

Social Studies education strives to provide learners with the knowledge, skills, attitudes, and perspectives necessary to become active, informed, and contributing members of communities.

Access the full NJ Students Learning Standards for Social Studies here: [Social Studies NJSL](#)

<p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	<p>Strand: A. Civics, Government, and Human Rights</p>
<p>Era: The beginnings of human society.</p>	
<p>NJCCCS: 6.2.8.A.1.a - Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>NJSLS: • 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</p>	
<p>Big Ideas: Environmental change, farming consistency</p> <p>Essential Questions: What caused people to give up the nomadic lifestyle and settle into agrarian society?</p> <p>Enduring Understandings: Domestication of plants and animals led to the creation of civilization</p> <p>Knowledge, Skills, and Instructional Objectives: Students will understand why people chose to give up their nomadic lifestyle in favor of a more difficult agrarian one</p> <p>Instructional Materials/Resources: Textbook, Safari Montage, Online Databases</p> <p>Suggested Vocabulary Agrarian, nomadic</p> <p>Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi 8.1.8.A.4;8.1.8.C.1</p> <p>Recommended Instructional Activities: guided reading, lecture, web quest, research</p>	
<p>Extension Strategies/Activities: Students could research modern Bedouin to gain a perspective on nomadic culture</p>	
<p>Cross-curricular Connections/Standards: Language Arts: R1.6.4;R1.6.7;W.6.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>	

Suggested Assessments:

Essay, quiz, notes, class discussion

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Strand: B. Geography, People, and the Environment

Era: The beginnings of human society.

NJCCCS:

6.2.8.B.1.a - Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.

6.2.8.B.1.b - Compare and contrast how nomadic and agrarian societies used land and natural resources.

NJSLS:

- **6.2.8.GeoPP.1.b:** Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
- **6.2.8.HistoryCC.1.b:** Determine the impact of technological advancements on hunter/gatherer and agrarian societies

Big Ideas:

5 Themes of Geography

Essential Questions:

How can the 5 Themes of Geography explain human migration patterns and nomadic/agrarian land use scenarios?

Enduring Understandings:

The 5 Themes of Geography provide a framework for understanding the behaviors of agrarian and pre-agrarian societies

Knowledge, Skills, and Instructional Objectives:

Students will understand how to relate societies to the 5 Themes of Geography

Instructional Materials/Resources:

Textbook, Safari Montage, Online Databases, Mapping Software

Suggested Vocabulary

Location, place, interaction, movement, region, agrarian, nomadic

Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi 8.1.8.A.4;8.1.8.C.1

Recommended Instructional Activities:

guided reading, lecture, web quest, research

Extension Strategies/Activities:

Students could make a video on how the 5 Themes of Geography relate to them

Cross-curricular Connections/Standards:

Language Arts: R1.6.4;R1.6.7;W.6.2

21st Century: CRP1; CRP3; CRP6; CRP11; CRP12

Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1

Suggested Assessments:

Quiz, class discussion, notes, word problems

6.2 World History/Global Studies All students will acquire the knowledge and

skills to think analytically and systematically about how past interactions of

people, cultures, and the environment affect issues across time and cultures.

Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Strand: C. Economics, Innovation,
and Technology**

Era: The beginnings of human society.**NJCCCS:**

6.2.8.C.1.a - Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.

6.2.8.C.1.b - Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

NJSLS:

• **6.2.8.HistoryCC.1.a:** Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).

• **6.2.8.HistoryCC.1.b:** Determine the impact of technological advancements on hunter/gatherer and agrarian societies

Big Ideas:

Population growth through technological progress

Civilization through surplus

Essential Questions:

Why does farming lead to increased population?

Why do settled agrarian people create civilization?

Enduring Understandings:

Better technology

Knowledge, Skills, and Instructional Objectives:

Students will understand how improvements in technology can lead to increases in population

Instructional Materials/Resources:

Textbook, Safari Montage, Online Databases

Suggested Vocabulary

Surplus, famine

Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi
8.1.8.A.4;8.1.8.C.1

Recommended Instructional Activities:

guided reading, lecture, web quest, research

<p>Extension Strategies/Activities: Students could write a narrative of the guided activity</p>	
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<p>Cross-curricular Connections/Standards: Language Arts: R1.6.4;R1.6.7;W.6.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>

