

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



Recurring Themes in World History

Length of Course:	Term
Elective/Required:	Required
Schools:	Middle Schools
Eligibility:	Grade 7
Credit Value:	5 Credits
Date Approved:	August 23, 2022

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**Modifications will be made to accommodate IEP mandates for classified students**

### Our Vision

The Edison Township Middle School Social Studies Department is passionate about supporting students as they develop into engaged, empathetic, and creative thinkers who are prepared to take an active role in our global society by facilitating the development of thematic and conceptual understandings through thoughtful analysis of significant geographic, political, cultural, and economic developments of the past, as well as recognizing how the impacts of each continue to affect us today.

### Our Mission

- To assist our diverse student population in seeing the world from multiple perspectives, while cultivating their own personal views and understanding of their impact on/place in their local and larger communities
- To foster knowledge of the [New Jersey Student Learning Standards for Social Studies \(2020\)](#), which connect to the geographic, political, cultural, and economic developments across our world throughout history
- To nurture the development of the literacy skills necessary to become thoughtful, engaged, and civic-minded members of society through the incorporation of the companion [NJ-SLS ELA standards for reading, writing, and speaking/listening](#) in history, as well as the 2020 NJ-SLS for [Career Readiness, Life Literacies, and Key Skills](#) - including Financial Literacy and Digital Citizenship
- To employ the different tools and techniques necessary for critical thought, analysis, and self-expression

In working towards the above, the curriculum includes the recently adopted New Jersey Student Learning Standards for Social Studies with a focus on learning through inquiry and the New Jersey Department of Education mandates such as [Holocaust/Genocide](#), [Amistad](#), and [LGBTQ/Disabilities](#).

Our 7th grade students will experience a thematic approach to the exploration of the Recurring Themes in World History. The themes that will guide students as they build their understandings include: Geography and Its Impact, Government and Its Impact on Society, Advancements and Global Interactions, and The Human Experience. Throughout their studies, students will build connections and hone their own perspective by learning about world history through the experiences of those involved. Course material will be accessed through utilizing the essential skills which are the root of social studies: historical thinking, critical analysis of a variety of multimedia sources -both primary and secondary, research, identifying valid resources, generating claims, supporting claims with sound evidence and reasoning, written expression, collaboration, and the appropriate utilization of available technology resources. This course will give students the opportunity to apply what they learn about the past and the skills they acquire to contemporary issues and events.

This guide was completed under the supervision of Shannon Marasco (Middle School Social Studies Supervisor) and written and/or revised by:

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**Pacing Guide**

<p style="text-align: center;"><b><u>Quarter 1 (Geography and its Impact)</u></b></p> <p><b><u>Unit 1: Geography - Impact on Daily Life</u></b></p> <ul style="list-style-type: none"> <li>● <b>Development of Agriculture</b> <ul style="list-style-type: none"> <li>○ How did early humans live before farming?</li> <li>○ Life of hunter-gatherers</li> <li>○ What led to the rise of agriculture and domestication of animals?</li> </ul> </li> </ul> <p><b><u>Unit 2: Technological Advancements</u></b></p> <ul style="list-style-type: none"> <li>● <b>Section 1- Early Agricultural Settlements</b> <ul style="list-style-type: none"> <li>-Location of the ancient river valleys and time periods</li> <li>-Way of life in various communities (Fertile Crescent, Nile, Indus Valley, Huang He)</li> </ul> </li> <li>● <b>Section 2- Agricultural &amp; River Valley Communities</b> <ul style="list-style-type: none"> <li>○ How did people learn to irrigate their crops?</li> <li>○ Farming Techniques &amp; Tools (levees, canals, dams, shaduf)</li> </ul> </li> <li>● <b>Section 3- Adapting to Difficult Physical Environments</b> <ul style="list-style-type: none"> <li>○ Terrace Farming &amp; Adapting Crops- China &amp; South America</li> <li>○ Oases &amp; Desert Living- Arabian Peninsula</li> <li>○ Lasting engineering achievements of the Roman Empire</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Quarter 3 (Social Structure &amp; Global Interactions)</u></b></p> <p><b><u>Unit 5: Social Structure</u></b></p> <ul style="list-style-type: none"> <li>○ Ex. case studies-Mesopotamian Society, Egyptian Society, Caste System, Roman Social Pyramid,</li> <li>○ Feudalism, Meso-American Society, etc.</li> <li>○ How are varying groups of society treated differently based on:             <ul style="list-style-type: none"> <li>■ Social class, Race, Religion, Gender, and/or Beliefs</li> </ul> </li> </ul> <p><b><u>Unit 6: Economy and Trade</u></b></p> <ul style="list-style-type: none"> <li>● What are the reasons for and benefit of trade?</li> <li>● How does the development of trade impact civilization?             <ul style="list-style-type: none"> <li>○ Ex. River Valley civilizations, Rome, Silk Road, Ghana, African caravans, Islamic world/Medieval Europe</li> </ul> </li> <li>● <b>When Cultures Collide</b> <ul style="list-style-type: none"> <li>○ How does the movement of people result in diffusion of ideas?</li> <li>○ How do civilizations influence each other?</li> <li>○ Ex. Silk Road, Mali, Byzantine, Crusades</li> </ul> </li> </ul>
<p style="text-align: center;"><b><u>Quarter 2 (Government and its Impact on Society)</u></b></p> <p><b><u>Unit 3: Types of Governments</u></b></p> <ul style="list-style-type: none"> <li>● What is the purpose and function of government?</li> <li>● How are leaders chosen in different civilizations? (ex. monarchy, dictatorship, early democracies, divine right to rule, etc.)             <ul style="list-style-type: none"> <li>○ Ex. Ancient Greece, Roman Republic/Empire, Ancient China, Ancient Egypt, etc.</li> </ul> </li> </ul> <p><b><u>Unit 4: Leadership</u></b></p> <ul style="list-style-type: none"> <li>● <b>Section 1: Qualities of a Good Leader</b> <ul style="list-style-type: none"> <li>○ What makes a leader effective or ineffective?</li> <li>○ Examine the successes and failures of various governments and leaders (Emperor Qin Shi Huangdi, Hatshepsut, Caesar &amp; Augustus, Mansa Musa, Genghis Khan, Asoka, Alexander the Great, Hammurabi, Charlemagne)</li> <li>○ What power does a leader have- and how can they potential/do they abuse that power? (ex. Human Rights Abuses, slavery in the Ancient World, book burnings, etc.)</li> </ul> </li> <li>● <b>Section 2: Legacy of Leadership/ Enduring Laws</b> <ul style="list-style-type: none"> <li>○ Examine the impact of such enduring laws as Hammurabi's Code, Twelve Tables, Justinian Code, Confucianism, Magna Carta</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Quarter 4 (The Human Experience)</u></b></p> <p><b><u>Unit 7: Culture and Equity</u></b></p> <ul style="list-style-type: none"> <li>● Ex. case studies- Symbols, clothing and dress, religion language, festivals, traditions, rites of passage, ceremonies, norms, values, language, social norms and interaction, etc. of various civilizations.</li> <li>● Religions: Polytheism, Monotheism, Hinduism, Buddhism, Judaism, Islam, Christianity</li> <li>● Art/Music/Oral Tradition</li> </ul> <p style="text-align: right;"><b>Supplemental Resources</b> (applicable across all units)</p>

