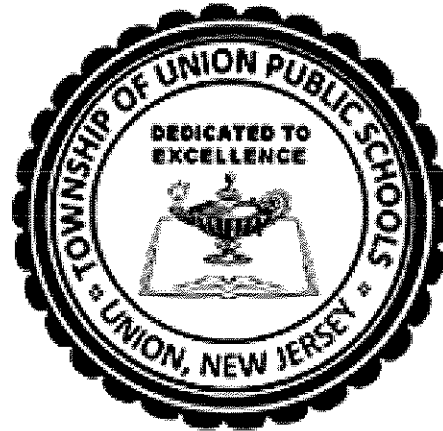


TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 7 Social Studies

Adopted: July 30, 2024

Unit 1 Era 3: The Classical Civilizations of the Mediterranean World, India and China

Timeframe: ~ 60 days

Guiding Questions

- What led to the rise and fall of various dynasties?
 - What and how did Ancient China trade?
 - What and how did Ancient India trade?
 - How did Ancient Greece influence the development of the Roman Republic?
 - What geographic features did Rome have that made it a good location for the growth of civilization?
 - What and how did Romans cultivate and trade?
 - How was the government structured in Ancient Rome?
 - How did the government of Ancient Rome influence the development of the U.S. Constitution?
 - What role did the military serve in Ancient Rome?
 - What were the social hierarchies in Ancient Rome?
 - What rights were granted to Roman citizens?
 - How did the concept of civic duty and patriotism impact Roman society?
 - What religion did the Romans practice?
 - How did Christianity spread throughout the Roman Empire?
 - What factors led to the fall of Rome?
 - Does the U.S. face the same issues today?
-

Standards

Standards (Taught and Assessed)

Performance Expectations:

- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.GE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and

determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

- 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as an uniform system of exchange in the Mediterranean World and Asia.
- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally
- 9.1.8.D.5 Explain the economic principle of supply and demand.

Social-Emotional Learning Competencies

- **Self-Awareness:**
 - Recognize one's feelings and thoughts
 - Recognize the impact of one's feelings and thoughts on one's own behavior
 - Recognize one's personal traits, strengths, and limitations

- **Self-Management:**
 - Recognize the importance of self-confidence in handling daily tasks and challenges
 - Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- **Social Awareness**
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds •
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
 - Recognize the skills needed to establish and achieve personal and educational goals
 - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- **Responsible Decision-Making**
 - Develop, implement, and model effective problem-solving and critical thinking skills
 - Identify the consequences associated with one's actions in order to make constructive choices
 - Evaluate personal, ethical, safety, and civic impact of decisions
- **Relationship Skills**
 - Establish and maintain healthy relationships
 - Utilize positive communication and social skills to interact effectively with others
 - Identify ways to resist inappropriate social pressure
 - Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
 - Identify who, when, where, or how to seek help for oneself or others when needed
 - <https://www.nj.gov/education/safety/wellness/selearning/docs/SELCompetencies.pdf>

Instructional Plan

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Assess students prior knowledge prior to the start of the lesson. <ul style="list-style-type: none"> ● Create do now based on topic focus using: <ul style="list-style-type: none"> ○ Textbook comprehension questions ○ Video ○ Class activities 	<ul style="list-style-type: none"> ● Modify the content on the pre-assessment ● Modify the amount of questions ● Modify the types of questions asked ● Include some higher level bloom type questions for those gifted and talented students ● Students will also have a reflection sheet to give feedback and set their own expectations for the unit.

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom Atlas of World History Unit 2,3,4	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>6.2.8.HistoryUP.3.a - Understanding Perspectives WALT identify what are social hierarchies in a classical civilization.</p> <p>WALT Analyze various social hierarchies in classical civilizations when it comes to power, wealth and equality.</p> <p>WALT Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth and equality.</p>	<p>Defining key vocabulary and key terms that relate to the social hierarchies in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p> <p>Use a guided note-taking sheet to capture key facts about Ancient India, Ancient China and Ancient Greece using nearpod or other teacher driven instruction. Complete a graphic organizer to compare Ancient India to Ancient China, Ancient Greece and Ancient Rome.</p>	<p>Vocabulary and Key Terms matching Comprehension Questions</p> <p>Exit Ticket Ideas: <i>What are the main ideas of a social hierarchy in one of the following classical civilizations? If you had to choose one of the classical civilizations, which one had the most equality amongst its people?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>What is a social hierarchy?</i> - <i>What is our modern day social hierarchy like?</i> - <i>Which social class would you have liked to be in? (can be asked per civilization)</i> <p>Instruction/Activity Ideas: Dynasties of Power Video- Ancient Rome Daily life social hierarchies activity</p>	<p>Study guides to reinforce key topics Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p>Honors + G&T: Use of higher level questions</p>

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<p>6.2.8.HistoryUP.3.b - Understanding Perspectives</p> <p>WALT identify various status groups in the Ancient World.</p> <p>WALT compare the status of the groups of the Ancient World to the present day.</p> <p>WALT evaluate how individuals perceived the principles of liberty and equality of the past and present based on political, economic and social reasons.</p>	<p>Defining key vocabulary and key terms that relate to the status groups in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p> <p>Use a guided note-taking sheet to capture key facts about Ancient India, Ancient China and Ancient Greece using nearpod or other teacher driven instruction. Complete a graphic organizer to compare Ancient India to Ancient China, Ancient Greece and Ancient Rome.</p>	<p>Vocabulary and Key Terms matching Comprehension Questions</p> <p>Exit Ticket Ideas: <i>What are the various status groups in the Ancient World?</i> <i>How do these status groups compare to the past to the present?</i> <i>How do individuals perceive the principles of liberty and equality of the past and present based on political, economic or social reasons?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>Define liberty in your own words</i> - <i>Define equality in your own words.</i> - <i>Is there a difference between liberty and equality? Can you have one without the other?</i> <p>Instruction/Activity Ideas: Dynasties of Power Video- Ancient Rome Daily life social hierarchies activity</p>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary Honors + G&T: Use of higher level questions</p>

