

Moonachie School District Social Studies Curriculum: Grade 6

Classical Civilizations Unit

The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE - 600 CE)

Born & Adopted: September 29, 2015

Revisions Adopted: January 7, 2020

The following maps outline the NJSLs for grade six Social Studies. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessments:

- Unit Test
- Weekly vocabulary and map skill quizzes on Senteo Smart Device
- BrainPop!
- Mediterranean Cruise Brochure Project
- Greek Mythology Plays
- Greek City-State Olympics
- Types of Government Commercials
- Golden Age Museum
- Republic vs. Empire Project
- Johnny Caesar Project
- Roman Facebook Project
- Legacies of Ancient Rome Documentary Project
- Downfall of a Civilization Project
- Class observation
- Anticipatory sets including think pair share, inside outside circle, or media response
- Exit Cards & other closing activities

Resources:

- Discovery Education Tech-Books: <https://app.discoveryeducation.com>
- Smart Board & Smart Technologies
- iPad Apps – Montessori Maps, Britannica Kids: Ancient Rome
- Laptop & Desktop computers permanently available in the room
- **Greece Unit webpage:**
http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/Ancient_Greece
- **Rome Unit webpage:**
http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/Ancient_Rome
- **Comparative Religions webpage:**
http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/Comparative_Religions
- **China Unit webpage:**
http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/Ancient_China

References:

NJ Social Studies Standards: <http://www.state.nj.us/education/cccs/2014/ss/>

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>

Common Core Standards – English Language Arts Standards for Social Studies/ History Grades 6 – 8

<http://www.corestandards.org/ELA-Literacy/RH/6-8/>

Websites:

- **Greece Unit webpage:**

http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/Ancient_Greece

- **Rome Unit webpage:**

http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/Ancient_Rome

- **Comparative Religions webpage:**

http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/Comparative_Religions

- **China Unit webpage:**

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Social Studies Curriculum: Grade 6

NJSLS Standard - SOC 6.2.8.3 - The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

Era Strand (Classical Civilizations)

SOC 6.2.8.CS3 - Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

6.3.8.D.1

Engage in simulated democratic processes to understand how conflicting points of view are addressed in a democratic society.

Essential Question(s): What cultural factors established Classical Mediterranean civilizations could still be seen in the United States today? Why did these factors have a lasting legacy?

Vocabulary: Golden Age, democracy, republic, tyranny, dictatorship, theocracy, aristocracy, oligarchy, city-state, philosophy, architecture, drama, bureaucracy, empire

Overarching Skills Social Studies Standards Connections

SOC 6.3.8: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS1 -Recognize the causes and effects of prejudice on individuals, groups, and society.

SOC.6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

SOC.6.3.8.CS3 -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

SOC.6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

SOC.6.3.8.CS6 - Demonstrate understanding of democratic values and processes.

SOC.6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

SOC.6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

SOC.6.3.8.CS9 - Make informed and reasoned decisions.

SOC.6.3.8.CS10 - Accept decisions that are made for the common good.

Financial Literacy Standards (PFL.9.1.8.A.)

- **PFL.9.1.8.A.2** - *Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (Types of Government Commercials, Golden Age Museum, Legacies of Ancient Rome Documentary Project)*

- **PFL.9.1.8.A.3** - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (Types of Government Commercials, Golden Age Museum, Legacies of Ancient Rome Documentary Project)
- **PFL.9.1.8.A.4** - Relate earning power to quality of life across cultures. (Types of Government Commercials, Golden Age Museum, Legacies of Ancient Rome Documentary Project)
- **PFL.9.1.8.A.5** - Relate how the demand for certain skills determines an individual's earning power. (Types of Government Commercials, Golden Age Museum, Legacies of Ancient Rome Documentary Project)
- **PFL.9.1.8.A.6** - Explain how income affects spending decisions (Types of Government Commercials, Golden Age Museum, Legacies of Ancient Rome Documentary Project)

21st Century Career Ready Practices (Standard 9):

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **CAEP.9.2.8.B.4** - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. NJ Career Readiness Standards:

NJ Career Readiness Standards:

<http://www.state.nj.us/education/cccs/2014/career/91.pdf>

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

Technology Standards:

TECH.8.1.8.A.CS1 - Understand and use technology systems.

TECH.8.1.8.A.CS2 - Select and use applications effectively and productively.

TECH.8.1.8 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

TECH.8.1.8.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.8.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.8.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.8 - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.8.B - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

TECH.8.2.8.C - The design process is a systematic approach to solving problems.