**Unit 1: Geography: Impact and Human Adaptation**

**Essential Question:** How does geography determine where people settle?

**NJ Student Learning Standards:**

- 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunter/gatherers and those who lived in early agrarian societies.
- 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.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).
- 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.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.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.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.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

**Mandates Included:**

- Climate Change

**Enduring Understandings:**

Students will be able to identify geographical features and access of resources that fostered human settlement, as well as the most sustainable geographical location for survival.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

NJSLs Performance Expectations	Instructional Actions		
<b>Objectives</b> <i>What students will know</i>	<b>Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b>	<a href="#">NJSLs ELA Companion Standards</a> (including <a href="#">speaking/listening</a> )	<b>Suggested Formative and Summative Assessment (Checkpoints)</b>

<p>Identify major geographic features of the world.</p> <p>Analyze how natural barriers and resources shape and protect societies.</p> <p>Compare and contrast past and present maps of major geographical regions.</p> <p>Compare the lifestyle of early humans/hunter-gatherers with early settlements.</p> <p>How did the agricultural (neolithic) revolution change the way of life for early humans?</p> <p>How did early civilizations adapt to cycles of flooding?</p> <p>How did they learn to divert water from the rivers to their fields? What early tools/innovations allowed them to create a surplus?</p>	<p><b><u>General Geography Resources on Human Settlement &amp; Early Humans</u></b>                  CRASH COURSE- Geography Playlist                  C3 Inquiry- Nomadic Life                  Flocabulary Map Skills                  Google My Maps                  Cradles of Civilization Lab                  PBS Geography Resources                  Why Communities Move                  Digital Vocab Slides- use Geography and World Regions Vocab Lists                  5 Themes of Geography graphic organizer, jigsaw                  Smithsonian 3D Collection- Prehistoric Artifact Collection                  Smithsonian 3D Collection- Hominin Fossils                  Digital Vocab Slides:                      Ex. Ancient Period (Before 600) Vocab Lists/Human Adaptation &amp; Migration//Neolithic Revolution Lists                      Ex. Earth's Physical Features                  Otzi the Iceman- CSI Investigation                  Newsela Text Set- Early Humans and Farming                  Early Humans                  Early Humans Migration Interactive</p> <p><b><u>Games/Activities</u></b>                  Interactive Maps                  World Geography Games                  Geo Guessr                  Globle.com                  World History Interactive Map (can be used to compare civilizations at any given time)</p> <p><b><u>Discovery Tech Book Links on Specific River Valley Civilizations</u></b> (Make sure signed into Classlink):                  Mesopotamian Geography                  Egyptian Geography                  Indus Valley Geography                  China Geography</p> <p><b><u>Nearpod Lessons:</u></b></p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p><b><u>Formative Assessments:</u></b>                  Diagnostic pre/post- assessments                  Whole/Small Group Discussions                  Polls                  Teacher observations/anecdotal records                  Teacher/student conferencing &amp; feedback                  Peer conferencing and feedback                  Graphic organizers                  Cornell notes                  Quickwrites                  Exit slips                  PBL process                  Homework</p> <p><b><u>Summative Assessments:</u></b>                  Quizzes/Tests                  Portfolios                  Performance assessments                  Open-ended responses/Essay                  Formal Structured Discussions                  PBL final product</p> <p>MP 1 Passion Project</p>
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	<p>Six Elements of Geography Latitude and Longitude</p> <p><b><u>GeoInquiries Bank:</u></b> Human Geography (20 inquiries) World Geography (19 inquiries) Society for American Archaeology Resources (full of pdfs) <b><u>Geography Inquiries- Critical Thinking</u></b> C3- Geography (level up from 3rd grade) C3- Human Environment Interaction- (Level down from 11th) C3- Map Skills (level up from 1st)</p> <p><b><u>Other Inquiry Lessons and Simulations:</u></b> How did the agricultural Revolution change the structure and organization of human society?</p> <p>Importance of the Nile Hunter-Gatherer Scavenger Hunt River Valley Innovations Maker Space Worldle</p>		
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**Unit 2: Technology and Advancements in Early Civilizations**