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<p>6.2.8.HistoryUP.3.c - Understanding Perspectives</p> <p>WALT identify tenets (beliefs) of the world religions that developed in this time period within Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism.</p> <p>WALT examine the patterns of expansion of these religions.</p> <p>WALT 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>defining key vocabulary and key terms that relate to the tenets of the world religions (Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism and Taoism in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p> <p>Use a guided note-taking sheet to capture the patterns of expansion of tenants of various world religions using nearpod or other teacher driven instruction.</p> <p>Complete a graphic organizer to compare and contrast various world religions that developed</p>	<p>Vocabulary and Key Terms matching Comprehension Questions</p> <p>Exit Ticket Ideas:</p> <p><i>What are the main ideas of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism and Taoism?</i></p> <p><i>What were the patterns of expansion for Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism and Taoism?</i></p> <p><i>How were the various patterns of expansion similar and different? Give one example.</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>How do you think religion changes over the course of time?</i> - <i>How do these religions (Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism) develop the culture of these ancient civilizations?</i> <p>Instruction/Activity Ideas:</p> <p>Judaism - Guided Reading</p> <p>Christianity - Guided Reading</p> <p>Islam - Guided Reading</p> <p>Hinduism - Guided Reading</p> <p>Buddhism - Guided Reading</p> <p>Confucius - Thought Poster Activity</p>	<p>Study guides to reinforce key topics Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p>Honors + G&T:</p> <p>Use of higher level questions</p>

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<p>6.2.8.CivicsPI.3.a - Civic and Political Institutions</p> <p>WALT Identify different types of government leadership used by rulers of Rome, China and India.</p> <p>WALT Distinguish the various methods used by rulers of Rome, China and India to control and unify their expanding empires.</p> <p>WALT 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>Defining key vocabulary and key terms that relate to the rulers of Rome China and India in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p> <p>Use a guided note-taking sheet to capture rulers methods and autocratic rule, philosophies by using nearpod or other teacher driven instruction.</p> <p>Complete a graphic organizer to compare and contrast the methods, autocratic rule, philosophies and bureaucratic structures used by the rulers of Rome, China and India to control and unify their expanding empires.</p>	<p>Vocabulary and Key Terms matching</p> <p>Comprehension Questions</p> <p>Exit Ticket Ideas:</p> <p><i>What are some of the types of governments that were used in Rome, China and India?</i></p> <p><i>Out of all the systems of government and ruler, which one do you think was the most effective?</i></p> <p><i>Use evidence based on the text and discussions. How did their expanding empires impact the world? You may choose one example or use all three to help explain your response</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>Imagine your group is its own empire; what roles would each person have?</i> <i>What kind of government would you form?</i> <p>Instruction/Activity Ideas:</p> <p>Roman Rulers Chart</p> <p>Roman Twitter Project</p>	<p>Study guides to reinforce key topics</p> <p>Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p>Honors + G&T:</p> <p>Use of higher level questions</p>

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<p>6.2.8.EconEM.3.a - Exchanges and Markets</p> <p>WALT Identify the expanding land and sea trade routes in the Mediterranean World.</p> <p>WALT Identify the expanding land and sea trade routes in Asia.</p> <p>WALT Analyze the uniform system of exchange in the Mediterranean World and Asia.</p> <p>WALT Analyze the impact of expanding land and sea trade routes as well as an uniform system of exchange in the Mediterranean World and Asia.</p> <p>WALT Evaluate the impact of expanding land and sea trade routes as well as an uniform system of</p>	<p>Defining key vocabulary and key terms that relate to the rulers of Rome China and India in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p> <p>Use a guided note-taking sheet to capture rulers methods and autocratic rule, philosophies by using nearpod or other teacher driven instruction.</p> <p>Complete a graphic organizer to compare and contrast the methods, autocratic rule, philosophies and bureaucratic structures used by the rulers of Rome, China and India to control and unify their expanding empires.</p>	<p>Vocabulary and Key Terms matching</p> <p>Comprehension Questions</p> <p>Exit Ticket Ideas: <i>How is trade beneficial? Can trade be detrimental? How?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>Look around the room, come up with a list of 5 items and where they are made.</i> - <i>If we didn't have trade with other countries, what goods/resources would you not have access to?</i> <p>Instruction/Activity Ideas: Atlas Activity Rome from Republic to Empire</p>	<p>Study guides to reinforce key topics Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p>Honors + G&T: Use of higher level questions</p>

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exchange in the Mediterranean World and Asia.				
<p>6.2.8.HistoryCA.3.a - Claims and Argumentation</p> <p>WALT identify the major achievements of Greece, Rome India and China over time.</p> <p>WALT analyze the importance of the enduring legacy of the major achievements of Greece, Rome, India and China.</p> <p>WALT Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p>	<p>Defining key vocabulary and key terms that relate to the rulers of Rome China and India in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p>	<p>Vocabulary and Key Terms matching</p> <p>Comprehension Questions</p> <p>Exit Ticket Ideas: <i>What was a major achievement of Greece/ Rome/ India/ China?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>Which contribution from this civilization had the most lasting impact?</i> - <i>In what ways do you see Greek/Roman/Indian/Chinese influence in our modern day world?</i> <p>Instruction/Activity Ideas: Roman Newspaper Project Movable Type/Calligraphy Activity utilizing maker space in library Roman Street Games Activity utilizing maker space in library</p>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary Honors + G&T: Use of higher level questions</p>