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1d - Establish and maintain a formal style.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1e - Provide a concluding statement or section that follows from and supports the argument presented.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e - Establish and maintain a formal style and objective tone

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9 - Draw evidence from informational texts to support analysis, reflection, and research.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>SOC 6.2.8.CS3 - Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p>	<ul style="list-style-type: none"> ● comparing and contrasting ● acquiring vocabulary ● analyzing events and date over time to see them in context ● research using print and digital resources ● write creatively with artistic expression ● apply higher-order problem-solving strategies (synthesis) ● integrating artistic expression as a means of demonstrating understanding ● cooperative team building and problem solving ● utilizing technology to present information in an engaging way 	<ul style="list-style-type: none"> ● Small group instruction on key ideas of unit and informational text reading strategies ● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis ● Closing activities to analyze student understanding of the topic including exit cards ● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic ● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic ● Collaborative presentation of work utilizing available technology 	<ul style="list-style-type: none"> ● Types of Government Commercials – students will research different types of government that trace their roots to the city-states of Ancient Greece. Students will create a commercial encouraging a society to choose this form of government. ● Golden Age Museum – Students will research a broad range of topics relating to the Golden Age of Athens and Hellenism. Students will generate a museum display highlighting on of the areas of interest. Students will act as docents to their display. ● Legacies of Ancient Rome Documentary Project – Students will research a broad range of topics relating to

	<ul style="list-style-type: none"> utilizing dramatic expression as a means of demonstrating understanding 		<p>innovations of the Ancient Romans and demonstrate how these legacies can still be seen in the world today.</p>
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Research Activities with cross curricular themes Teacher gives students real life situations and students create an outcome Engage in higher order thinking activities including developing a interactive presentations Identify larger themes connecting this time period to others in history Higher level text from class library including informational text and works of literature 	<ul style="list-style-type: none"> Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> Audio book Video clips Highlighting text and keeping notes within text Google Translate Pre-teach vocabulary Real World Cause and Effect Scenarios Read aloud Word Ring Build background knowledge Picture Associations Partner Work Peer assistance For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> Audio book Video clips Highlighting text and keeping notes within text Extended time Modified assignments Teacher prepared notes on small group lessons Small group, alternate location Real World Cause and Effect Scenarios Modeling Leveled reading Read aloud Build background knowledge Oral/visual reminders Peer assistance Pre-teach vocabulary Picture associations with vocab Build background knowledge of time period Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Tier II and Tier III intervention Morning tutoring After school program Parental contact Student mentoring

SOC 6.2.8.A.3 - Civics, Government, and Human Rights Strand

SOC 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.

SOC 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.

SOC 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.

SOC 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.

SOC 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.

6.3.8.D.1

Engage in simulated democratic processes to understand how conflicting points of view are addressed in a democratic society.

Essential Question(s): Compare and contrast the social structures of different ancient river civilizations, and describe the factors that led to their development. What role did slave labor play in ancient river civilizations, and how does that compare historical slavery in the US?

Vocabulary: democracy, republic, tyranny, dictatorship, theocracy, aristocracy, oligarchy, city-state, bureaucracy, empire, slavery, economics, natural rights, plebeian, patrician, assembly, tribune, senate

Overarching Skills Social Studies Standards Connections – Amistad Commission Requirements

SOC 6.3.8: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS1 -Recognize the causes and effects of prejudice on individuals, groups, and society.

SOC.6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

SOC.6.3.8.CS3 -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

SOC.6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

SOC.6.3.8.CS6 - Demonstrate understanding of democratic values and processes.

SOC.6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

SOC.6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

SOC.6.3.8.CS9 - Make informed and reasoned decisions.

SOC.6.3.8.CS10 - Accept decisions that are made for the common good.

Financial Literacy Standards (PFL.9.1.8.A.)

- *PFL.9.1.8.A.1 - Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay. (Roman Farcebook Project)*
- *PFL.9.1.8.A.2 - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (Types of Government Commercials, Republic vs. Empire Project, Roman Farcebook Project)*
- *PFL.9.1.8.A.3 - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (Types of Government Commercials, Republic vs. Empire Project, Roman Farcebook Project)*
- *PFL.9.1.8.A.4 - Relate earning power to quality of life across cultures. (Types of Government Commercials, Republic vs. Empire Project, Roman Farcebook Project)*
- *PFL.9.1.8.A.5 - Relate how the demand for certain skills determines an individual's earning power. (Types of Government Commercials, Republic vs. Empire Project, Roman Farcebook Project)*
- *PFL.9.1.8.A.6 - Explain how income affects spending decisions (Types of Government Commercials, Republic vs. Empire Project, Roman Farcebook Project)*

21st Century Career Ready Practices (Standard 9):

- **CRP1.** Act as a responsible and contributing citizen and employee.
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- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP11.** Use technology to enhance productivity.