<p>Suggested Assessments: Essay, quiz, notes, class discussion, guided activity</p>
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<p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	<p>Strand: D. History, Culture, and Perspectives</p>
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<p>Era: The beginnings of human society.</p> <p>NJCCCS: 6.2.8.D.1.a - Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. 6.2.8.D.1.b - Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures. 6.2.8.D.1.c -Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>
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<p>NJSLS: 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. • 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>

<p>Big Ideas: Agrarian society is a fairly recent development The written word allows society to develop complex structures and span vast distances Even without writing archeologists can discern an amazing amount of information about a civilization using a mixture of time honored and newly invented techniques</p>
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<p>Essential Questions:</p> <p>When did people begin to settle into cities?</p> <p>How has the written word allowed civilization to develop? What can we learn from a clay pot, 5000 year old wall, and some soil samples?</p>		<p>Enduring Understandings:</p> <p>Agrarian society is a fairly recent development in human history Writing is a key component of advanced societal development Carbon dating, molecular detection, types of architecture, and various other clues give archeologists amazing insights into how people lived, even if they neglected to write it down</p>
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will be able to make the connections between farming, writing, and the creation of cities</p>		
<p>Instructional Materials/Resources:</p> <p>Textbook, Safari Montage, Online Databases</p>		<p>Suggested Vocabulary</p> <p>Archeology, carbon dating, civilization</p> <p>Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi</p> <p>8.1.8.A.4;8.1.8.C.1</p>
<p>Recommended Instructional Activities:</p> <p>guided reading, lecture, web quest, research</p>		
<p>Extension Strategies/Activities:</p> <p>Students could photograph the items in the guided activity and then create a PowerPoint, Prezi, or similar presentation explaining their thought process</p>		
<p>Cross-curricular Connections/Standards:</p> <p>Language Arts: R1.6.4;R1.6.7;W.6.2</p> <p>21st Century: CRP1; CRP3; CRP6; CRP11; CRP12</p> <p>Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>		

<p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	<p>Strand: A. Civics, Government, and Human Rights</p>
<p>Era: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BC)</p>	

NJCCCS:**6.2.8.A.2.a** - Explain why different ancient river valley civilizations developed similar forms of government.**6.2.8.A.2.b** - Explain how codifying laws met the needs of ancient river valley societies.**6.2.8.A.2.c** - Determine the role of slavery in the economic and social structures of ancient river valley civilizations.**NJSLS:****6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.****6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.****Big Ideas:**

Projects such as irrigation systems required leadership and laws—the beginnings of organized government. Codification of laws allowed order to be established and limited the power of the leader.

Slavery was an essential part of early river valley in order to complete building projects and expand societies reach.

Essential Questions:

Why did the river valley civilizations settle on similar types of governments?

How did the creation of written law meets societies needs? Why was slavery an essential part of river valley societies?

Enduring Understandings:

The creation of powerful political systems allowed for complex civilized societies to develop.

Knowledge, Skills, and Instructional Objectives:

Students will understand why early civilizations took the form they did

Instructional Materials/Resources:

Textbook, Safari Montage, Online Databases

Suggested Vocabulary

Irrigation, city-state, empire

Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi

8.1.8.A.4;8.1.8.C.1

Recommended Instructional Activities:

Read excerpts of the Code of Hammurabi and discuss

Write journal entries from the point of view of a slave in Egypt

Give students a problem and have them create a system of government to solve it

Extension Strategies/Activities:

Allow students to create an outline of a “new” river valley civilization

Cross-curricular Connections/Standards:

Language Arts: R1.6.4;R1.6.7;W.6.2

21st Century: CRP1; CRP3; CRP6; CRP11; CRP12

Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1

Suggested Assessments:

Quiz, class discussion, notes, word problems

<p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and</p>	<p>Strand: B. Geography, People, and the Environment</p>
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<p>ethically responsible world citizens in the 21st century.</p>	
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Era: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BC)