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<p>6.2.8.HistoryCA.3.b - Claims and Argumentation</p> <p>WALT identify the reasons that contributed to the decline of the Roman Empire, Gupta India and Han China.</p> <p>WALT identify the causes that contributed to the fall of the Roman Empire, Gupta India and Han China.</p> <p>WALT Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p>	<p>defining key vocabulary and key terms that relate to the rulers of Rome China and India in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p>	<p>Vocabulary and Key Terms matching Comprehension Questions Exit Ticket Ideas: <i>What was a major cause for the decline of Rome/ Gupta India/ Han China?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>Hypothesize why/how the Roman/Gupta/Han empire will fall.</i> - <i>What similarities do we see among empires that decline?</i> <p>Instruction/Activity Ideas: DBQ Essay: The Fall of the Roman Empire</p>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary Honors + G&T: Use of higher level questions</p>

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<p>6.2.8.CivicsDP.3.a - Democratic Principles</p> <p>WALT Compare and contrast the American legal system with the legal systems of classical civilizations.</p> <p>WALT Determine the extent to which the legal systems of classical civilizations early systems influenced our current legal system</p> <p>WALT Distinguish which classical civilizations have the most influence on the American legal systems and why.</p> <p>6.2.8.CivicsDP.3.b - Democratic Principles</p> <p>WALT Compare and contrast Athenian democracy to the Roman Republic</p>	<p>defining key vocabulary and key terms that relate to the rulers of Rome China and India in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome</p> <p>Using the Venn diagram analysis of Athenian and Roman Republic Democracy to determine which of the classical civilizations have the most influence on the American legal system.</p> <p>Examine the rights and responsibilities of Athenian Democracy and the Roman Republic to show the specific rights and responsibilities taken</p>	<p>Vocabulary and Key Terms matching Comprehension Questions</p> <p>Exit Ticket Ideas: <i>Do you see influence from ancient civilizations within our legal system? What is the difference between a right and responsibility? Do rights and responsibilities overlap?</i></p> <p><i>What are some rights and responsibilities you feel you should have as a student of BMS/KMS?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>What kind of legal system does the U.S. have?</i> - <i>What are the 3 branches of government?</i> - <i>Is there anything you would change within the U.S. legal system?</i> - <i>What is the Code of Law in the U.S.?</i> - <i>What is a right? What is a responsibility? What is a privilege?</i> <p>Instruction/Activity Ideas: Venn Diagram Activity comparing and contrasting Athenian Democracy to Roman Republic Complete a chart analysis activity that distinguishes the impact of the classical</p>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary Honors + G&T: Use of higher level questions</p>

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<p>WALT Use evidence to show how Athenian Democracy and the Roman Republic influenced the development of the United States Constitution.</p> <p>WALT Create an argumentative open ended response using the evidence on Athenian Democracy and Roman Republic to determine the influence on the United States Constitution.</p> <p>6.2.8.CivicsHR.3.a - Human and Civil Rights</p> <p>WALT Identify what are rights and responsibilities.</p> <p>WALT Analyze what are the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social</p>	<p>from each of the classical civilizations. Write a two paragraph minimum open ended response that shows the role of Athenian Democracy and the Roman Republic's impact on the United States Constitution.</p>		<p>civilizations on the American legal system.</p> <p>Examine excerpts of primary sources taken from the Athenian law, Roman law, and the U.S. Constitution to determine the ways in which Athens and Rome directly influence the law of the land.</p> <p>Use primary source evidence from previous assessment on Athenian Democracy and the Roman Republic to create an open ended response that shows the role of these legal systems on the United States Constitution.</p>	

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structures of classical civilizations. WALT 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.GE.3.a - Global Economy WALT Distinguish the various technological innovations of the Classical civilizations. WALT Determine how the various technological innovations of the classical civilization advance agricultural output and commerce. WALT Analyze the way in which technological innovations of the Classical	defining key vocabulary and key terms that relate to the rulers of Rome China and India in a classical civilization by using the textbook glossary or textbook pages for Ancient India, Ancient China, Ancient Greece and Ancient Rome	Vocabulary and Key Terms matching Comprehension Questions Exit Ticket Ideas: <i>Were there any technological advancements and innovations that had a lasting impact?</i>	Do Now Ideas: <ul style="list-style-type: none"> - <i>What was the most important technological innovation within this ancient civilization?</i> - <i>What new specializations are made with the development of these technological advancements?</i> Instruction/Activity Ideas: <ol style="list-style-type: none"> 1. analyzing various documents using 	Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary Honors + G&T: Use of higher level questions

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<p>civilizations helped to expand military capabilities, to improve life in urban areas, and allow for greater division of labor.</p> <p>WALT 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>DBQ Online and other resources.</p> <ol style="list-style-type: none"> 2. Using various edpuzzle videos to engage students with checking for understanding. 3. using the textbook to take guided notes. 4. using a venn-diagram to compare and contrast all the classical civilizations. 	