- **CRP12.** Work productively in teams while using cultural global competence.
- **CAEP.9.2.8.B.4** - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- **CAEP.9.2.8.B.7** - Evaluate the impact of online activities and social media on employer decisions.

NJ Career Readiness Standards:

<http://www.state.nj.us/education/cccs/2014/career/91.pdf>

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

Technology Standards:

TECH.8.1.8.D - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

TECH.8.1.8.D.CS3 - Exhibit leadership for digital citizenship.

TECH.8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

TECH.8.1.8.A.CS1 - Understand and use technology systems.

TECH.8.1.8.A.CS2 - Select and use applications effectively and productively.

TECH.8.1.8 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

TECH.8.1.8.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.8.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.8.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.8 - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.8.B - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

TECH.8.2.8.C - The design process is a systematic approach to solving problems.

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Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History

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LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e - Establish and maintain a formal style and objective tone

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9 - Draw evidence from informational texts to support analysis, reflection, and research.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>SOC 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>	<ul style="list-style-type: none"> ● comparing and contrasting ● acquiring vocabulary ● analyzing events and date over time to see them in context ● research using print and digital resources ● write creatively with artistic expression 	<ul style="list-style-type: none"> ● Small group instruction on key ideas of unit and informational text reading strategies ● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis ● Closing activities to analyze student understanding of the topic including exit cards 	<ul style="list-style-type: none"> ● Types of Government Commercials – students will research different types of government that trace their roots to the city-states of Ancient Greece. Students will create a commercial encouraging a society to choose this form of government.

<p>SOC 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>SOC 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>SOC 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>SOC 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>	<ul style="list-style-type: none"> ● apply higher-order problem-solving strategies (synthesis) ● integrating artistic expression as a means of demonstrating understanding ● cooperative team building and problem solving ● utilizing technology to present information in an engaging way 	<ul style="list-style-type: none"> ● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic ● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic ● Collaborative presentation of work utilizing available technology 	<ul style="list-style-type: none"> ● Republic vs. Empire Project – students will generate an interactive Venn Diagram comparing and contrasting the Roman Republic to the Roman Empire ● Johnny Caesar Project – Students will act in a parody version of Shakespeare’s Julius Caesar. Students will then debate whether the Roman Senate was right or wrong in assassinating Caesar. ● Roman Farcebook Project - Students will create a Farcebook Profile page of a significant government or cultural leader relating to the history of ancient Rome
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure

<ul style="list-style-type: none"> ● Research Activities with cross curricular themes ● Teacher gives students real life situations and students create an outcome ● Engage in higher order thinking activities including developing a interactive presentations & posters ● Identify larger themes connecting this time period to others in history ● Higher level text from class library including informational text and works of literature 	<ul style="list-style-type: none"> ● Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> ● Audio book ● Video clips ● Highlighting text and keeping notes within text ● Google Translate ● Pre-teach vocabulary ● Real World Cause and Effect Scenarios ● Read aloud ● Word Ring ● Build background knowledge ● Picture Associations ● Partner Work ● Peer assistance ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> ● Audio book ● Video clips ● Highlighting text and keeping notes within text ● Extended time ● Modified assignments ● Teacher prepared notes on small group lessons ● Small group, alternate location ● Real World Cause and Effect Scenarios ● Modeling ● Leveled reading ● Read aloud ● Build background knowledge ● Oral/visual reminders ● Peer assistance ● Pre-teach vocabulary ● Picture associations with vocab ● Build background knowledge of time period ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● Morning tutoring ● After school program ● Parental contact ● Student mentoring
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SOC 6.2.8.B.3 - Geography, People, and the Environment Strand

SOC 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.

SOC 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.

6.3.8.B.1

Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

Essential Question(s): What environmental factors allowed Classical Mediterranean civilizations to flourish despite not having the natural resources of ancient river societies? How did both physical and political geographic factors lead to the decline of Classical Mediterranean civilizations?