**Essential Questions:**

How do technological advancements improve life for people?  
 How do technological advancements lead to the rise of powerful states and kingdoms?  
 What advancements of the past still influence the world today?

**NJ Student Learning Standards:** Social Studies Skills Table: Critical Thinking (Grades 5-8)

**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.

**6.2.8.HistoryCC.2.a:** Evaluate the importance and enduring legacy of the major achievements of the early river civilizations over time.

**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.

**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.HistoryCC.4.b:** Explain how and why the interrelationships among improved agricultural production, population growth, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

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

**Mandates Included:**

- Diversity, Equity and Inclusion
- Climate Change
- Asian American Pacific Islanders

**Enduring Understandings:**

Students will be able to explain how technology improves life for humans, discuss how technology leads to advancements in a civilization, and evaluate the importance and enduring legacy of major achievements over time.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

NJSLs Performance Expectations	Instructional Actions		
<b>Objectives</b> <i>What students will know</i>	<b>Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b>	<a href="#">NJSLs ELA Companion Standards</a> (including <a href="#">speaking/listening</a> )	<b>Suggested Formative and Summative Assessment (Checkpoints)</b>



<p>Explain ways humans adapted to and changed their environments.</p> <p>Explain how people compete over resources</p> <p>Discuss irrigation techniques around the world, division of labor, and beginnings of “civilizations”</p> <p>Examine the four early river valley civilizations to see how they adapted to their environments in order to thrive.</p> <p>Analyze how agriculture fundamentally changed human society and led to the development of civilizations.</p> <p>Identify how later societies developed and adapted to extremely challenging physical environments? (ex. Arabian Peninsula, Lake Texcoco (Aztec), Terrace Farming (China, Inca), etc.</p> <p>Identify major technological advancements of early river valley, classical (particularly Rome), medieval, and Renaissance civilizations.</p> <p>Analyze how technological advancements improve life for people.</p> <p>Explain how technological advancements led to greater economic specialization.</p> <p>Evaluate the importance and</p>	<p><b>External Resources:</b>                  Development of Agriculture - Khan Academy                  Agriculture Inquiry- C3                  Early River Valley Civilizations- Anti Social Studies Podcast Ep                  World History Ep. 1: The Ancient Era, or “Ain’t No River Valley Wide Enough”                  Khan Academy - Early Civilizations                  Google My Maps- CYO Map                  EO Kids- The Shape of Farming: Water for Crops                  A Day Without Water Activity                  Indus Valley- BBC Interactive  <a href="#">DK Find Out - China</a>  <a href="#">DK FIND OUT- INDUS VALLEY</a></p> <p><b>Brainpop Videos:</b>                  Human Evolution                  Droughts                  Water Supply                  Agricultural Revolution</p> <p><b>Innovations Across the Civilizations</b>                  Rise of Sumerian City States (Problem Solving- Difficult Environment Activity <i>(from Neshaminy)</i>)                  Terrace Farming-                  Newsela Text Set- Technology and Advancements  <a href="#">Roman</a> Technology National Geographic  <a href="#">Roman</a> Architecture and Engineering - collection of resources                  Ten Innovations that Built Ancient Rome - History.com                  Chinese Inventions- Choice Chart</p> <p>Indian Science- CRASH COURSE                  Muslim Golden Age Resources and Focus Questions</p> <p><b>Current Event Connections/Climate</b>                  Flint Water Crisis                  Water Crisis in India- Link 1                  Water Crisis in India- Link 2                  Water Crisis in India- Link 3                  How We Use Water- Resource Library</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p><b>Formative Assessments:</b>                  Diagnostic pre/post- assessments                  Whole/Small Group Discussions                  Polls                  Teacher observations/anecdotal records                  Teacher/student conferencing &amp; feedback                  Peer conferencing and feedback                  Graphic organizers                  Cornell notes                  Quickwrites                  Exit slips                  PBL process                  Homework</p> <p><b>Summative Assessments:</b>                  Quizzes/Tests                  Portfolios                  Performance assessments                  Open-ended responses/Essay                  Formal Structured Discussions                  PBL final product</p> <p><b>Activity ideas -</b></p> <ol style="list-style-type: none"> <li>1. Shark Tank: Develop an advertisement for an innovation in art, architecture, or technology during any of the civilizations. Students can be divided into groups representing different regions/civilizations and compete with their invention/achievement.</li> <li>2. MakerSpace models - students can create 3D replicas of different innovations as they learn about them. These can be simple or more complex, depending on the number</li> </ol>
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<p>enduring legacy of major achievements over time.</p>	<p>Precious Freshwater Activity                  Indus Lifeline                  River Roads- India                  Distribution of Resources Idea  <b><u>Inquiry Lessons</u></b>  <u>What were the achievements of the Golden Age of Islam?</u>  <b><u>David MacCaulay Books:</u></b>                  City, Cathedral, Pyramid                  -good for architecture study                  Inka- Master Slides (view only)                  DEEP DIVE: MITA SYSTEM- podcast                  DEEP DIVE: INCA- podcast                  Machu Picchu Virtual Tour + Inca Trail                  DK Find Out- Seven Wonders of the Ancient World  <b>Medieval</b>                  DK FIND OUT- CASTLES  <b>CASTLES MAKERSPACE PROJECT</b>  <b><u>Discovery Tech Book Links</u></b>                  (Make sure signed into Classlink):                  Mesopotamian Geography                  Egyptian Geography                  Indus Valley Geography                  China Geography                  Early Americas Society/Geography                  Neolithic Revolution                  Mesopotamian Innovations                  Egyptian Technology                  Chinese Advancements                  Greek Advancements                  Roman Achievements                  Islamic Empires Achievements                  Early Americans Advancements                  Renaissance Achievements</p>		<p>of days you wish to devote to it and the support/materials available to you in your building..</p>
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**Unit 3: Forms of Government**