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom Atlas of World History Unit 2,3,4	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>6.2.8.GeoPP.3.a - Human Population Patterns</p> <p>WALT Identify the geographic features of the classical civilizations and their natural resources</p> <p>WALT identify the political, economic and cultural systems of classical civilizations.</p> <p>WALT analyze how the geographic features and natural resources of the classical civilizations influenced the development of the political, economic, and cultural systems</p> <p>WALT Describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations</p>	<p>defining key vocabulary and key terms that relate to the geography and natural resources of the classical civilizations. Use a guided note-taking sheet to explain the reason for their development and decline of classical civilizations using nearpod or other teacher driven instruction.</p> <p>using the dbq online program to help use primary and secondary sources to explain how geography and natural resources led to both the development and decline of classical civilizations.</p> <p>defining key vocabulary and key terms that relate to the economics, values and divisions of classical civilizations. Use a guided note-taking sheet to identify and</p>	<p>Vocabulary and Key Terms matching</p> <p>Comprehension Questions</p> <p>Exit Ticket Ideas:</p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>What major geographic features help this civilization?</i> - <i>What resources does this civilization have access to that others may desire?</i> <p>Instruction/Activity Ideas:</p> <ol style="list-style-type: none"> 1. Column chart: identify and analyze the economic, political and cultural aspects of each classical civilization. 2. Textbook activity: natural resources and analyze how they impacted the classical civilizations 3. Edpuzzle 4. Either as a debate or essay, the 	<p>Study guides to reinforce key topics Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p>Honors + G&T:</p> <p>Use of higher level questions</p>

SLO – WAL. We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom Atlas of World History Unit 2,3,4	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>and provided motivation for expansion.</p> <p>6.2.8.GeoPP.3.b - Human Population Patterns</p> <p>WALT Analyze the geography and natural resources of the classical civilizations that lead to their development.</p> <p>WALT Analyze the geography and natural resources of the classical civilizations that lead to their decline.</p> <p>WALT Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</p> <p>WALT Evaluate the geography and natural resources of the classical</p>	<p>explain economics, economic issues, conflicts of classical civilizations that helped shape values and decisions using nearpod or other teacher driven instruction.</p> <p>Complete a graphic organizer to determine the extent on how religion, economic issues, and conflicts shaped the values and divisions of the classical civilization</p>		<p>students will be able to evaluate how geography, economic, political, social and cultural aspects impacted the classical civilization.</p>	

SLO – WALI We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom Atlas of World History Unit 2,3,4	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>civilizations that lead to their rise and decline.</p> <p>6.2.8.HistoryCC.3.a - Continuity and Change</p> <p>WALT identify the the economic issues and conflicts that helped to shape the values and decisions of the classical civilizations</p> <p>WALT Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p>				

Benchmark Assessment 1	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Harappa and Mohenjo Daro Theory Activity Dynasties of Power Video DBQ: The Great Wall of China Did the Benefits Outweigh the Costs? DBQ: The Silk Road: Recording the Journey Israelite King Resume</p>	<ul style="list-style-type: none"> ● Provide a sample outline for students. ● Reduced questions ● Modify the types of questions asked ● Add evaluate or create questions in order to challenge gifted students ● Include a translator for ELL learners.

Benchmark Assessment 2	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Documentary on Roman Republic and Carthage Ancient Roman Twitter Project	<ul style="list-style-type: none"> ● Provide a sample outline for students. ● Reduced questions ● Modify the types of questions asked ● Add evaluate or create questions in order to challenge gifted students ● Include a translator for ELL learners.

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Module 9 The Hellenistic World Module 10 Ancient Rome	<ul style="list-style-type: none"> ● Provide a sample outline for students. ● Reduced questions ● Modify the types of questions asked ● Add evaluate or create questions in order to challenge gifted students ● Include a translator for ELL learners.

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Reading: RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Writing: NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions.</p> <p>NJLSA.W8. Gather relevant information from multiple print and digital sources.</p> <p>NJLSA.W9. Draw evidence from literary or informational texts to support analysis.</p> <p>Speaking and Listening:</p> <p>NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary</p> <p><u>Honors + G&T:</u> Use of higher level questions</p>

Unit 2: Era 4: Expanding Exchanges and Encounters (500–1450 CE)

Timeframe: ~120 days

Guiding Questions

- How did the spread of Christianity impact the Roman Empire?
 - How did the eastern empire prosper after the fall of the western empire?
 - How might trade have changed the way eastern European society developed?
 - Why were Muslim leaders able to spread Islam and create an empire?
 - What was more important for the development of African societies, trade or warfare?
 - What were the impacts of the late dynasties in Chinese history?
 - How did periods of isolation followed by contact with other cultures influence the development of Japanese society?
 - How did life in Europe change after the fall of Rome?
 - How does the feudal system impact European society?
 - How does the plague affect European society?
 - How did the Renaissance change European's worldview?
 - Why do Renaissance ideas affect people's lives today?
 - How can different ideas about religion lead to conflict?
 - What were the effects of the Reformation and Counter Reformation?
 - How does the Reformation lead to the Age of Exploration?
 - What were the impacts of the Age of Exploration?
 - How did the Columbian Exchange impact the New and Old World?
 - How did mercantilism impact the New and Old World?
-

Standards

Standards (Taught and Assessed)

Performance Expectations:

- 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas
- 21st Century Skills
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.1.8.D.5 Explain the economic principle of supply and demand

Career Readiness Practices:

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Social-Emotional Learning Competencies

- **Self-Awareness:**
 - Recognize one's feelings and thoughts
 - Recognize the impact of one's feelings and thoughts on one's own behavior
 - Recognize one's personal traits, strengths, and limitations
- **Self-Management:**
 - Recognize the importance of self-confidence in handling daily tasks and challenges
 - Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- **Social Awareness**
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds •
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
 - Recognize the skills needed to establish and achieve personal and educational goals
 - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- **Responsible Decision-Making**
 - Develop, implement, and model effective problem-solving and critical thinking skills
 - Identify the consequences associated with one's actions in order to make constructive choices
 - Evaluate personal, ethical, safety, and civic impact of decisions
- **Relationship Skills**
 - Establish and maintain healthy relationships
 - Utilize positive communication and social skills to interact effectively with others
 - Identify ways to resist inappropriate social pressure
 - Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
 - Identify who, when, where, or how to seek help for oneself or others when needed
 - <https://www.nj.gov/education/safety/wellness/selearning/docs/SELCompetencies.pdf>