Vocabulary: Balkan Peninsula, Peloponnesian Peninsula, Mediterranean Sea, Aegean Sea, Tiber River, city-state, mountain, expansion, empire, conquest, barbarian, emperor

Overarching Skills Social Studies Standards Connections

SOC 6.3.8: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS1 -Recognize the causes and effects of prejudice on individuals, groups, and society.

SOC.6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

SOC.6.3.8.CS3 -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

SOC.6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

SOC.6.3.8.CS6 - Demonstrate understanding of democratic values and processes.

SOC.6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

SOC.6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

SOC.6.3.8.CS9 - Make informed and reasoned decisions.

SOC.6.3.8.CS10 - Accept decisions that are made for the common good.

Financial Literacy Standards (PFL.9.1.8.A.)

- **PFL.9.1.8.A.2** - *Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (Greek City-State Olympics)*
- **PFL.9.1.8.A.3** - *Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (Greek City-State Olympics)*
- **PFL.9.1.8.A.4** - *Relate earning power to quality of life across cultures. (Greek City-State Olympics)*

- **PFL.9.1.8.A.5** - Relate how the demand for certain skills determines an individual's earning power. (Greek City-State Olympics)
- **PFL.9.1.8.A.6** - Explain how income affects spending decisions(Greek City-State Olympics)

21st Century Career Ready Practices (Standard 9):

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **CAEP.9.2.8.B.4** - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

NJ Career Readiness Standards:

<http://www.state.nj.us/education/cccs/2014/career/91.pdf>

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

Technology Standards:

TECH.8.1.8.A.CS1 - Understand and use technology systems.

TECH.8.1.8.A.CS2 - Select and use applications effectively and productively.

TECH.8.1.8 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

TECH.8.1.8.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.8.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.8.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.8 - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.8.B - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

TECH.8.2.8.C - The design process is a systematic approach to solving problems.

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1d - Establish and maintain a formal style.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1e - Provide a concluding statement or section that follows from and supports the argument presented.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e - Establish and maintain a formal style and objective tone

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9 - Draw evidence from informational texts to support analysis, reflection, and research.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>SOC 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>SOC 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>	<ul style="list-style-type: none"> ● comparing and contrasting ● acquiring vocabulary ● analyzing events and date over time to see them in context ● research using print and digital resources ● write creatively with artistic expression ● apply higher-order problem-solving strategies (synthesis) ● integrating artistic expression as a means of demonstrating understanding ● cooperative team building and problem solving ● utilizing technology to present information in an engaging way 	<ul style="list-style-type: none"> ● Small group instruction on key ideas of unit and informational text reading strategies ● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis ● Closing activities to analyze student understanding of the topic including exit cards ● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic ● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic ● Collaborative presentation of work utilizing available technology 	<ul style="list-style-type: none"> ● Mediterranean Cruise Brochure Project – Students will generate a travel brochure depicting several of the geographic features of the Mediterranean World. ● Greek City-State Olympics – Students groups will each be assigned a Greek city-state and research its political, cultural, and geographic factors. Students will design a flag for their city-state, which represents their findings. Students will then compete in a Greek-style Olympics representing their city-state. ● Downfall of a Civilization – Students will be asked to explain what factors led to the decline of the Roman Empire. Students will have to connect the downfall of Rome to the collapse of at least one other civilization (i.e. Greece, China, India). Students will have to present their findings to the class.

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Research Activities with cross curricular themes ● Teacher gives students real life situations and students create an outcome ● Engage in higher order thinking activities including developing a interactive presentations ● Identify larger themes connecting this time period to others in history ● Higher level text from class library including informational text and works of literature 	<ul style="list-style-type: none"> ● Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> ● Audio book ● Video clips ● Highlighting text and keeping notes within text ● Google Translate ● Pre-teach vocabulary ● Real World Cause and Effect Scenarios ● Read aloud ● Word Ring ● Build background knowledge ● Picture Associations ● Partner Work ● Peer assistance ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> ● Audio book ● Video clips ● Highlighting text and keeping notes within text ● Extended time ● Modified assignments ● Teacher prepared notes ● Small group, alternate location ● Real World Scenarios ● Modeling ● Leveled reading ● Read aloud ● Build background knowledge ● Oral/visual reminders ● Peer assistance ● Pre-teach vocabulary ● Picture associations with vocab ● Build background knowledge of time ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● Morning tutoring ● After school program ● Parental contact ● Student mentoring

SOC 6.2.8.C.3 - Economics, Innovation, and Technology Strand

SOC 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.

SOC 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.

Essential Question(s): How were Classical Civilizations able to overcome geographic disadvantages by utilizing their agricultural, technological, economic, and military innovations?

Vocabulary: aqueduct, arch, column, pottery, architecture, acropolis, harbor, phalanx, gladiator, grain

Overarching Skills Social Studies Standards Connections

SOC 6.3.8: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS1 -Recognize the causes and effects of prejudice on individuals, groups, and society.

SOC.6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

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SOC.6.3.8.CS9 - Make informed and reasoned decisions.

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21st Century Career Ready Practices (Standard 9):

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TECH.8.1.8.A.CS2 - Select and use applications effectively and productively.

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TECH.8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

TECH.8.1.8.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.8.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.8.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.8 - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.8.B - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

TECH.8.2.8.C - The design process is a systematic approach to solving problems.

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Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History

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LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1e - Provide a concluding statement or section that follows from and supports the argument presented.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e - Establish and maintain a formal style and objective tone

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9 - Draw evidence from informational texts to support analysis, reflection, and research.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
SOC 6.2.8.C.3.a - Analyze the impact of expanding land and sea trade routes as well as a uniform system	<ul style="list-style-type: none"> ● comparing and contrasting ● acquiring vocabulary 	<ul style="list-style-type: none"> ● Small group instruction on key ideas of unit and informational text reading strategies 	<ul style="list-style-type: none"> ● Brochure Project – Students will generate a travel brochure depicting several of the geographic

<p>of exchange in the Mediterranean World and Asia.</p> <p>SOC 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>	<ul style="list-style-type: none"> analyzing events and date over time to see them in context research using print and digital resources write creatively with artistic expression apply higher-order problem-solving strategies (synthesis) integrating artistic expression as a means of demonstrating understanding cooperative team building and problem solving utilizing technology to present information in an engaging way 	<ul style="list-style-type: none"> Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis Closing activities to analyze student understanding of the topic including exit cards Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic Collaborative presentation of work utilizing available technology 	<p>features of the Mediterranean World.</p> <ul style="list-style-type: none"> Golden Age Museum – Students will research a broad range of topics relating to the Golden Age of Athens and Hellenism. Students will generate a museum display highlighting on of the areas of interest. Students will act as docents to their display. Legacies of Ancient Rome Documentary Project – Students will research a broad range of topics relating to innovations of the Ancient Romans and demonstrate how these legacies can still be seen in the world today.
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Research Activities with cross curricular themes Teacher gives students real life situations and students create an outcome Engage in higher order thinking activities including developing a interactive presentations Identify larger themes connecting this time period to others in history Higher level text from class library including informational text and works of literature 	<ul style="list-style-type: none"> Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> Audio book Video clips Highlighting text and keeping notes within text Google Translate Pre-teach vocabulary Real World Cause and Effect Scenarios Read aloud Word Ring Build background knowledge Picture Associations Partner Work Peer assistance 	<ul style="list-style-type: none"> Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> Audio book Video clips Highlighting text and keeping notes within text Extended time Modified assignments Teacher prepared notes on small group lessons Small group, alternate location Real World Cause and Effect Scenarios Modeling Leveled reading Read aloud Build background knowledge 	<ul style="list-style-type: none"> Tier II and Tier III intervention Morning tutoring After school program Parental contact Student mentoring

	<ul style="list-style-type: none">• For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf	<ul style="list-style-type: none">• Oral/visual reminders• Peer assistance• Pre-teach vocabulary• Picture associations with vocab• Build background knowledge of time period• Refer to each student's IEP for more specific modifications	
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SOC 6.2.8.D.3 - History, Culture, and Perspectives Strand

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

SOC 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.

SOC 6.2.8.D.3.c - Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

SOC 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, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

SOC 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.

Essential Question(s): What role did religion play in ancient religious societies, and what role does it play in society today? How did the practices of ancient religions compare to those worshiped today? How can we see the influences of ancient river societies in our lives today?

Vocabulary: mythology, Homer, Hellenism, morale, fable, Olympians, Pantheon, monotheism, polytheism, religion, deity, Judaism, Christianity, Islam, Buddhism, Shinto, Taoism, Confucianism, Hinduism, Sikhism, Unitarianism, plebeian, patrician, assembly, tribune, senate

Overarching Skills Social Studies Standards Connections

SOC 6.3.8: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS1 -Recognize the causes and effects of prejudice on individuals, groups, and society.

SOC.6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

SOC.6.3.8.CS3 -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

SOC.6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

SOC.6.3.8.CS6 - Demonstrate understanding of democratic values and processes.