**Essential Questions:**

- What is the purpose and function of government?
- How are leaders chosen in different civilizations? (ex. monarchy, dictatorship, early democracies, divine right to rule, etc.)
  - Ex. Ancient Greece, Roman Republic/Empire, Ancient China, Ancient Egypt, etc.

**NJ Student Learning Standards:** Social Studies Skills Table: Critical Thinking (Grades 5-8)

**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.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.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.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.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.

**Mandates Included:**

- LGBTQ & People with Disabilities
- Diversity, Equity and Inclusion
- Civics

**Enduring Understandings:**

Students will be able to explain the purpose/function of government in the Ancient, Classical and Medieval world, compare and contrast various forms of ancient governments (monarchy, oligarchy, tyranny, democracy), assess the successes and failures of various world governments, analyze the effectiveness of various world governments, identify the origins of Democracy, and compare and contrast direct and representative Democracy.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

NJSLs Performance Expectations	Instructional Actions		
<b>Objectives</b> <i>What students will know</i>	<b>Resources and Suggested Activities/                      Strategies, Technology Implementation,                      Interdisciplinary Connections</b>	<a href="#">NJSLs ELA Companion Standards</a> (including <a href="#">speaking/listening</a> )	<b>Suggested Formative and Summative Assessment</b> (Checkpoints)
Identify the purpose of a government- consider the different needs of each civilization.	Feudal System Sim- ex. Japan or Europe 4 Govt's of Ancient Greece- simulated song	RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9,	<b>Formative Assessments:</b> Diagnostic pre/post- assessments Whole/Small Group Discussions

<p>Who has responsibility in different forms of government?</p> <p>Compare different forms of government in the Ancient, Classic, and Medieval world. What types of government styles did each civilization attempt? What were the successes and failures?</p> <p>Analyze a government's positive and negative impacts on society. How can a government harm its people?</p> <p>Identify reasons why governments fail.</p> <p>Analyze how past governments have influenced the American system we use today?</p> <p>Compare and contrast the American legal system to those in classical civilizations.</p>	<p>activity (<i>from Neshaminy</i>) iCivics- Who Rules? + Student Notes</p> <p><b>Brain Pop(Classlink)</b> Democracy Pharaohs Mansa Musa Pax Romana Roman Republic The Roman Empire</p> <p>Newsela Text Set- Government</p> <p><b>Nearpod Lessons (Classlink)</b> Historical Literacy- 61 lessons Global Perspectives- 15 lessons Ancient Greece Hammurabi's Code Confucianism Emperor Qin Shi Huangdi</p> <p><b>Discovery Resources (Classlink)</b> <b>Mesopotamian Government</b> Egyptian Government Indus Valley Government Chinese Philosophy/Government Greek Government Early Roman Government Japanese Government African Government Feudalism in Europe</p> <p><b>Inquiry Lessons-</b> Exploring Ableism and Accessibility (Learning for Justice) What characteristics did Egyptians consider important in an effective pharaoh?  How did the teachings of Confucius reflect the</p>	<p>RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p>Polls Teacher observations/anecdotal records Teacher/student conferencing &amp; feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips PBL process Homework</p> <p><b>Summative Assessments:</b> Quizzes/Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product</p>
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	<p>values needed for a peaceful, orderly Chinese society?</p> <p>What does Hammurabi's Code of Laws reveal about daily life in Babylon?</p> <p>How did Mansa Musa build a powerful kingdom in Mali during the 14th century?</p>		
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**Unit 4: Leadership in Government****Unit 4: Leadership**