Instructional Plan

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Assess students prior knowledge prior to the start of the lesson.</p> <ul style="list-style-type: none"> ● Create do now based on topic focus using: <ul style="list-style-type: none"> ○ Textbook comprehension questions ○ Video ○ Class activities 	<ul style="list-style-type: none"> ● Modify the content on the pre-assessment ● Modify the amount of questions ● Modify the types of questions asked ● Include some higher level bloom type questions for those gifted and talented students. ● Students will also have a reflection sheet to give feedback and set their own expectations for the unit.

SLO – WALT are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <u><i>Ancient Civilization - HMH © 2018</i></u> <u>The Nystrom Atlas of World History Units 4-8</u>	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT Identify what are geographic models and how they can impact the environment of the past and present.</p> <p>WALT Analyze geographic models to determine the impact of environmental modifications made by earlier civilizations.</p> <p>WALT Analyze geographic models to determine current day</p>	<p>Defining key vocabulary terms using context clues and textbook glossary.</p> <p>Use map activities and atlas books to analyze geographic models from earlier civilizations (Africa, Asia, Europe, the Americas) and compare them to current day models.</p> <p>Use maps from previous lessons to conduct research on current day</p>	<p><u>Seterra Map game</u> Mapping Comprehension Questions Exit Ticket Ideas: <i>In what ways do you think the world will continue to change?</i> <i>In what ways do you think the world would be different if we had no communication with other countries?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>How has the world stayed the same? How has it changed?</i> - <i>How does climate influence your everyday life?</i> <p>Instructional Ideas:</p> <ul style="list-style-type: none"> ● Textbook Modules 12 - 23: -Byzantine Empire -Islam -Early African Civilizations 	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary <u>Honors + G&T:</u></p>

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<p>environmental challenges.</p> <p>WALT Determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</p> <p>WALT Distinguish the geographies and climates of Asia, Africa, Europe, and the Americas</p> <p>WALT Determine how geography and climate influence economic development and interaction or isolation with other societies.</p> <p>WALT Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and</p>	<p>environmental challenges within Africa, Asia, Europe, and the America.</p> <p>Create a cause and effect chart of environmental modifications made by earlier civilizations and the effects it has had on the environmental challenges on current day.</p> <p>Label maps of Asia, Africa, Europe, and the Americas with key geographic locations and label the climate within these regions (color coded).</p> <p>Create a venn diagram that depicts the connection of geography and climate to the interaction or isolation with other societies and</p>		<p>-<i>Chinese Dynasties</i> -<i>Feudal Japan</i> -<i>South and Southwest Asia</i> -<i>Early Americas</i> -<i>Middle Ages</i> -<i>Renaissance</i> -<i>Reformation</i> -<i>Scientific Revolution</i> -<i>Age of Exploration</i></p> <ul style="list-style-type: none"> • Classroom Atlas Books: <ul style="list-style-type: none"> - <i>Empires & Cultures of Asia p. 42 - 55</i> - <i>Europe in the Middle Ages p. 56-69</i> - <i>The Americas p. 70-79</i> - <i>African Empire & European Colonies p.80-89</i> - <i>From Renaissance to Industrial Revolution p. 90-99</i> 	<p>Use of higher level questions Textbook Enrichment Activity - Choice Board Available</p>

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<p>interaction or isolation with other societies.</p> <p>WALT Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p>	<p>the economic development.</p> <p>Chart the development of political systems, economy, and cultural centers of Asia, Africa, Europe, and the Americas through the impact of geography showing how the empires created relationships with other parts of the world.</p>			
<p>WALT Determine the influences of the Byzantine Empire on the Islamic World.</p> <p>WALT Determine the Byzantine Empire's influence on western Europe.</p>	<p>Use a guided note-taking sheet to capture key facts about the topic. Complete a T-Chart comparing Western Europe before and after the spread of the Byzantine Empire's influence.</p>	<p>Comprehension Questions Exit Ticket Ideas: <i>How did the Byzantine Empire impact western Europe?</i> <i>Why wasn't the Byzantine Empire successful in re-establishing a Roman Empire?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>How does religion influence government?</i> <p>Instructional Ideas:</p> <ul style="list-style-type: none"> ● Byzantine Empire Edpuzzle ● Byzantine Empire Ted Ed ● Stations analysis - geography, government, religion, & art 	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary Honors + G&T:</p>

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				Use of higher level questions Textbook Enrichment Activity - Choice Board Available
<p>WALT Analyze maps of the Islamic world</p> <p>WALT Identify the Arabian Peninsula's physical features and location.</p> <p>WALT Analyze why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade.</p> <p>WALT Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p>	<p>Assess prior knowledge of the region with a series of "trivia" questions based on geography of the of the Arabian peninsula</p> <p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Use map activities and atlas books to analyze maps and key features of the Islamic World and Arabian Peninsula.</p>	<p>Comprehension Questions</p> <p>Exit Ticket Ideas:</p> <p><i>List the names of the countries that make up the Arabian Peninsula today. Provide two geographic features that are significant to the land.</i></p> <p><i>How does the Arabian Peninsula's location impact the development of the Islamic world?</i></p> <p><i>How did the geography of the Arabian Peninsula create a cultural diffusion between the Arabias and North Africans?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>What are the three monotheistic religions?</i> <p>Instructional Ideas:</p> <ul style="list-style-type: none"> ● Label and analyze the spread of Islam with map activities ● Compare the spread of Islam to the Spread of Christianity using map activities ● Examine trade routes between the Arabian Peninsula to Northern Africa and the goods traded. ● Distinguish the ways in which through trade it allowed for the 	<p>Study guides to reinforce key topics</p> <p>Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p>Honors + G&T:</p> <p>Use of higher level questions</p> <p>Textbook Enrichment Activity - Choice Board Available</p>