SOC.6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

SOC.6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

SOC.6.3.8.CS9 - Make informed and reasoned decisions.

SOC.6.3.8.CS10 - Accept decisions that are made for the common good.

Financial Literacy Standards (PFL.9.1.8.A.)

- **PFL.9.1.8.A.2** - *Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (Golden Age Museum)*
- **PFL.9.1.8.A.3** - *Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (Golden Age Museum)*
- **PFL.9.1.8.A.4** - *Relate earning power to quality of life across cultures. (Golden Age Museum)*
- **PFL.9.1.8.A.5** - *Relate how the demand for certain skills determines an individual's earning power.(Golden Age Museum)*
- **PFL.9.1.8.A.6** - *Explain how income affects spending decisions (Golden Age Museum)*

21st Century Career Ready Practices (Standard 9):

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **CAEP.9.2.8.B.4** - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.NJ Career Readiness Standards:

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Technology Standards:

TECH.8.1.8.A.CS1 - Understand and use technology systems.

TECH.8.1.8.A.CS2 - Select and use applications effectively and productively.

TECH.8.1.8 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

TECH.8.1.8.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.8.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.8.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.8 - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.8.B - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

TECH.8.2.8.C - The design process is a systematic approach to solving problems.

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1d - Establish and maintain a formal style.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1e - Provide a concluding statement or section that follows from and supports the argument presented.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e - Establish and maintain a formal style and objective tone

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9 - Draw evidence from informational texts to support analysis, reflection, and research.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>SOC 6.2.8.D.3.a - Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>SOC 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>SOC 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>SOC 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, Islam,</p>	<ul style="list-style-type: none"> • comparing and contrasting • acquiring vocabulary • analyzing events and date over time to see them in context • research using print and digital resources • write creatively with artistic expression • apply higher-order problem-solving strategies (synthesis) • integrating artistic expression as a means of demonstrating understanding • cooperative team building and problem solving • utilizing technology to present information in an engaging way 	<ul style="list-style-type: none"> • Small group instruction on key ideas of unit and informational text reading strategies • Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis • Closing activities to analyze student understanding of the topic including exit cards • Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic • Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic • Collaborative presentation of work utilizing available technology 	<ul style="list-style-type: none"> • Greek Mythology Plays – Students will be assigned a Greek myth to research. Students will develop a script, costumes, setting, and mask for a play depicting their myth. Students will perform their plays. • Coexist Comparative Religion Stained Glass Window Project – (Done during Ancient River Societies Unit) Students will research a world religion’s origins, key beliefs, and rituals. Students will create a pane of a stained glass window which celebrates the beliefs of all religions • Golden Age Museum – Students will research a broad range of topics relating to the Golden Age of Athens and Hellenism. Students will generate a museum display highlighting on of the areas of interest. Students will act as docents to their display.

<p>Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p>			<ul style="list-style-type: none"> ● Legacies of Ancient Rome Documentary Project – Students will research a broad range of topics relating to innovations of the Ancient Romans and demonstrate how these legacies can still be seen in the world today. ● Downfall of a Civilization – Students will be asked to explain what factors led to the decline of the Roman Empire. Students will have to connect the downfall of Rome to the collapse of at least one other civilization (i.e. Greece, China, India). Students will have to present their findings to the class.
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Research Activities with cross curricular themes ● Teacher gives students real life situations and students create an outcome ● Engage in higher order thinking activities including developing a interactive presentations ● Identify larger themes connecting this time period to others in history ● Higher level text from class library including 	<ul style="list-style-type: none"> ● Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> ● Audio book ● Video clips ● Highlighting text and keeping notes within text ● Google Translate ● Pre-teach vocabulary ● Real World Cause and Effect Scenarios ● Read aloud ● Word Ring ● Build background knowledge ● Picture Associations ● Partner Work 	<ul style="list-style-type: none"> ● Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> ● Audio book ● Video clips ● Highlighting text and keeping notes within text ● Extended time ● Modified assignments ● Teacher prepared notes on small group lessons ● Small group, alternate location ● Real World Cause and Effect Scenarios ● Modeling ● Leveled reading ● Read aloud 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● Morning tutoring ● After school program ● Parental contact ● Student mentoring

<p>informational text and works of literature</p>	<ul style="list-style-type: none"> ● Peer assistance ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Build background knowledge ● Oral/visual reminders ● Peer assistance ● Pre-teach vocabulary ● Picture associations with vocab ● Build background knowledge of time period ● Refer to each student's IEP for more specific modifications 	
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