<p>NJCCCS: 6.2.8.B.2.a - Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. 6.2.8.B.2.b - Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>NJSLS: 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).</p> <p>Big Ideas: The Five Themes of Geography can be used to explain why civilizations formed where they did. River Valley civilizations left a lasting imprint on the modern world.</p> <p>Essential Questions:</p> <p>How did geography influence settlement, the development of trade networks, technological innovations, and the sustainability of river valley civilization?</p> <p>How do ancient river valley civilizations compare to their modern counterparts?</p> <p>Enduring Understandings:</p> <p>The Five Themes of Geography explain how geography influences settlement, the development of trade networks, technological innovations, and the sustainability of river valley civilizations. Human habitation along these rivers has been continuous since the dawn of civilization because they provide people with all the keys needed for success.</p>	
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<p>Knowledge, Skills, and Instructional Objectives: Students will understand why geography is a key factor in determining the location of early civilizations Students will be able to compare ancient societies to their modern counterparts</p>	
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<p>Instructional Materials/Resources: Textbook, Safari Montage, Online Databases</p>	<p>Suggested Vocabulary Civilization, city-state, theocracy</p> <p>Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi</p> <p>8.1.8.A.4;8.1.8.C.1</p>
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<p>Recommended Instructional Activities: Map comparisons, guided reading, lecture, web quest, research</p>

<p>Extension Strategies/Activities: Have students brainstorm the best place within Eastampton to start an independent off grid community</p>	
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<p>Cross-curricular Connections/Standards: Language Arts: R1.6.4;R1.6.7;W.6.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>

<p>Suggested Assessments: Quiz, class discussion, notes</p>
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<p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	<p>Strand: C. Economics, Innovation, and Technology</p>
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<p>Era: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BC)</p> <p>NJCCCS: 6.2.8.C.2.a - Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p> <p>NJSLS: 6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p>

<p>Big Ideas: Improvements in technology can dramatically change a civilization</p>
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<p>Essential Questions: How can technology transform a civilization?</p>	<p>Enduring Understandings: Technological change can transform a civilizations relationship to the environment and other civilizations around them</p>
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<p>Knowledge, Skills, and Instructional Objectives: Students will be able to chart: farming More time in society Additional improvements in technology More time and/or advanced weaponry, improved vehicles for trade, ability to for granular class specialization</p>

<p>Instructional Materials/Resources: Textbook, Safari Montage, Online Databases</p>	<p>Suggested Vocabulary Weaponry, trade, artifact, social class</p>
	<p>Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi 8.1.8.A.4;8.1.8.C.1</p>

Recommended Instructional Activities:

Map comparisons, guided reading, lecture, web quest, research

Extension Strategies/Activities:

Students can brainstorm plausible inventions that would radically alter the world today

Cross-curricular Connections/Standards:

Language Arts: R1.6.4;R1.6.7;W.6.2

21st Century: CRP1; CRP3; CRP6; CRP11; CRP12

Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1	
<p>Suggested Assessments: Quiz, class discussion, notes, project rubrics</p>	
<p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	<p>Strand: C. Economics, Innovation, and Technology</p>
<p>Era: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BC)</p>	
<p>NJCCCS: 6.2.8.D.2.a - Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. 6.2.8.D.2.b - Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. 6.2.8.D.2.c - Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline. 6.2.8.D.2.d - Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p> <p>NJSLS: • 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. • 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations. 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p> <p>Big Ideas: Religious authority was bound to governmental authority in all river valley civilizations Written language allowed civilization to accumulate significantly more knowledge than had been previously possible Climate change, new technology and improvements in governmental power all led to the rise and fall of various city-states Early systems of government, writing, and the wheel are the enduring legacies of these early civilizations</p>	
<p>Essential Questions: How was power apportioned in early river valley societies? Why makes writing such an important development in human history? Which achievements of river valley civilizations have left a lasting imprint on civilization?</p>	<p>Enduring Understandings: Religious authority was bound to governmental authority in all river valley civilizations Written language allowed civilization to accumulate significantly more knowledge than had been previously possible Climate change, new technology and improvements in governmental</p>

	power all led to the rise and fall of various city-states Early systems of government, writing, and the wheel are the enduring legacies of these early civilizations
Knowledge, Skills, and Instructional Objectives: While many factors contribute to the rise and fall of early civilizations students can point a common set of facts present at both ends of the spectrum	
Instructional Materials/Resources: Textbook, Safari Montage, Online Databases	Suggested Vocabulary Polytheistic, monotheistic, cuneiform, climate change
	Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi 8.1.8.A.4;8.1.8.C.1

Recommended Instructional Activities: Cuneiform writing activity, guided reading, lecture, web quest, research	
Extension Strategies/Activities: Students could be tasked with sending a verbal message to each other through the course of a school day. The next day they can write a different message down and compare the accuracy of each.	
Cross-curricular Connections/Standards: Language Arts: R1.6.4;R1.6.7;W.6.2 21 st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1	
Suggested Assessments: Essay, quiz, notes, class discussion, guided activity	