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			spread of Islam. Identifying the components of cultural diffusion.	
<p>WALT Identify the various natural resources and physical features of Africa.</p> <p>WALT Analyze how Africa’s physical geography and natural resources present challenges and opportunities for trade, development and the spread of religion.</p> <p>WALT Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.</p>	<p>Use a guided note-taking sheet to capture key facts about the topic. Labeling and analyzing various Africa maps to help visualize and identify the various physical features and resources that were used in Africa.</p>	<p>African Museum Exhibit Project Comprehension Questions</p> <p>Exit Ticket Ideas: <i>What are the natural resources and physical features of Africa?</i> <i>How did the physical features impact the growth of the African Kingdoms?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>Why were salt and gold such valuable resources?</i> - <i>If you were a Trans-Saharan trader, how would you describe your journey through the Sahara Desert? Explain using details.</i> <p>Instructional Ideas:</p> <ul style="list-style-type: none"> ● Create maps of Africa charting the geographic features and regions. ● Chart the characteristics (locations, government, religion, daily life, rise and fall) of 	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary Honors + G&T: Use of higher level questions Textbook Enrichment Activity - Choice Board Available</p>

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			<ul style="list-style-type: none"> the West African Empires ● Compare and contrast West African Empires ● Edpuzzle: West African Empires ● DBQ: Mansa Musa's Hajj: A Personal Journal ● African Kingdoms Trade Routes Project 	
<p>WALT Analyze the immediate impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p> <p>WALT Analyze the long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p> <p>WALT Compare and contrast the effects on China and Europe of the open exchange between</p>	<p>Use a guided note-taking sheet to capture key facts about the topic. Compare and Contrast Worksheet for 5 Dynasties (<i>Sui, Tang, Song, Yuan, Ming</i>) Comparison Chart for major religions throughout the Dynasties (<i>Buddhism, Confucianism</i>) Conduct a trade simulation game dividing the class into groups that represent China & Europe during the time of Yuan Dynasty to</p>	<p>Comprehension Questions Exit Ticket Ideas: <i>How did the trade between Europe and the Yuan Dynasty impact the relationship of Asia and the European continent?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>You are a peasant in China in the year AD 264. Your grandfather often speaks of a time when all of China was united, but all you have known is warfare among rulers. A man passing through your village speaks of even more conflict in other areas. Why might you want China to</i> 	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary Honors + G&T: Use of higher level questions</p>

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<p>Europe and the Yuan (Mongol) Dynasty.</p> <p>WALT Distinguish the ways in which geography influences the development of the political, economic and cultural centers of each empire. (Asia, Africa, Europe, and the Americas)</p>	<p><i>identify economic, cultural, & political impacts between the two groups based upon prior notes taken and or research completed. Utilizing maps of Asia, Africa, and the Americas label the political, economic, and cultural centers of each empire.</i></p>		<p><i>have just one ruler?</i></p> <p>Instructional Ideas:</p> <ul style="list-style-type: none"> ● DBQ: Do the Voyages of Zheng He Deserve Acclaim? ● Confucius Posters Activity ● Confucius Nearpod/Flocabulary ● Late Chinese Dynasties Flocabulary ● Middle Ages Flocabulary 	<p>Textbook Enrichment Activity - Choice Board Available</p>
<p>WALT Analyze the Japanese system of feudalism and its effectiveness to promote social, economic, and political order.</p> <p>WALT Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social,</p>	<p>Use a guided note-taking sheet to capture key facts about the topic. Complete a graphic organizer to identify the parts of a Japanese feudal society. The Samurai Code of Honor Activity: Bushido</p>	<p>Comprehension Questions Exit Ticket Ideas: <i>Which physical features of Japan impact the feudalism system? What are the similarities and differences between Japanese and European systems of feudalism?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>You are a Japanese warrior, proud of your fighting skills. For many years you've been honored by most society, but you face an awful dilemma. When you become a warrior, you swore to protect and</i> 	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions</p>

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economic, and political order.			<p><i>fight for both your lord and your emperor. Now your lord has gone to war against the emperor, and both sides have called for you to join them. How will you decide whom to fight for?</i></p> <p>Instructional Ideas:</p> <ul style="list-style-type: none"> • DBQ: Samurai and Knights: Were the Similarities Greater than the Differences? • Edpuzzle - Geography of Japan Medieval Japan 	Provide modified assessments when necessary Honors + G&T: Use of higher level questions Textbook Enrichment Activity - Choice Board Available
<p>WALT Analyze the causes of the Crusades from the perspective of the European political and religious leaders</p> <p>WALT Analyze the causes of the Crusades</p>	Use a guided note-taking sheet to capture key facts about the topic.	<p>Renaissance Museum Tour Project Comprehension Questions</p> <p>Exit Ticket Ideas: <i>Were the crusades successful?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>Does the US have an official religion?</i> - <i>How could forcing an entire population to follow the same</i> 	Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed

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<p>from the perspective of the crusaders</p> <p>WALT Analyze the causes of the Crusades from the perspective of the Jews.</p> <p>WALT Analyze the causes of the Crusades from the perspective of the Muslims.</p> <p>WALT Analyze the causes of the Crusades from the perspective of the traders</p> <p>WALT Analyze the outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p>		<p><i>How are missionaries different from crusaders?</i></p>	<p><i>beliefs cause issues?</i></p> <p>Instructional Ideas:</p> <ul style="list-style-type: none"> • The Crusades • Crusades Video + Questions worksheet 	<p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p>Honors + G&T:</p> <p>Use of higher level questions</p> <p>Textbook Enrichment Activity - Choice Board Available</p>

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<p>WALT Analyze maps of Medieval Europe</p> <p>WALT Define Feudalism.</p> <p>WALT Determine which events led to the rise of European feudalism.</p> <p>WALT Analyze the European system of feudalism and its effectiveness to promote social, economic, and political order.</p> <p>WALT: identify the various medieval English legal and constitutional practices.</p> <p>WALT analyze the medieval English legal and constitutional practices based on modern democratic thought and institutions such as the Magna Carta, parliament, development of habeas</p>	<p>Defining key vocabulary terms using context clues and textbook glossary.</p> <p>Use a guided note-taking sheet to capture key facts about the topic. Complete a graphic organizer to identify the parts of a feudal society.</p> <p>note taking guide based on the legal and constitutional practices compare the constitution and Magna Carta using a venn-diagram.</p> <p>ote taking on how the governments expanded.</p> <p>Analyzing the various events to decline European feudalism.</p>	<p>Vocabulary matching</p> <p>Comprehension Questions</p> <p>Exit Ticket Ideas:</p> <p><i>How does the feudal system impact Europe?</i></p> <p><i>Explain how feudalism impacted social, economic, and political order?</i></p> <p><i>What are the similarities between the Magna Carta and the constitution?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>What are some government practices we use presently in the United States?</i> - <i>What are some ways nations, civilizations, or kingdoms can unify their people?</i> - <i>How does someone's social status impact their daily life?</i> - <i>How can a new religion change life for different people?</i> - <i>How can religion and government impact one another?</i> <p>Instructional Ideas:</p> <ul style="list-style-type: none"> ● Mapping Medieval Europe - comparing maps to today ● Feudalism in Europe Edpuzzle 	<p>Study guides to reinforce key topics</p> <p>Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p>Honors + G&T:</p> <p>Use of higher level questions</p> <p>Textbook Enrichment Activity - Choice Board Available</p>

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<p>corpus and an independent judiciary.</p> <p>WALT Identify various means used to unify and centrally govern expanding territories with diverse populations.</p> <p>WALT Determine which events led to the decline of European feudalism.</p>			<ul style="list-style-type: none"> ● Geography of Medieval Europe ● Magna Carta ● Manors Simulation Activity ● Manors Labeling Activity ● Flocabulary Middle Ages ● The Plague Simulation ● Renaissance 	
<p>WALT Compare and contrast by using maps to show how interaction between Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought and arts.</p> <p>WALT Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p>	<p>Comprehension Questions Exit Ticket Ideas: <i>How would you explain the relationship between the Islamic world and medieval Europe?</i></p> <p><i>How do inventions from the Islamic world and Asia impact European inventions?</i> <i>How did geography impact the development of political, economic, and cultural centers?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>If we didn't trade and have business deals with other countries, what technology might we not have? What other differences might you see?</i> <p>Instructional Ideas:</p> <ul style="list-style-type: none"> ● Islam Flocabulary <ul style="list-style-type: none"> ○ Read and Respond activities 	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary Honors + G&T:</p>

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empires' relationships with other parts of the world.		<p><i>How did the central government expand territories with diverse populations?</i></p> <p><i>How did religion impact the central government with expanding territories?</i></p>	<ul style="list-style-type: none"> ○ Medieval Islamic Empires 	<p>Use of higher level questions</p> <p>Textbook Enrichment Activity - Choice Board Available</p>

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<p>WALT Analyze the role of religion and economics in shaping the social hierarchy of each empire.</p> <p>WALT Evaluate the impact these hierarchical structures had on the lives of various groups of people.</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p>	<p>Reformation - King Henry VIII Roleplay Skits Comprehension Questions Exit Ticket Ideas: <i>Where do you see religious influence in everyday life?</i> <i>Where do you see religious influence in legislation?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>Should rulers follow the same rules people do, or are they exempt?</i> - <i>Does religion influence social status?</i> - <i>How does religion influence the decisions of rulers?</i> <p>Instructional Ideas:</p> <ul style="list-style-type: none"> ● Renaissance Flocabulary ● Renaissance Museum tour project ● DBQ Option: How Did the European Worldview Change During the Renaissance? ● The Reformation Edpuzzle ● Protestant Reformation Video 	<p>Study guides to reinforce key topics Model and provide examples Reword, rephrase, modify language as needed Extended time on assessments when needed Small Group Discussions Provide modified assessments when necessary Honors + G&T: Use of higher level questions Textbook Enrichment Activity - Choice Board Available</p>

<p>WALT Analyze how the empire's relationships impact other parts of the world.</p> <p>WALT Examine the interrelationship between Europe, Asia, and the Americas.</p> <p>WALT Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</p> <p>WALT Identify the improved agricultural production and its impact on population growth of Europe, Asia, Americas</p> <p>WALT Identify the improved agricultural production and its impact on population growth of Europe, Asia, Americas</p> <p>WALT Identify urbanization and</p>	<p>Use a guided note-taking sheet to capture key facts about the topic.</p> <p>Explorers Comparison Chart</p> <p>Diagram of Columbian Exchange</p>	<p>Comprehension Questions</p> <p>Exit Ticket Ideas:</p> <p><i>If Europe, Asia, Africa, or the Americas decided to practice isolationism, how might this impact other areas?</i></p> <p><i>What time period or major event was most influential in establishing the relationship between Europe, Asia, Africa, and the Americas?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>Which region do you think has the best relationship with one another?</i> - <i>Why is trade between different regions so important?</i> - <i>How has trade and interrelationships between Europe, Africa, Asia, and the Americas been beneficial? How has it been detrimental?</i> <p>Instructional Ideas:</p> <ul style="list-style-type: none"> ● Age of Exploration Flocabulary ● Columbian Exchange Edpuzzle ● Columbian Exchange Diagram Worksheet ● DBQ: April 27, 1521: Was Magellan Worth Defending? ● DBQ Option: Exploration or Reformation: Which Was the More Important 	<p>Study guides to reinforce key topics</p> <p>Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p>Honors + G&T:</p> <p>Use of higher level questions</p> <p>Textbook Enrichment Activity - Choice Board Available</p>
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commercialization and its impact on Europe, Asia, and the Americas.			Consequence of the Printing Press?	
<p>WALT Distinguish the enduring legacy of the major achievements of the people living in Asia over time.</p> <p>WALT Distinguish the enduring legacy of the major achievements of the people living in Africa (Islam) over time.</p> <p>WALT Distinguish the enduring legacy of the major achievements of the people living in Europe over time.</p> <p>WALT Distinguish the enduring legacy of the major achievements of the people living in the Americas over time.</p> <p>WALT Evaluate the importance of these enduring legacy of the people living in Asia,</p>	Use a guided note-taking sheet to capture key facts about the topic.	<p>Comprehension Questions</p> <p>Exit Ticket Ideas:</p> <p><i>What were some of the achievements that people of Asia left over time?</i></p> <p><i>What were some of the achievements that people living in Africa left over time?</i></p> <p><i>What were some of the achievements that people in Europe left over time?</i></p>	<p>Do Now Ideas:</p> <ul style="list-style-type: none"> - <i>Which region do you think had the most influential achievements?</i> <p>Instructional Ideas:</p> <ul style="list-style-type: none"> ● Scientific Revolution Edpuzzle ● The Enlightenment Flocabulary 	<p>Study guides to reinforce key topics Model and provide examples</p> <p>Reword, rephrase, modify language as needed</p> <p>Extended time on assessments when needed</p> <p>Small Group Discussions</p> <p>Provide modified assessments when necessary</p> <p>Honors + G&T:</p> <p>Use of higher level questions</p> <p>Textbook Enrichment Activity - Choice Board Available</p>

SLO – WHAT are learning to/that	Student Strategies	Formative Assessment	Activities and Resources Textbook Resources: <i>Ancient Civilization - HMH © 2018</i> The Nystrom Atlas of World History Units 4-8	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Africa (Islam), Europe and the Americas over time.				

Benchmark Assessment 1	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Project Option: Africa Trade Routes Project</p> <p>Project Option: Henry VIII Play/Reformation Skits</p> <p>Project Option: The Plague Journal & Simulation</p> <p>Project Option: Renaissance Museum Tour Project</p> <p>DBQ Option: Why Did Christianity Take Hold in the Ancient World?</p> <p>DBQ Option: The Silk Road: Recording the Journey</p> <p>DBQ Option: What Is the Primary Reason to Study the Byzantines?</p> <p>DBQ Option: Mansa Musa's Hajj: A Personal Journal</p> <p>DBQ Option: Samurai and Knights: Were the Similarities Greater than the Differences?</p> <p>DBQ Option: Do the Voyages of Zheng He Deserve Acclaim?</p> <p>DBQ Option: How Did the European Worldview Change During the Renaissance?</p> <p>DBQ Option: Exploration or Reformation: Which Was the More Important Consequence of the Printing Press?</p>	<ul style="list-style-type: none"> ● Reduced questions ● Modify the types of questions asked ● Add evaluate or create questions in order to challenge gifted students ● Include a translator for ELL learners. Provide a sample essay and writing outline for students.

Benchmark Assessment 2	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Common Writing Prompt/ Collaborative Assessment	<ul style="list-style-type: none"> ● Reduced questions ● Modify the types of questions asked ● Add evaluate or create questions in order to challenge gifted students ● Include a translator for ELL learners. Provide a sample essay and writing outline for students.

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Module 12 Byzantine Empire Test Module 13 Islam Test Module 14 Early African Civilizations Test Module 15 Chinese Dynasties Test Module 16 Feudal Japan Test Module 17 South and Southwest Asia Test Module 18 Early Americas Test Module 19 Middle Ages Test Module 20 Renaissance Test Module 21 Reformation Test Module 22 Scientific Revolution Test Module 23 Age of Exploration Test Module 24 Age of Enlightenment	<ul style="list-style-type: none"> ● Reduced questions ● Modify the types of questions asked ● Add evaluate or create questions in order to challenge gifted students ● Include a translator for ELL learners. Provide a sample essay and writing outline for students.

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<ul style="list-style-type: none"> ● Reading RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. ● RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. ● RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. ● Writing NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions. ● NJSLSA.W8. Gather relevant information from multiple print and digital sources. ● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis. Speaking and Listening ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric 	<p>Reduced questions, modify the types of questions asked, add evaluate or create questions in order to challenge gifted students as well as include a translator for ELL learners. Provide a sample essay and writing outline for students.</p>