- Section 1: Qualities of a Good Leader
- Section 2: Legacy of Leadership/ Enduring Laws

**Essential Questions:**

- What are the qualities of a good leader?
- What power and responsibility does a leader have?
- How can/do they abuse that power?
- Who are some notable successful and failed leaders?
- What is the impact and legacy of those leaders?

**NJ Student Learning Standards:** Social Studies Skills Table: Critical Thinking (Grades 5-8)

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.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

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

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.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.

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.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.

**Mandates Included:**

- Diversity, Equity, Inclusion
- LGBTQ+ and Disabilities
- Amistad
- Holocaust

**Enduring Understandings:**

Students will be able to identify the qualities of a good leader, analyze what makes a leader effective or ineffective, explain how government power can be abused, and compare and contrast different leaders across various civilizations

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers

<ul style="list-style-type: none"> <li>• Provide audio recorded or leveled texts if available</li> <li>• Use of graphic organizers and sentence frames when taking notes.</li> <li>• Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's</li> </ul>			
NJSLs Performance Expectations	Instructional Actions		
Objectives <i>What students will know</i>	Resources and Suggested Activities/ Strategies, Technology Implementation, Interdisciplinary Connections	NJSLs ELA Companion Standards (including <a href="#">speaking/listening</a> )	Suggested Formative and Summative Assessment (Checkpoints)
<p>Identify the qualities of a good leader.</p> <p>What makes a leader effective or ineffective?</p> <p>Compare and contrast how leaders are viewed in different societies.</p> <p>Compare different leadership styles in the Ancient, Classic, and Medieval world. What types of leaders emerged in various civilizations? What were their successes and failures?</p> <p>What power does a leader have and how can that power be abused?</p> <p>In what ways did leaders in the Ancient, Classical and Medieval world abuse their power? Who was impacted?</p>	<p>Confucius vs. Han Feizi: Role of government on individuals investigation (must be logged into classlink)</p> <p>Caesar vs. Cicero: Investigate the best form of government for Rome (Must be logged into classlink)</p> <p>Philosophical Chairs// Socratic Seminar (ex. Emperor Qin- <i>effective or ineffective ruler?</i> Hammurabi's code- <i>was it just?</i>)</p> <p>Roman Emperor One Pagers</p> <p>Emperor Qin: Positive vs Negative Impact</p> <p>Genghis Khan Quote Analysis/Scavenger Hunt</p> <p>Julius Caesar Philosophical Chairs</p> <p>Queer Leaders in History- Hatshepsut</p> <p>Making Queer History- Hatshepsut</p> <p>Live Science- Hatshepsut: Powerful 'Female' Pharaoh</p> <p>Learning for Justice- LGBTQ History Figures</p> <p>LGBTQ+ History Cards Extended Biographies- LGBTQ and People with Disabilities, Diversity, Equity, and Inclusion</p> <p>Alexander the Great - DK Findout- LGBTQ and People with Disabilities, Diversity, Equity, and Inclusion</p> <p>Historical and Contemporary Leaders with Disabilities</p> <p>Abuses of Power by Leadership - Slavery in Different Societies (see also: social structure)-(Amistad), Diversity, Equity, and Inclusion</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p><b>Formative Assessments:</b></p> <p>Diagnostic pre/post-assessments</p> <p>Whole/Small Group Discussions</p> <p>Polls</p> <p>Teacher observations/anecdotal records</p> <p>Teacher/student conferencing &amp; feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p><b>Summative Assessments:</b></p> <p>Quizzes/Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p> <p>Inquiry Lesson on the Magna Carta</p> <p>MP 2 Passion Project</p> <p>Read Aloud - The Grand Mosque of Paris</p>

	<p>“Wax Museum” of Leader</p> <p><b>Brain Pop:</b>  Democracy  Pharaohs  Mansa Musa  Pax Romana  Roman Republic  The Roman Empire</p> <p>Newsela Text Set- Government</p> <p><b>Nearpod Lessons:</b>  Historical Literacy- 61 lessons  Global Perspectives- 15 lessons  Ancient Greece  Hammurabi’s Code  Confucianism  Emperor Qin Shi Huangdi</p> <p><b>Discovery Resources:</b>  (Sign into Classlink)  Mesopotamian Government  Egyptian Government  Indus Valley Government  Chinese Philosophy/Government  Greek Government  Early Roman Government  Japanese Government  African Government  Feudalism in Europe</p> <p><b>Inquiry Lessons</b>  How did Mansa Musa build a powerful kingdom in Mali during the 14th century?</p> <p>What characteristics did Egyptians consider important in an effective pharaoh?</p>		<p>Exploration of Rescuers poster set from Jewish Foundation for the Righteous</p>
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How did the teachings of Confucius reflect the values needed for a peaceful, orderly Chinese society?