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	Strand: A. Civics, Government, and Human Rights
Era: The Classical Civilizations of the Mediterranean World, India, and China (1000 BC-600 AD)	

NJCCCS:

6.2.8.A.3.a - Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires. **6.2.8.A.3.b** - Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

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

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

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

NJSLS:

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

6.2.8.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.b:** Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

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

Big Ideas:

Classical civilization continues to have a direct influence on how we organize our government, educational, and judicial systems today

<p>Essential Questions:</p> <ul style="list-style-type: none"> · What is the best system of government? · Were all citizens equal in the ancient world and were all people citizens? · What does the United States of America owe to Athenian and Roman society? · What is the cost of citizenship? · What are some early influences for the legal code of the United States of America? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · A republic has key strengths of autocracy while possessing the citizen safeguards of a direct democracy · While it differed by society in most cases citizens were equal, however, no ancient society offered citizenship to all residents · Rome and Athens were direct influences of the USA · Citizenship offered(s) great power but with that power comes great responsibility
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will be able to differentiate between forms of government</p> <p>Students will be able to point out pieces of the US system which were piloted in Rome and Athens</p> <p>Students will be able to compare the cost of citizenship in Sparta, Athens, and the USA</p>	
<p>Instructional Materials/Resources:</p> <p>Textbook, Safari Montage, Online Databases</p>	<p>Suggested Vocabulary: Democracy, Republic, philosopher, autocrat, dictator, theocracy, citizenship, freedom, equality</p>

Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi
8.1.8.A.4;8.1.8.C.1

Recommended Instructional Activities:

Venn Diagram, guided reading, lecture, web quest, research

Extension Strategies/Activities:

Students could act out the Peloponnesian War and see the strengths and weaknesses of each system of government

Cross-curricular Connections/Standards:

Language Arts: R1.6.4;R1.6.7;W.6.2

21 st Century: CRP1; CRP3; CRP6; CRP11; CRP12	
Suggested Assessments: Essay, quiz, notes, class discussion, guided activity	
6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	Strand: B. Geography, People, and the Environment
Era: The Classical Civilizations of the Mediterranean World, India, and China (1000 BC-600 AD)	

NJCCCS:

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

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

NJSLS:

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

• **6.2.8.GeoPP.3.b:** Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

Big Ideas:

The Five Themes of Geography provide a framework for understanding the development of classical civilizations. Because the Five themes favored the rise of the city-state in Greece they were able to be conquered by a unified larger force.

Essential Questions:

- How can the 5 Themes of Geography explain the development of classical civilization
- What were the strengths and weaknesses of Greek geography

Enduring Understandings:

- The 5 Themes explain why Ancient Greece could never unify and was forced to keep government control local thus allowing for the formation of democratic governments

Knowledge, Skills, and Instructional Objectives:

Students will be able to use the 5 themes of geography to explain the rise and fall of Greek society

Instructional Materials/Resources:

Textbook, Safari Montage, Online Databases

Suggested Vocabulary

Polis, classical civilization, Macedonia

Technology:

8.1.8.A.4;8.1.8.C.1

Recommended Instructional Activities: Venn Diagram, guided reading, lecture, web quest, research	
Extension Strategies/Activities: Compare the natural resources of Greece to that of Japan	
Cross-curricular Connections/Standards: Language Arts: R1.6.4;R1.6.7;W.6.2 21 st Century: CRP1; CRP3; CRP6; CRP11; CRP12	
Suggested Assessments: Essay, quiz, notes, class discussion, guided activity	
6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	Strand: C. Economics, Innovation, and Technology
Era: The Classical Civilizations of the Mediterranean World, India, and China (1000 BC-600 AD)	
NJCCCS: 6.2.8.C.3.a - Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.	

