3.e: Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.</p> <p>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.</p> <p>6.2.8.C.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</p>
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	<p>structures of classical civilizations.</p> <p>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.</p> <p>6.2.8.C.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</p> <p>6.2.8.C.3.b: 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.</p> <p>6.2.8.D.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>6.2.8.D.3.c: Evaluate the importance and enduring legacy</p>	<p>exchange in the Mediterranean World and Asia.</p> <p>6.2.8.C.3.b: 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.</p> <p>6.2.8.D.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.3.c: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>6.2.8.D.3.d: 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.</p> <p>6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>Support Standards:</p>	<p>6.2.8.C.3.b: 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.</p> <p>6.2.8.D.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.D.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>6.2.8.D.3.c: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>6.2.8.D.3.d: 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.</p> <p>6.2.8.D.3.e: Determine the extent to which religion, economic</p>
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	<p>of the major achievements of Greece, Rome, India, and China over time.</p> <p>6.2.8.D.3.d: 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.</p> <p>6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>Support Standards: 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.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as</p>	<p>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.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Technology Standards: 8.1.8B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p> <p>College and Career Readiness/CRP Standards: 9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions</p> <p>CRP1 - Act as a responsible and contributing citizen an employee CRP2 - Apply appropriate academic and technical skills</p>	<p>issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>Support Standards: 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.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Technology Standards: 8.1.8B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p> <p>College and Career Readiness/CRP Standards:</p>
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	<p>well as the relevance and sufficiency of the evidence. NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to</p>	<p>CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP12 - Work productively in teams while using cultural global competence.</p>	<p>9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions</p> <p>CRP1 - Act as a responsible and contributing citizen an employee CRP2 - Apply appropriate academic and technical skills CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP12 - Work productively in teams while using cultural global competence.</p>
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	<p>capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Technology Standards: 8.1.8B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p> <p>College and Career Readiness/CRP Standards: 9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions</p> <p>CRP1 - Act as a responsible and contributing citizen an employee CRP2 - Apply appropriate academic and technical skills CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP12 - Work productively in teams while using cultural global competence.</p>		
<p>Accommodations/Modifications</p>	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted 	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted 	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted

	<p>interventions are 3 of the resources suggested in the curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners.</p> <ul style="list-style-type: none">● Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com.● Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts.	<p>interventions are 3 of the resources suggested in the curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners.</p> <ul style="list-style-type: none">● Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com.● Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts.	<p>interventions are 3 of the resources suggested in the curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners.</p> <ul style="list-style-type: none">● Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com.● Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts.
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