What does Hammurabi's Code of Laws reveal about daily life in Babylon?

**Unit 5: Social Structure**

**Essential Questions:**

How were systems of power and authority used to establish order in ancient and modern civilizations?

What factors positively and negatively impacted the systems of power?

**NJ Student Learning Standards:** Social Studies Skills Table: Critical Thinking (Grades 5-8)

**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.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.HistorySE.1.a:** Explain how archeological discoveries are used to develop and enhance understanding of life prior to written records.

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

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

**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 the classical civilizations.

**6.2.8.CivicsHR.2.a:** Determine the role of slavery in the economic and social structures of early river valley Civilizations.

**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.

**Mandates Included:**

- Diversity, Equity & Inclusion
- Asian American Pacific Islanders
- Amistad

**Enduring Understandings:**

Students will be able to explain the roles of different people in different societal structures, compare/contrast the rights of various social and economic groups, and analyze how societal structures led to the development of various social and economic groups

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

<b>NJSLS Performance Expectations</b>	<b>Instructional Actions</b>		
<b>Objectives</b> <i>What students will know</i>	<b>Resources and Suggested Activities/ Strategies, Technology Implementation, Interdisciplinary Connections</b>	<b><a href="#">NJSLS ELA Companion Standards</a></b> (including <a href="#">speaking/listening</a> )	<b>Suggested Formative and Summative Assessment</b> (Checkpoints)

<p>Identify the social, political, and economic groups that existed in various civilizations.</p> <p>Compare the status and rights of the various social, political, and economic groups.</p> <p>Describe the impact of slavery on a civilization.</p> <p>Analyze and compare how various social systems came into existence and reasons for their eventual decline.</p> <p>Evaluate ancient and modern views on liberty and equality.</p> <p>Determine how varying groups of society were treated differently based on social class, race, religion, gender, and/or beliefs.</p>	<p>Bubonic Plague Inquiry Medieval Lives- Terry Jones Doc series (video series documenting different classes)</p> <p>Incan Culture- MASTER SLIDES (Slide 16) Japanese Resources Master List (2nd to last section - in PINK)</p> <p>Using a graphic organizer, find out about the role and training of the Samurai. Feudalism Social Pyramid Graphic Organizer Plebeians &amp; Patricians Rap Parody (Rome)</p> <p>Social Stratification- CRASH COURSE (India)</p> <p>Graphic Organizer- Athens and Sparta (comparing cultures) Egypt Social Structure Lesson Plan/Activity Caste System Text &amp; Graphic organizer Japanese Feudalism Simulation Japan Feudalism Text &amp; Worksheet European Feudalism Simulation <i>--(following texts from fcusd)</i> Mayan Social Structure (text) Aztec Social Structure (text) Inca Social Structure (text)</p> <p><b><u>Discovery Tech Resources</u></b> Mesopotamian Social Pyramid Standard of Ur Interactive Investigation Egyptian Social Structure Roman Society and Culture (Slavery pg. 3) Roman Society Structure Interactive Japanese Culture Japanese Feudal Society Investigation Enslaved People of Egypt Feudalism in China Medieval Feudal Society</p> <p><b><u>Newsela Texts/Text Sets</u></b> <a href="#"><u>How to Climb the Social Ladder in Ancient Rome</u></a> (article)</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p><b><u>Formative Assessments:</u></b> Diagnostic pre/post-assessments Whole/Small Group Discussions Polls Teacher observations/anecdotal records Teacher/student conferencing &amp; feedback Peer conferencing and feedback Graphic organizers Cornell notes Quickwrites Exit slips PBL process Homework</p> <p><b><u>Summative Assessments:</u></b> Quizzes/Tests Portfolios Performance assessments Open-ended responses/Essay Formal Structured Discussions PBL final product</p>
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	<p>Egypt's Social Structure (article) Mayan Society (article) Ancient Egypt: Women in Society (article) Ancient Chinese Village Ruled by Women (article) Ancient China: Society &amp; Class Divisions (article)</p> <p><b><u>Inquiry Lessons-</u></b> What virtues were practiced by samurai warriors in feudal Japan?</p>		
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**Unit 6: Economy and Trade**

**Essential Questions:**

What are the benefits and consequences of trade?

How did humans' way of living change as they interacted and adapted?