6.2.8.C.3.b - Explain how the development of a uniform system of exchange facilitated trade in classical civilizations. 6.2.8.C.3.c - Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. NJSLS: 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor	
Big Ideas: The Silk Road was the world's first information superhighway Using the Silk Road the Roman and Chinese empires improved their economies and increased their knowledge base With better farming technology came more opportunities for society to become more creative in their military and daily lives	
Essential Questions: <ul style="list-style-type: none"> · What was the Silk Road? · What were the benefits of the Silk Road? · How did the Romans build things in Europe that would not even be attempted again for over a thousand years? 	Enduring Understandings: <ul style="list-style-type: none"> · The Silk Road was a collection of trade routes linking the Roman and Chinese Empires · Goods that were unique to a specific geographic region were transported thousands of miles via the Silk Road · The Romans built a vast network of roads, divided their labor force efficiently (for most of its history), and was a creative force throughout Europe, Northern Africa and the Near East (again for most of its history)

<p>Knowledge, Skills, and Instructional Objectives: Students will understand the vast scale of the Roman and Chinese Empires They will be able to explain how the Silk Road was formed and expanded by explaining the value of the goods which traveled the road</p>	
<p>road Instructional Materials/Resources:</p> <p>Textbook, Safari Montage, Online Databases</p>	
<p>Suggested Vocabulary</p> <p>Aqueduct, Silk Road, trade route, silk, oasis</p>	
<p>Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi 8.1.8.A.4;8.1.8.C.1</p>	
<p>Recommended Instructional Activities: Venn Diagram, guided reading, lecture, web quest, research</p>	
<p>Extension Strategies/Activities: Students could create a comparison chart using the following analogy as their guide “Roman and/or Chinese society is to the ancient world as the internet is to the modern world”.</p>	
<p>Cross-curricular Connections/Standards: Language Arts: R1.6.4;R1.6.7;W.6.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Suggested Assessments: Essay, quiz, notes, class discussion, guided activity</p>	
<p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	<p>Strand: D. History, Culture, and Perspectives</p>
<p>Era: The Classical Civilizations of the Mediterranean World, India, and China (1000 BC-600 AD)</p>	

NJCCCS:

6.2.8.D.3.a - Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. **6.2.8.D.3.b** - Explain Relate the Chinese dynastic system to the longevity of authoritarian rule in China. **6.2.8.D.3.c** - Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. **6.2.8.D.3.d** - Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies. **6.2.8.D.3.e** - Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. **6.2.8.D.3.f** - Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

NJSLS:

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

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

• 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China

Big Ideas: Social order was maintained in classical civilization as long as those at the top allowed a fair amount of societies wealth to get to all citizens

Inefficient government, disease, outside threats, weakened economies, and the inability to incorporate new people/ideas are all contributing factors to societal demise

The modern world has learned much through study of classic society

Religion has the ability to both mold and be shaped by society

Essential Questions:

- What role did religion play in classic civilization?
- What has the modern world learned from the classic one?
- What allowed for the continuation of authoritarian rule in classic society?
- What led to the demise of classic society?

Enduring Understandings:

- Religion had the power to keep civilization working
- Classic civilization gave the modern world bits of government, philosophy, science, architecture and countless other academic fields and inventions
- Authoritarian rule can continue in society as long as the basic needs of most of society are met
- Classic society fell apart through entropy of various pillars upon which it stood

Knowledge, Skills, and Instructional Objectives:

Religion has been a motivating factor in the lives of people since the dawn of civilization

The modern and classic worlds are more similar than seems possible at first

Authoritarian rule was a double edged sword in classic society which squashed many freedoms but also allowed for stability Civilization falls because of various problems which have built up over decades

Instructional Materials/Resources:

Textbook, Safari Montage, Online Databases

Suggested Vocabulary

Dictator, religion, culture

Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi 8.1.8.A.4;8.1.8.C.1

Recommended Instructional Activities:

Role-play, guided reading, lecture, web quest, research

<p>Extension Strategies/Activities: Students can make a list of all the similarities the modern and classic world have</p>	
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<p>Cross-curricular Connections/Standards: Language Arts: R1.6.4;R1.6.7;W.6.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12</p>
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<p>Suggested Assessments: Essay, quiz, notes, class discussion, guided activity</p>
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<p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	<p>Strand: A. Civics, Government, and Human Rights</p>
<p>Era: Expanding Exchanges and Encounters (500 -1450 AD)</p>	

NJCCCS:

6.2.8.A.4.a - Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.A.4.b - Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.A.4.c - Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.

NJSLS:

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world

6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

Big Ideas:

Religion can be a unifying factor in society

Feudalism is an effective way to keep order stagnant for generations

The English slowly began to bring about modern democratic thought through its continual constriction of the monarch's

power **Essential Questions:**

- How can a monarch unite people over great distances under their rule?
- Which was the most stable system of feudalism in world history?
- Where and when did the modern democratic movement begin to pick up steam?

