

Pequannock Township School District

Curriculum Syllabus

Social Studies - Grade 8 - Ancient History

Course Description:

Ancient World History (grade 8) examines the central events and cultural developments occurring around the world from the beginnings of written history up to the time of the European Renaissance (approximately 1500 CE).

Students will engage in activities that bring the historical events and developments of this time period to life, helping them to comprehend the impact those events and developments have had on their current world. By the end of this course students will be able to analyze and make connections to these major events and developments aided by a variety of student based learning activities which incorporate written, spoken, and project based assessments that reveal the significance of this historical period's relevance for American citizens today.

Course Standards:

The following is a list of NJSLs that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLs are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

6.2.8.A.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on 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.
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	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.A.2.b	Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
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 the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
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6.2.8.A.3.e	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
6.2.8.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 decline.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.C.3.b	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
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	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

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, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.
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.
6.2.8.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 presented challenges and opportunities for trade, development, and the spread of religion.
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 and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a	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).
6.2.8.C.4.b	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.
6.2.8.D.4. a	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.b	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.c	Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.D.4.d	Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.D.4.e	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.f	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
6.2.8.D.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.

Scope and Sequence

Trimester 1	
Unit Plan 1: The Rise of Civilizations	4 weeks
Unit Plan 2: Ancient Civilization Part 1	8 weeks
Trimester 2	
Unit Plan 3 Ancient Civilizations Part 2	13 weeks
Trimester 3	
Unit Plan 3: Growth and Transformations of World Empires	12 weeks

Assessments

Evaluation of student achievement in this course will be based on the following:

- Classwork Assignments
- Homework
- Quizzes
- Tests
- Projects (Videos, Newspapers, Posters, Artifacts, Presentations)
- Document Based Questions (Essays, Short Answer Writing)
- Chart/Map/Graph Analysis
- District Common Assessments - Social Studi

Curriculum Resources

Instructional Resources:

Discovery Techbook

Discovery Education charts, graphs, videos, maps, etc.

Technology Resources:

Google Classroom

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Newsela.com
- Tolerance.org
- United States Holocaust Memorial Museum (<https://www.ushmm.org/>)
- Crash Course History You Tube videos