**NJ Student Learning Standards:** Social Studies Skills Table: Critical Thinking (Grades 5-8)

**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.

**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.

**6.2.8.GeoSV.4.a:** 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.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.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 marine 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.HistoryCC.4.b:** Explain how and why the interrelationships among improved agricultural production, population growth, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

**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.GeoHP.4.c:** Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

**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.

**Mandates Included:**

- Diversity, Equity & Inclusion
- Asian American Pacific Islanders
- Amistad

**Enduring Understandings:**

Students will be able to identify the benefits of trade and the effect on civilizations and social classes, discuss how technology can improve trade and economics, explain how trade routes lead to the growth of international trade centers and urbanization, and explain the impact of trade and economics on the rise of powerful states and kingdoms

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

NJSLs Performance Expectations	Instructional Actions		
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<b>Objectives</b> <i>What students will know</i>	<b>Resources and Suggested Activities/                      Strategies, Technology Implementation,                      Interdisciplinary Connections</b>	<b><u>NJSLS ELA Companion                      Standards</u></b> (including <a href="#">speaking/listening</a> )	<b>Suggested Formative and                      Summative Assessment</b> (Checkpoints)
<p>Identify the benefits of trade and the effect on civilizations and their social classes</p> <p>Discuss how technology can improve trade and economics</p> <p>Explain how trade routes lead to the growth of international trade centers and urbanization</p> <p>Explain the impact of trade and economics on the rise of powerful states and kingdoms</p>	<p>Bubonic Plague Inquiry                      Crash Course Playlist- Economics                      The Silk Road: Connecting the ancient world through trade - Shannon Harris Castelo (Ted Ed)                      UNESCO- Silk Road Interactive Map                      Nat Geo- Silk Road Path                      Arizona Smith- Ancient Africa                      Silk Road- Field Museum Project example                      DK FIND OUT- THE PLAGUE                      China Trade (DK)                      Silk Road Hyperdoc                      Ancient Roman Economy                      Trade in Medieval Europe</p> <p><b><u>Discovery Tech Resources</u></b>                      Ancient China Economy                      Ancient China Trade Interactive                      Japanese Resources Master List (Purple section)                      Ancient Greece Economy                      Ancient Rome Economy                      Ancient Rome Trade Investigation                      Islamic Empires Trade and Economy                      Motivation for Trade in Africa/Asia                      Trade Kingdoms in West Africa Investigation                      West African Slave Trade (Tabs 6 &amp; 7)                      Triangular Trade                      Salt &amp; Gold Trade                      Kush Trade</p> <p><b><u>Nearpod Lesson:</u></b>  <a href="#">Silk Road</a></p> <p><b><u>Newsela Texts/Text Sets</u></b>  <a href="#">Newsela Text Set- Economy and Trade</a>  <a href="#">West African Exploration &amp; Trade (set)</a>                      The Silk Road (set)                      Trade in Greece (article)                      Trade in Egypt &amp; Nubia (article)</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3,                      RH.6-8.4, RH.6-8.5, RH.6-8.6,                      RH.6-8.7, RH.6-8.8, RH.6-8.9,                      RH.6-8.10, WHST.6-8.1,                      WHST.6-8.2, WHST.6-8.4,                      WHST.6-8.5, WHST.6-8.6,                      WHST.6-8.7, WHST.6-8.8,                      WHST.6-8.9, WHST.6-8.10,                      SL.8.1, SL.8.2, SL.8.3,                      SL.8.4, SL.8.5, SL.8.6</p>	<p><b><u>Formative Assessments:</u></b>                      Diagnostic pre/post-assessments                      Whole/Small Group Discussion                      Polls                      Teacher observations/anecdotal records                      Teacher/student conferencing &amp; feedback                      Peer conferencing and feedback                      Graphic organizers                      Cornell notes                      Quickwrites                      Exit slips                      PBL process                      Homework</p> <p><b><u>Summative Assessments:</u></b>                      Quizzes/Tests                      Portfolios                      Performance assessments                      Open-ended responses/Essay                      Formal Structured Discussions</p> <p>Inquiry Lesson on the Voyages of Zheng He</p> <p><b><u>Silk Road Simulation</u></b>                      -Trading cards                      -sample room set up diagram for traders and signs for each table/station                      -student planning page and reflection</p> <p>MP 3 Passion Project</p>

	<p>Roman Empire's road &amp; trade network (article/infographic) Trade Networks &amp; the Black Death (article) The Spread of Islam in Ancient Africa (article)</p> <p><b><u>Inquiry Lessons-</u></b> How did the Silk Road link East and the West?</p> <p>How were salt, gold and camels important to West African kingdoms?</p>		
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**Unit 7: Culture and Equity**

**Essential Questions:**

How are cultures similar and different?

How are conflicts among different cultures handled?

**NJ Student Learning Standards:** Social Studies Skills Table: Critical Thinking (Grades 5-8)

**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.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

**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.HistoryCC.4.c:** Assess the demographic, economic, and religious impact of the plague on 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.CivicsPI.4.a:** Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

**Mandates Included:**

- Diversity, Equity & Inclusion
- Asian American Pacific Islanders
- Amistad
- Holocaust and Genocide
- LGBTQ & Disabilities

**Enduring Understandings:**

Students will be able to compare and contrast the similarities and differences of religions, analyze the conflicts between religious groups, and explain how religion affected the social pyramids of society.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

<b>NJSLS Performance Expectations</b>	<b>Instructional Actions</b>		
<b>Objectives</b> <i>What students will know</i>	<b>Resources and Suggested Activities/ Strategies, Technology Implementation, Interdisciplinary Connections</b>	<b><u>NJSLS ELA Companion Standards</u></b> (including <u>speaking/listening</u> )	<b>Suggested Formative and Summative Assessment</b> (Checkpoints)



<p>Compare and contrast cultural traditions, customs, and practices among various civilizations.</p> <p>Describe how the invention of written language impacts civilization.</p> <p>Compare and contrast the religious practices of various civilizations.</p> <p>Explain how religion impacts daily life and culture</p> <p>Determine the role of religion in shaping values and decisions of the ancient and medieval world.</p> <p>Determine the ways in which religions spread around the world</p> <p>Identify the main beliefs, teachings and important figures of monotheistic and polytheistic religions that developed in ancient and medieval times.</p> <p>Analyze the impact of religion on the social hierarchy of ancient and medieval society</p> <p>Evaluate internal and external religious conflicts of the ancient and medieval world</p>	<p><b>General Culture Resources:</b>                  Japanese Feudal Society- TechBook (culture)  <u>Current Event Connection:</u> Japanese Internment Camps (They Called Us Enemy- George Takei graphic novel resource)- Asian American Pacific Islanders  <u>Current Event Connection:</u> Stop AAPI Hate Movement during COVID-19 Pandemic- Asian American Pacific Islanders                  Japanese Resources Master List                  Asia- Teacher Resource Links- Youtube (culture, hairstyles, clothing, make up, etc.)</p> <p>Life in the Middle Ages Video Series (Youtube)</p> <p><b>MesoAmerica</b>                  Incan Culture- MASTER SLIDES                  -Incan treatment of disabled people vs Europe                  DK FIND OUT- Aztec                  DK FIND OUT- Inca                  DK FIND OUT- Maya                  Cultures Collide in the Americas                  European Conquest of Americas Interactive                  Native-Land.ca - Whose Land Am I On? (Global)                  Religion and Cultures in Africa                    (Discovery Ed - spans polytheism &amp; spread of monotheistic religions)</p> <p><b>Ancient Civilizations:</b>                  DK FIND OUT- CHINA                  DK FIND OUT- Ancient Greece                  DK FIND OUT- Ancient Rome                  Kush Society                  DK FIND OUT- Ancient Egypt</p> <p><b>Monotheistic Religions:</b>                  Judaism (Discovery)                  Origins of Christianity                  Tenets of Christianity Interactive                  Spread of Christianity                  Christianity Interactive Timeline</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p><b>Formative Assessments:</b>                  Diagnostic pre/post-assessments                  Whole/Small Group Discussions                  Polls                  Teacher observations/anecdotal records                  Teacher/student conferencing &amp; feedback                  Peer conferencing and feedback                  Graphic organizers                  Cornell notes                  Quickwrites                  Exit slips                  PBL process                  Homework</p> <p><b>Summative Assessments:</b>                  Quizzes/Tests                  Portfolios                  Performance assessments                  Open-ended responses/Essay                  Formal Structured Discussions                  PBL final product</p> <p><b>Project Ideas</b>                  -Inquiry lesson comparing early writing                  -<u>West African Culture Exploration</u> and Project through Multiple Intelligences (interdisciplinary connections)                  -Exploring Greek, Roman and/or Egyptian Mythology                  -MP4 Passion Project                  -Create a Culture Inquiry of their own or another culture (Ex. Flip Grid)                  -Investigate cultural or family rituals using symbols, language, norms, values, and artifacts from their own or another</p>
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	<p>Hajj 360- Experience the Journey to Mecca                  Roots of Islam Interactive Map                  Spread of Islam Interactive Map                  MONOTHEISM ARTICLES- NEWSOLA                  Monotheism Religions Project Key (with Links embedded)                  Islam (Entire Unit, 3 parts)                  Discovery Islam                  Mansa Musa's Hajj DBQ + Journal Slides                  Discussion: slaves on the Hajj-                  Monotheism Research Slides- all links included in slides (Christianity, Islam, Judaism)</p> <p><b>Polytheistic Religions:</b>                  Greek Mythology Playlist #1                  Greek Mythology Playlist #2                  Greek Mythology Playlist #3                  Religions of India                  Ancient Greece Religion</p> <p><b>Other Religion Related Resources:</b>                  The Buddha                  Lao Tzu                  China's Belief Systems                  Confucius vs. Han Feizi Interactive</p> <p><b>Games</b>                  Ted Ed- How to Make a Mummy                  Mummy Maker Game                  Book of the Dead                  Trade and Religion of India Interactive                  Mummification: Mummies from Around the World (Why and how do different cultures preserve their dead? Why do some use human sacrifice? Ex. Inca, Egypt, Bogs of Britain, Aztec, Chinese Burial Sites)</p> <p><b><u>Inquiry Lessons</u></b>  <u>What are the major beliefs and practices of Islam?</u></p> <p>What insights about Muslim beliefs can be found in excerpts from the Koran?</p>		<p>culture</p>
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How and why did Christianity spread throughout the Roman Empire?

How did theater reflect the values and beliefs of the Greeks?