Enduring Understandings:

- The divine right of the monarch set up a system by which disobeying your leader also meant destroying your happiness in the next life
- Japanese feudalism lasted through modern times and was only altered through interaction with the west
- The modern democratic movement got its start with the Magna Carta

Knowledge, Skills, and Instructional Objectives:

Religion can be a powerful force in society

Feudalism is stable, freedom crushing endeavor

Democracy is a system of government that evolved slowly over time

Instructional Materials/Resources:

Textbook, Safari Montage, Online Databases

Suggested Vocabulary

Magna Carta, Feudalism, habeas corpus, bushido

Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi 8.1.8.A.4;8.1.8.C.1

Recommended Instructional Activities:

guided reading, lecture, web quest, research

<p>Extension Strategies/Activities: Students could compare government of Eastampton to that of a Feudal society</p>	<p>Modification Strategies/Activities: Notes provided, key vocabulary identified, Study Island review, review sheets provided</p>
<p>Cross-curricular Connections/Standards: Language Arts: R1.6.4;R1.6.7;W.6.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>	
<p>Suggested Assessments: Essay, quiz, notes, class discussion, guided activity</p>	

6.2 World History/Global Studies All students will acquire the environment affect issues across time and cultures. Such knowledge and skills to think analytically and systematically **Strand: B. Geography, People, and the Environment** about how past interactions of people, cultures, and the

<p>knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
<p>Era: Expanding Exchanges and Encounters (500 -1450 AD)</p>	

NJCCCS:

- 6.2.8.B.4.a** - Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
- 6.2.8.B.4.b** - Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- 6.2.8.B.4.c** - Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.
- 6.2.8.B.4.d** - Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- 6.2.8.B.4.e** - Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. **6.2.8.B.4.f** - Explain how the geographies of China and Japan influenced their development and their relationship with one another. **6.2.8.B.4.g** - Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.
- 6.2.8.B.4.h** - Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.

NJSLS:

- 6.2.8.GeoHE.4.a:** Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoHP.4.b:** Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.GeoGI.4.a:** Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- **6.2.8.GeoHP.4.a:** Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

<p>Big Ideas: The 5 Themes of Geography provide a framework for understanding human/environment interaction</p>
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<p>Essential Questions:</p> <ul style="list-style-type: none"> · How can geography influence development of political, economic, and cultural centers? · How do trade routes influence the rise and fall of civilizations and cities? · What challenges and opportunities arose from the geography of Africa? · What allowed the Arabian Peninsula to become the crossroads of civilization? · When does mastery environment lead to civilizations destruction? · How can the geography of China and Japan explain their fraught history? · How did the Byzantine Empire survive long after the collapse of the Western Roman Empire? · How can the 5 Themes of Geography explain Native American civilizations? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · When you examine a civilization using location, place, interaction, region and movement you can explain almost every aspect of that society as a reaction to one of the 5 Themes
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<p>Knowledge, Skills, and Instructional Objectives: Civilization is a product of environment</p> <p>Instructional Materials/Resources: Textbook, Safari Montage, Online Databases</p> <p>Instructional Materials/Resources: Textbook, Safari Montage, Online Databases</p>	
	<p>Suggested Vocabulary Peninsula, caravan</p> <p>Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi 8.1.8.A.4;8.1.8.C.1</p>

<p>Recommended Instructional Activities: guided reading, lecture, web quest, research</p>
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<p>Extension Strategies/Activities: Students could create a false empire located in an area we've studied. We could point how this empire mapped to or deviated from the 5 Themes of Geography</p>	<p>Modification Strategies/Activities: Notes provided, key vocabulary identified, Study Island review, review sheets provided</p>
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<p>Cross-curricular Connections/Standards: Language Arts: R1.6.4;R1.6.7;W.6.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>

<p>Suggested Assessments: Essay, quiz, notes, class discussion, guided activity</p>
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<p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	<p>Strand: C. Economics, Innovation, and Technology</p>
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<p>Era: Expanding Exchanges and Encounters (500 -1450 AD)</p>
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NJCCCS:

- 6.2.8.C.4.a** - Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
- 6.2.8.C.4.b** - Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
- 6.2.8.C.4.c** - Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
- 6.2.8.C.4.d** - Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.
- 6.2.8.C.4.e** - Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

NJSLS:

- **6.2.8.HistoryCC.4.b: 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).**

Big Ideas:

Societies have been interconnected for a very long time

Essential Questions:

- How did technology, ideas, resources, and business disperse around the pre-Enlightenment world? · How does a merchant class begin to thrive in a feudal system?
- How did the Islamic world bring Europe out of medieval times?

Enduring Understandings:

- Trade networks have flourished as long as there have been surpluses of goods to trade
- Merchant classes were established because the ruling class in feudal societies wanted beautiful and exotic things · The Islamic world inherited the knowledge of Egypt, Rome, and Greece then added to it

Knowledge, Skills, and Instructional Objectives:

Students will be able to explain the history of trade in the pre-Columbian era

Instructional Materials/Resources:

Textbook, Safari Montage, Online Databases

Suggested Vocabulary

Pre-Columbian, urbanization, trade, medieval

	Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi 8.1.8.A.4;8.1.8.C.1
Recommended Instructional Activities: guided reading, lecture, web quest, research	
Extension Strategies/Activities: Have students plot a trade route in an effort to get a cargo of silk from Beijing to Paris	Modification Strategies/Activities: Notes provided, key vocabulary identified, Study Island review, review sheets provided
Cross-curricular Connections/Standards: Language Arts: R1.6.4;R1.6.7;W.6.2 21 st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1	
Suggested Assessments: Essay, quiz, notes, class discussion, guided activity	

to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Era: Expanding Exchanges and Encounters (500 -1450 AD)

NJCCCS:

6.2.8.D.4.a - Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.

6.2.8.D.4.b - Analyze how religion both unified and divided people.

6.2.8.D.4.c - Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.d - Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.D.4.e - Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.D.4.f - Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.D.4.g - Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

6.2.8.D.4.h - Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. **6.2.8.D.4.fi** Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.

6.2.8.D.4.j - Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

NJSLS:

6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

• **6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.**

• **6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.**

• **6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.**

Big Ideas:

- Contact between societies with vastly different world views can be beneficial but it is often fraught with danger
- Religion can be a unifying or dividing force depending on who is guiding it
- The Crusades were a transformative time in European history and signified the arrival of Europe as a world power for the first time since it was dominated by Rome
- The plague represented a major shift in European demographics, economics, and religion
- The Byzantine Empire represented the last link between the classical world and the feudal period in Europe
- Timbuktu was a cultural and intellectual center that kept civilization strong
- We owe more to this time period than its nickname "The Dark Ages" would suggest

<p>Essential Questions:</p> <ul style="list-style-type: none"> · What is Feudalism? · How did Feudalism take root after the fall of Rome? · What role did religion play in feudal society and government? · Where does the name “Dark Ages” come from? · What was Timbuktu and why is it important? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · Feudalism is a system that ties people to the land · Proto-feudalism was more or less created by the emperor Diocletian when he made Roman jobs hereditary, and it became the natural order of things when everything else fell apart · Dark Ages refers to a period of European history after the fall of the Roman Empire when the European life became more insular · Timbuktu was an important cultural and trading center while Europe was not
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<p>Knowledge, Skills, and Instructional Objectives: Students will be able to navigate the period after the fall of the Roman Empire in which Europe contracted before becoming a world power in the age of exploration Make connections between religion and the many other events happening in this time period</p>	
<p>Instructional Materials/Resources: Textbook, Safari Montage, Online Databases</p>	<p>Suggested Vocabulary: Feudalism, Dark Ages, Timbuktu</p> <hr/> <p>Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Study Island, Prezi 8.1.8.A.4;8.1.8.C.1</p>

<p>Recommended Instructional Activities: guided reading, lecture, web quest, research</p>	
<p>Extension Strategies/Activities: Compare the Western Roman Empire to the Byzantine Empire and hypothesize why one lasted 1000 years longer than the other</p>	<p>Modification Strategies/Activities: Notes provided, key vocabulary identified, Study Island review, review sheets provided</p>
<p>Cross-curricular Connections/Standards: Language Arts: R1.6.4;R1.6.7;W.6.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>	
<p>Suggested Assessments: Essay, quiz, notes, class discussion, guided activity</p>	

Modifications for SpEd/ESL/students at Risk/Gifted:

Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)

- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments