Board Approval Date: August 19, 2025

Course Title: Grade 8 SS

Course Description: This course will explore the history of assorted early societies, including cultures, politics, and religions. Some of the regions we will cover include: Mesopotamia, Egypt, India, China, Greece, Rome and Medieval Europe. These areas were significant in the development of cultures. Elements of these cultural societies still exist today.

Course Sequence & Pacing

Estimated Number of Blocks	Marking Period 1 Eras 1 & 2 Era 1. The Beginnings of Human Society Origins of Civilization (Prehistory- 4000 BCE) Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)	Estimated Number of Blocks	Marking Period 3 Era 3 Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
13 Blocks	**Unit 1 - Human Origins** The Distant Past Humans Spread Out Developing Complex Cultures New Ways of Life The Rise of Civilizations	20 Blocks	**Unit 6 - Ancient Greece** The Early years of Greek Civilization Democracy in Athens Oligarchy in Sparta Ancient Greek Society and Economic Expansion Warfare in Ancient Greece Ancient Greek Beliefs and Arts Ancient Greek Learning Alexander and the Hellenistic World

13 Blocks	**Unit 2 - Civilizations and Peoples of the Fertile Crescent** Civilization Emerges in Mesopotamia The First Empires The Assyrian and Persian Empire The Phoenicians Origins of Judaism Beliefs in Judaism Early History of the Jewish People	20 Blocks	**Unit 7 - Ancient Rome** The Roman Republic Rises Government of the Republic Society in the Republic The Republic Struggles The Roman Empire Begins Origins of Christianity Beliefs of Christianity Roman Culture and Its Legacy The Decline of the Roman Empire The Byzantine Empire Rises Byzantine Religion and Culture
13 Blocks	**Unit 3 - Ancient Egypt & Kush** Egypt Under the Pharaohs Achievements of Egyptian Civilization Egypt & Kush		
Estimated Number of Blocks	**Marking Period 2** **Era 2** **Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)**	**Estimated Number of Blocks**	**Marking Period 4** **Era 4** **Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE) The emergence of empires (i.e., Asia, Africa, Europe and the Americas)**
20 Blocks	**Unit 4 - Early Civilizations of India** The Indus Valley Civilization India's Vedic Age Origins and Beliefs of Hinduism Origins and Beliefs of Buddhism The Maurya Empire Begins Asoka’s Rule	13 Blocks	**Unit 8 : Life in Medieval Christendom** The Early Middle Ages in Europe Christianity Spreads Feudalism and the Manor Economy Rival Towns and Trade The Church and Medieval Culture

	The Guptas Empire		
20 Blocks	**Unit 5 - Early Civilizations of China** The Huang Valley The Zhou Dynasty Chinese Belief System The Unification of China The Han Dynasty Expands Han Society and Achievements	13 Blocks	**Unit 9: Struggle in Medieval Europe** Conflict between People and Monarchs England Takes Shape The Crusades The Reconquista
		13 Blocks	**Unit 10: The Islamic World and South Asia** Origins of Islam Beliefs of Islam Expansion of the Muslim World Achievements of Islamic Civilization India after the Fall of Gupta

Stage 1 Desired Results

Unit Title 1- Human Origins

Unit Summary:

Era 1. Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.

Unit Learning Targets

NJSLS Standards:

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

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.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.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking *(CS & DT)***:**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or

events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
D. Establish and maintain a formal or academic style, approach, and form.
E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style/academic style, approach, and form.
F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (climate change education)

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest

Climate Change: 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.

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
1. How much does geography shape people's lives? 2. How do societies preserve order? 3. How does geography influence the growth of a civilization? 4. How do innovations change how we live?	1. Early humans used the natural environment to adapt to a harsh world. 2. The world's first empires and the world's first religion sprung up in the Fertile Crescent 3. Geography influenced the development of civilizations. 4. Changes in science and technology continually affect society.
Students will know: ● A primary source is an account of an event by someone who took part in or witnessed the event. ● A secondary source is information gathered by someone who did not take part in or witness an event. ● How prehistoric people learned to adapt to their environment, use tools, fire, and language. ● Understand the difference between BC and BCE, and AD and CE. ● Vocabulary terms that define periods of time. **<u>Topic 1 Vocabulary:</u>** anthropology, archaeologist, prehistory, fossil, geologist, artifact, hunter gatherer, culture, agriculture, evidence, conclude, domesticate, nomad, populate, revolution, animism, migration, environment, adapt, complex, network, potential, revolution, reliable, surplus, specialization, economy, benefit, accumulate, civilization, resource, religion, social class, manage, specialization.	**Students will be able to:** ● Explain how scientists use fossils and artifacts to draw conclusions about early humans ● Discuss how archaeological evidence indicates that human life began in Africa ● Explain how people lived by the gathering and hunting way of life ● Identify the new skills that hunter gatherer societies developed in order to survive ● Discuss what the existing evidence reveals about how much societies became more complex ● Explain how humans learned to modify their environment by domesticating plants and animals ● Analyze why some humans developed agriculture while others lived as herders. ● Explain how farming helped people develop specialized skills.

Stage 2 Assessment Evidence

Summative Assessments:

- The Beginnings of Human Society Common Assessment
- Project Based Assessment - Research/Google Slides

Formative Assessments:

- Historical Writing
- Primary Source Analysis
- Vocabulary Quiz
- Reading Comprehension Quiz

Common Benchmark Assessments: 1st Common Assessments, IXL Program

Alternative Assessments:

- Current Event Responses
- Listening Comprehension - Ted Ed / Video clips

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
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.	• Research the life and village sites during the Neolithic Era • Create a plan and drawing of a Neolithic village • Collect photos of reconstruction and sites.	*1 Block*
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.	• Using maps label the migratory patterns. • Research where some of the first humans existed. • Compare and contrast language of the Homo Sapiens and modern day human-beings. • Write a narrative essay on the different groups of people from three different time periods. (hunter gatherer, herder and farmer)	*2 Blocks*

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).	• Complete graphic organizer on agriculture in Mesopotamia • Complete GRAPES chart for civilization- (Geography, Religion, Achievements, Political Structure, Economy and Social Structure)	*2 Blocks*
6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.	• Explore ancient innovations. • Team Challenge: Write three inventions that are most important in your life today. Vote as a class to see what inventions have the most impact on our society today. Discuss reasoning and debate	*1 Block*
6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.	• Create a timeline to understand BCE(BC) and CE(AD) • Analyze what order means for human societies	*2 Blocks*
6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	• Analyze cave paintings to understand the way of life of early people. • Create your own cave art painting and why it is important to you in your life.	*2 Blocks*
RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• Read, answer comprehension questions and discuss lessons from textbook and varied articles	*1 Block*
SL.UM.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest	• Research topic and create a Google slide show presentation using guidelines	*2 Blocks*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access to leveled libraries with diverse titles and representation	
My World Interactive*: *World History Early Ages **Chapters:** **Topic 1: Origins of Civilization Lessons** Lesson 1: The Distant Past Lesson 2: Humans Spread Out Lesson 3: Developing Complex Cultures Lesson 4: New Ways of Life Lesson 5: The Rise of Civilizations **Articles**: ● Hispanic Heritage Month (Sept) ● Specific content articles (Newsela, Actively Learn) ● Current Events (CNN Student News, Earthweek- Our Changing Planet) **IXL** ● The Neolithic Period **BrainPop** ● Archaeology **Wonderopolis** ● Have you sailed the seven seas? ● What were the seven wonders of the ancient world? ● What does BC and AD stand for? ● Did Stonehenge have neighbors?	Scaffolded texts and ELL texts online Scaffolded online texts with text tools and features.

<u>My World Interactive: Active Journal/Workbook</u> ● Graphic Organizer **<u>Gallery Walk</u>** ● Old, Middle New Stone Ages **<u>Venn Diagrams</u>** ● Compare and Contrast Old Stone Age and New Stone Age	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** ● Use of visual and multisensory formats *MyWorld Interactive World History text and online* *Map Skills, timelines* ● Use of assisted technology *MyWorld Interactive World History online* *FM Stereo* *Earbuds for low level readers-Snap and Read* *Brainpop Transcripts and closed captions during videos* ● Use of prompts *Compare and Contrast* *Sentence starters* *Note-taking Skills* ● Modification of content and student products *Gallery Walk simplified* ● Testing accommodations *Small group meeting* ● Authentic assessments *3 paragraph modified essay- Religion, Civilization Emerge* Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating your own inventions for peer review
  Enrichment Questions
- Interest-based content
  Choice Based Google Slides Activity on religions
- Student-driven instruction
  Choice topics for research - stations activity
- Real-world problems and scenarios
  Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- *Pre-teaching of vocabulary and concepts*
- *Picture Word Inductive Model (PWIM)*
- *Talk Read- Talk Write*
- *My World (World History)Multiple Language Resources*
- *Visual learning, including graphic organizers*
- *Use of cognates to increase comprehension*
- *Teacher modeling*
- *Oral and Written directions*
- *Provide time for practice*
- *Pairing students with beginning English language skills with students who have more advanced English language skills*
- *Scaffolding*
- *Word walls*
- *Sentence frames*
- *Think-pair-share*
- *Cooperative learning groups*

Stage 1 Desired Results

Unit Title 2 - Civilizations and Peoples of the Fertile Crescent

Unit Summary: Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Unit Learning Targets

NJSLS Standards:

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.

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).

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking *(CS & DT)*:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

F. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
G. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

H. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
I. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
J. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

F. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
G. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
H. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
I. Establish and maintain a formal or academic style, approach, and form.
J. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

G. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
H. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
I. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
J. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
K. Establish and maintain a formal style/academic style, approach, and form.
L. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (climate change education)

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

E. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
F. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
G. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
H. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Holocaust & Amistad: 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.

Unit Essential Questions:

1. What conditions were necessary for the world's first civilization to develop in Mesopotamia?
2. Why did the Code of Hammurabi play an important role in shaping Mesopotamia?
3. What was the first civilization to develop in Mesopotamia?
4. Would America's founding fathers have approved of Hammurabi's system?
5. How did the beliefs of city states differ and influence society? How did their religious beliefs influence daily life?
6. How did Judaism differ from other world religions?

Unit Enduring Understandings:

1. Valley of Tigris/Euphrates Rivers were the site of the world's first civilizations.
2. Laws were established to create social order
3. The Sumerians developed the first civilization in Mesopotamia.
4. Babylonians made many advances that helped society develop
5. Modern people can learn about cultures by studying religion through primary sources (i.e. Epic of Gilgamesh)

	6. Monotheism, attributed to Abraham, became the foundation of Judaism, Christianity and Islam. The Hebrews were the first to become monotheists.
Students will know: ● Rivers supported the growth of civilization in the Fertile Crescent and other parts of the world. ● Mesopotamians invented farming techniques that led to the growth of cities. ● Sumerians organized into city-states and advanced their society/developed social order. ● Religion (polytheism) played a role in nearly every aspect of Sumerian society. ● Sumerian culture produced many important contributions in the areas of writing, technology, math, science, and art. ● The Epic of Gilgamesh is a primary source document which gives us information about Sumerian society. ● Code of Hammurabi was the world's first law code. ● Invasions of Mesopotamia changed the region's culture. **<u>Unit 2 Vocabulary:</u>** Fertile Crescent, Mesopotamia, irrigate, city-state, barter, polytheism, ziggurat, cuneiform, distinct, prosper, empire, ally, cultural trait, Hammurabi's Code, rule of law, cavalry, standing army, tribute, currency, stele, elite, reform, import, export, navigation, colony, cultural diffusion, alphabet, assembly, profit, monotheism, ethics, Torah, covenant, Exodus, commandment, prophet, rabbi, Talmud, righteousness, justice, Sabbath, judge, exile, Diaspora, synagogue, commission, reject	**Students will be able to:** ● Explain how civilization developed in Mesopotamia and how the fertile land supported this development ● Analyze the impact that civilization in Mesopotamia had on the surrounding environment ● Explain what priests and kings held great power in the city states of Sumer ● Identify the achievements of the Sumerians in technology writing, and the arts ● Explain how Sargon formed the world's first empire in Mesopotamia ● Understand how people's lives changed when the Babylonian empire conquered Sumer ● Describe the lasting impact of the Babylonian emperor Hammurabi's legal code ● Explain how Assyrian armies conquered their vast empire ● Analyze how the Persian empire balanced local self-government with central power ● Describe how the cultures of Mesopotamia created a rich cultural tradition. ● Analyze how contact, trade and other links grew among the societies of Mesopotamia and the eastern Mediterranean. ● Describe how the Phoenicians spread their culture over a wide area ● Explain the important contribution Phoenicians made to the development of writing

	• Explain how the Israelites belief in one god developed into a religion known as Judaism • Describe how the environment shaped the Jewish religion • Understand why Abraham and Moses are important figures in Judaism • Understand how early Judaism supported individuals, rulers, and societies. • Analyze how the religious and ethical teachings of Judaism are reflected in society today

Stage 2 Assessment Evidence

Summative Assessments:

- Project Based Assessment - Research/Google Slides

Formative Assessments:

- Reading Comprehension Quizzes
- Historical Writing
- Primary Source Analysis
- Vocabulary Quiz

Common Benchmark Assessments: Era 2 Common Assessments

Alternative Assessments:

- Current Event Response
- Listening Comprehension Quiz (Ted-Ed / Video Clips

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*

6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	• Analyze Hammurabi's Code and an Eye for an Eye. • Rank the laws in which you agree or disagree and discuss your rankings with your peers • Quest: Are harsh punishments necessary for a safe society? • Investigate Quest Connections	*2 blocks*
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.	• Analyze the social pyramid of Mesopotamia • Analyze the exile of the Jews	*1 block*
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	• Discuss why civilizations developed around river valleys. • Analyze the cause & Effect chart of the rise of Mesopotamia	*½ block*
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).	• Compare and Contrast political and physical maps of Mesopotamia & Iraq.	*½ block*
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.	• Research technological inventions in Mesopotamia.	*½ block*

6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	• Compare and contrast polytheism and monotheism • Examine primary and secondary sources	*1 block*
6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.	• Analyze the many forms of language including cuneiform and pictographs and Rosetta Stone	*1 block*
6.2.8.HistoryCA.2.a	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	• Explore the Interactive map of Sumer and Fertile Crescent	*½ block*
6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	• Writer's Workshop: Write a narrative essay on what life was like for people in Mesopotamia and their achievements.	*2 blocks*

RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• Read, answer comprehension questions and discuss lessons from textbook and varied articles • Analyze DBQ's and write response to prompt	*1 Block*
W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and	• Write historical summaries while keeping in mind the guidelines on how to write like a historian	*1 Block*

	audience have been addressed.		
SL.UM.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest	• Research topic and create a Google slide show presentation using guidelines	*2 Blocks*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access to level libraries diverse titles and representation	
My World Interactive*: *World History Early Ages Material and supplies **Chapters:** **Topic 2: Civilizations and Peoples of the Fertile Crescent** Lesson 1: Civilization Emerges in Mesopotamia Lesson 2: The First Empires Lesson 3: The Assyrian and Persian Empire Lesson 4: The Phoenicians Lesson 5: Origins of Judaism Lesson 6: Beliefs in Judaism Lesson 7: Early History of the Jewish People **Articles**: • Specific content articles • Current Events **Wonderopolis** • Where is the Tigris River? • What is Passover?	Scaffolded texts and ELL texts online Scaffolded online texts with text tools and features.

• What was the Neo-Babylonian Empire? **IXL** • Early Mesopotamia • Mesopatamian Empires • Origins of Judaism **BrainPop** • Archaeology • Agricultural Revolution • Sumerians ***My World Interactive: Active Journal*** **Graphic Organizers** Create a timeline	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
  MyWorld Interactive World History text and online
  Map Skills, timelines
- Use of assisted technology
  MyWorld Interactive World History online
  FM Stereo
  Earbuds for low level readers-Snap and Read
  Brainpop Transcripts and closed captions during videos

- Use of prompts
  Quest on harsh punishments
  Sentence starters
  Note-taking Skills
  GRAPES Charts
- Modification of content and student products
  Gallery Walk simplified
- Testing accommodations
  Small group meeting
- Authentic assessments
  3 paragraph modified essay- Mesopotamia

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating your own Mesopotamian inventions for peer review
  Enrichment Questions
- Interest-based content
  - Debate punishments in ancient civilizations
- Student-driven instruction
  Choice topics for research topics-Mesopotamia stations activity
- Real-world problems and scenarios
  Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling

- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title 3 - Ancient Egypt & Kush

Unit Summary:

Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Unit Learning Targets

NJSLS Standards:

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.

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).

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking *(CS & DT)***:**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

K. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
L. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
M. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
N. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
O. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

K. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
L. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
M. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
N. Establish and maintain a formal or academic style, approach, and form.
O. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

M. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
N. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
O. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

P. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
Q. Establish and maintain a formal style/academic style, approach, and form.
R. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (climate change education)

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

I. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
J. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
K. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
L. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Holocaust & Amistad:

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

Unit Essential Questions:	**Unit Enduring Understandings:**
1. What makes a great leader? 2. Why was the Nile important to ancient Egyptians? 3. How was Egyptian society organized? 4. What role did the afterlife play in the lives of ancient Egyptians? 5. Who was the greatest ruler of ancient Egypt? 6. Why was trade important?	1. Egypt and Kush were ruled by kings known as pharaohs, who helped build Egypt into one of the world's greatest civilizations. 2. The Nile River provided irrigation and a surplus of food for society to thrive. 3. Egyptian society held the Pharaoh at the top of society with servants and slaves at the bottom of society. 4. The afterlife served was very important to Egyptian religion 5. Hatshepsut, Thut, and Ramses II were all great Egyptian rulers. 6. Trade brought wealth to Egypt and as trade expanded Egyptians would be able to bring back expensive goods from as far as India.

Students will know:	**Students will be able to:**
● Rivers supported the growth of civilization in Egypt and other parts of the world. ● Religion (polytheism) played a role in nearly every aspect of Egyptian society. ● All of the reasons why Egypt was called the Gift of the Nile. ● Why the floods of the Nile made the land ideal for farming. ● The geography of Egypt kept it isolated from outside invasion. 4. Irrigation systems provided an abundance of food (surplus) for the Egyptians. ● Upper/Lower Egypt was unified for the first time around 3100 BCE under a pharaoh who served as king and god ● The organization of Egyptian society ● Egypt established trading relationships with their neighbors and beyond. ● Egyptians were polytheistic and had a strong belief in the afterlife. ● Egyptian history can be divided into key points, with intermediate periods breaking up times of Egyptian prosperity. ● Egyptian culture had many achievements in the areas of written language, architecture, and art. ● Kush, which developed south of Egypt along the Nile, developed an advanced civilization **<u>Topic 3 Vocabulary:</u>** cataract, delta, artisan, pharaoh, dynasty, bureaucracy, mummy, devotion, hieroglyphic, papyrus, pyramid, sculpture, anatomy, commerce, ivory, ebony, interdependence, Meroitic script	● Explain how civilization developed in Egypt and how the fertile land supported this development ● Explain how polytheism impacted Egyptian culture. ● Explain how Egypt's unique geography helped its civilization grow ● Describe how a complex society developed in Egypt ● Analyze how pharaohs changed Egypt ● List ways religion affected the lives of ancient Egypt Describe the impact of writing on Egypt ● Identify the main features of Egyptian architecture and art ● Analyze the effects of advancements in science mathematics, ad technology, on Egyptian society. ● Explain how trade linked Egypt and neighboring lands ● Analyze how the location of Kush helped its civilization grow ● Summarize Kush's achievements

Stage 2 Assessment Evidence

Summative Assessments:

- Narrative Essay: First-person perspective of living during ancient Mesopotamia or Ancient Egypt.
- DBQ Prompt: How Did Early Civilizations of the Middle East and North Africa Shape the Ancient World?

Formative Assessments:

Create a digital Assessment folder for staff only.

- Document Based Writing- Become A Pharoah in Training
- Reading Comprehension Quizzes
- Historical Writing
- Primary Source Analysis
- Vocabulary Quiz

Common Benchmark Assessments: DBQ

Alternative Assessments:

- Brainpop Video Quizzes
- Egyptian god/goddesses project

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	• Analyze the system of bureaucracy	*½ block*

6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.	• Assess how the Pyramids were built by slaves • Investigate pharaohs from ancient Egypt • Analyze the social pyramid • Write your own monument inscription	*1 block*
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	• Analyze this quote; Without the Nile, there would be no Egypt" • Discuss the annual inundation of the Nile River and its importance to their survival • How did geography affect the people of Ancient Egypt and Kush?	*1 block*
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).	• Compare and Contrast political and physical maps of each river valley civilization • Examine artifacts and analyze what life was like in Egypt • Mummify an apple project	*1 block*
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.	• Write and research on river valley civilizations with technological innovations.	*½ block*
6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	• Research an Egyptian God • Examine primary and secondary sources	*1 block*

6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.	• Analyze the many forms of language including hieroglyphics • Create your own sentence using hieroglyphics.	*1 block*
6.2.8.HistoryCA.2.a	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	• Writer's Workshop: Write a narrative essay on what life was like for people in Egypt and their achievements.	*1 block*
6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	• Analyze the standing Pyramids still present today • Create a sarcophagus for your favorite pharaoh.	*1 block*

RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• Read, answer comprehension questions and discuss lessons from textbook and varied articles	*1 Block*
W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.	• Write historical summaries while keeping in mind the guidelines on how to write like a historian • Analyze DBQ's and write response to prompt	*2 Blocks*
SL.UM.8.5.	Integrate multimedia and visual displays into presentations to clarify information,	• Research topic and create a Google slide show presentation using guidelines	*2 Blocks*

	strengthen claims and evidence, and add interest		

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access to level libraries diverse titles and representation	
My World Interactive*: *World History Early Ages Material and supplies **Topic 3: Ancient Egypt and Kush** Lesson 1: Egypt Under the Pharaohs Lesson 2: Achievements of Egyptian Civilization Lesson 3: Egypt and Kush **Articles**: ● Specific content articles ● Current Events **Wonderopolis** ● What makes a pyramid? ● Who was the Crocodile Queen of Egypt? ● What is the Sphinx? **IXL** ● Ancient Egypt: The Old Kingdom ● Ancient Egyptian Religion ● The Kingdoms of Kush **BrainPop**	Scaffolded texts and ELL texts online Scaffolded online texts with text tools and features.

• Pharaohs • Ancient Egypt ***<u>My World Interactive: Active Journal</u>*** **<u>Graphic Organizers</u>** Analyze Cause and Effect-Egypt and Kush	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** • Use of visual and multisensory formats *MyWorld Interactive World History text and online* *Map Skills, timelines* • Use of assisted technology *MyWorld Interactive World History online* *FM Stereo* *Earbuds for low level readers-Snap and Read* *Brainpop Transcripts and closed captions during videos* • Use of prompts *Compare and Contrast Egypt and Kush* *Sentence starters* *Note-taking Skills* *GRAPES Charts* • Modification of content and student products *Gallery Walk simplified* • Testing accommodations *Small group meeting*

- Authentic assessments
  3 paragraph modified essay- Achievements of Egyptians

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Write your own monument inscription
  Enrichment Questions
- Interest-based content
  Choice Based Google Slides Activity on religions
- Student-driven instruction
  Choice sarcopagus design
- Real-world problems and scenarios
  Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title 4 - Early Civilizations of India

Unit Summary:

Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Unit Learning Targets

NJSLS Standards:

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.

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).

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking *(CS & DT)*:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2: Compare how technologies have influenced society over time
8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

P. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Q. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
R. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
S. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
T. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

P. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Q. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
R. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
S. Establish and maintain a formal or academic style, approach, and form.
T. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

S. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
T. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
U. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
V. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
W. Establish and maintain a formal style/academic style, approach, and form.
X. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (climate change education)

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

M. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
N. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
O. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
P. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Holocaust & Amistad:

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

Unit Essential Questions:

1. What makes culture endure?
2. How did the Indus Valley river system facilitate trade with other river valley civilizations?
3. Why mystery's surround the Indus valley civilization?
4. Why was the caste system in India able to last so long?
5. What are the similarities and differences between Hinduism and Buddhism?
6. How did Chandragupta rule India compared to Asoka?

Unit Enduring Understandings:

1. Indian cultural traditions created important thinkers and teachers, who founded schools of thought and religions that still endure today.
2. The Indus River Valley people were able to trade via direct access to the sea. They also had precious stones and metal to trade with other civilizations.
3. Historians wonder what happened to its people and the reasons why it disappeared.

	4. Many people identified themselves with a certain caste and people believed it helped India to develop. 5. Hinduism and Buddhism agree on karma, dharma, moksha and reincarnation. They are different because Buddhism rejects hindu priests, formal rituals and the caste system. 6. Chadraguta divided the Indian subcontinent into four regions to create smaller provinces. A bureaucracy of appointed officials carried out orders in each region. Asoka, after a ruthless start to his rule, filled with war, began to teach tolerance and turned to peace.
Students will know: ● The Indian sub-continent was separated from the rest of Asia by seas and mountains. ● Around 1700 BCE the Indus Valley began to fade. Eventually the cities were abandoned, but no one knows exactly what happened. ● The Indo-Aryan migration into India occurred during the Vedic period. ● The Indo-Aryans composed the Vedas. There are four Vedas. ● The caste system in a fixed social class which a person is born into. ● The Vedas contain hymns to many Gods. These Gods later became a popular part of Hinduism. ● During the Vedic Age, early Hinduism was based on the Brahman, the all-powerful principle that all Hindus believe exists in all beings. ● A defining feature of Hinduism, caste encompasses a complex ordering of social groups on the basis of ritual purity.	**Students will be able to:** ● Analyze how the environment influenced the Indus Valley Civilization ● Explain why the Indus Valley civilizations's politics, religion, and history remain a mystery ● Summarize how connections between the Indian subcontinent and other regions increased during the Vedic period. ● Discuss what the sacred hymns known as the Vedas teach us about religion and customs in Ancient India ● Describe how the caste system that emerged in India divided groups based on birth and occupation ● Describe how Hindus, grew out of the Vedas ● Describe what Hindus believe about Brahman ● Explain how Hinduism supported people and society in ancient India ● Summarize how Hinduism spread and what its lasting impact has made ● Explain why the Buddha gave up a life of luxury and how he found enlightenment ● Discuss why Buddhists follow the eightfold path

- Since Hinduism is a polytheistic religion, people did not have to give up their old religions to become Hindu. Today a billion people live in India. 80% are Hindu.
- Siddartha, a Hindu prince, gave up his finley world possessions to study with Hindu priests. He meditated for 49 days under a fig tree until he achieved enlightenment.
- The Eightfold path comes from the eights steps one must take to Three Qualities.
    - Wisdom
    - Right Action
    - Meditation
- The most devoted Buddhists lived in monasteries during the rainy season.
- Buddha urged his followers to carry his teaching to the four corners of the earth. These people were named missionaries.
- Chandragupta's long-term plan was to take control of the Northwest by defeating the Greeks and then move onto Magadha to unite all of India.
- Chadraguta divided the Indian subcontinent into four regions to create smaller provinces. A bureaucracy of appointed officials carried out orders in each region.
- Asoka replaced rule by force with rule by dharma.
- Under Gupta, literature, music, dance, architecture, art, math, science, astronomy, and medicine all advanced.

Topic 4 Vocabulary

Subcontinent, granary, citadel, monsoon, Veda, varna, caste, jati, migrate, guru, brahman, reincarnation, karma, dharma, ahimsa, moksha, meditate, enlightenment, nirvana, monastery, Theravada, Buddhism, Mahayana, strategy, province, bureaucracy, subject, tolerance, stupa, metallurgy, and decimal system.

- Describe how Buddhism supported those who followed the teaching of the Buddha
- Analyze how Buddhism spread
- Describe how Chandragupta used military strategy to unite much of India for the first time.
- Summarize how Chandgraputa developed a bureaucracy, a tax system, and a system of spies to help rule his empire.
- Discuss how Buddhism supported Asoka's hopes for his empire
- Analyze how India made advances in the arts, sciences, and mathematics, including our modern system of numerals, during Gupta rule

Stage 2 Assessment Evidence

Summative Assessments:

Ancient India Common Assessment

Formative Assessments:

- Explanatory Essay On the Achievements of the Indus River Valley Civilizations
- Reading Comprehension Quizzes
- Brainpop Video Quizzes

Common Benchmark Assessments: N/A

Alternative Assessments:

- Brainpop Video Quizzes
- Historical Writing Summary

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	• Analyze the system of bureaucracy	Review from previous unit
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.	• Evaluate the caste system	*1 block*
6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the	• Investigate the trade routes to and from India • Discuss how cities were built in Ancient India Using Grid patterns and compare it to NYC today.	*2 blocks*

	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).	• Compare and Contrast political and physical maps of each river valley civilization • Examine artifacts and analyze what life was like in the Indus valley	*2 block*
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.	• Research the technological innovations of the Indus River Valley Civilization.	*2 blocks*
6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	• Compare and contrast Hinduism and Buddhism • Examine primary and secondary sources • Create a new Hindu God for modern society.	*2 blocks*
6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.	• Analyze the many many religious writings from the Vedas, Hinduism and Buddhism. • Create a Venn Diagram	*2 blocks*
6.2.8.HistoryCA.2.a	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	• Compare and contrast Indus River Valley Civilizations achievements and the mystery of its decline	*2 blocks*

6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	• Was Ashoka a great Ruler or Tyrant?	*1 block*

RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• Read, answer comprehension questions and discuss lessons from textbook and varied articles	*1 block*
W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.	• Write historical summaries while keeping in mind the guidelines on how to write like a historian • Analyze DBQ's and write response to prompt	2 blocks
SL.UM.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest	• Research topic and create a Google slide show presentation using guidelines • Present Slides	3 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access to level libraries diverse titles and representation	

My World Interactive*: *World History Early Ages Material and supplies **<u>Topic 4: Early Civilizations of India</u>** Lesson 1: The Indus Valley Civilization Lesson 2: India's Vedic Age Lesson 3: Origins and Beliefs of Hinduism Lesson 4: Origins and Beliefs of Buddhism Lesson 5: The Maurya Empire Begins Lesson 6: Asoka's Rule Lesson 7: The Guptas Empire **<u>Articles</u>**: ● Specific content articles ● Current Events **<u>Wonderopolis</u>** ● What is Hinduism? ● Who was Buddha? ● What are the five days of Diwali? **<u>IXL</u>** ● The Indus Civilization ● The Mauryan Empire ● The Gupta Empire ● Origins of Hinduism ● Origins of Buddhism ***<u>My World Interactive: Active Journal</u>*** **<u>Venn Diagrams</u>** Compare and Contrast the religions of Hinduism and Buddhism **<u>Graphic Organizers</u>**	Scaffolded texts and ELL texts online Scaffolded online texts with text tools and features.

Create a timeline Note Taking Map Skills-Geographical places in India	

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
  MyWorld Interactive World History text and online
  Map Skills, timelines
- Use of assisted technology
  MyWorld Interactive World History online
  FM Stereo
  Earbuds for low level readers-Snap and Read
  Brainpop Transcripts and closed captions during videos
- Use of prompts
  Compare and Contrast Hinduism and Buddhism
  Sentence starters
  Note-taking Skills
  GRAPES Charts
- Modification of content and student products
  Gallery Walk simplified
- Testing accommodations
  Small group meeting
- Authentic assessments
  3 paragraph modified essay- DBQ Ashoka

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating your own Mesopotamian inventions for peer review
  Enrichment Questions
- Interest-based content
  Choice Based Google Slides Activity on religions
- Student-driven instruction
  Choice topics for research topics-Mesopotamia stations activity
- Real-world problems and scenarios
  Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title 5 - Early Civilizations of China

Unit Summary:

Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Unit Learning Targets

NJSLS Standards:

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.

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).

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking *(CS & DT)*:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

U. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
V. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

X. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
Y. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

U. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
V. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
X. Establish and maintain a formal or academic style, approach, and form.
Y. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Y. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
Z. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
AA. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BB. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
CC. Establish and maintain a formal style/academic style, approach, and form.
DD. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (climate change education)

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Q. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
R. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
S. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
T. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
1. How do societies preserve order? 2. Which Ancient Chinese Values or belief systems helped produce the most effective government in Ancient China? 3. How did the location and the environment influence the development of civilization in China? 4. How does corruption influence power? 5. How has *The Art of War* influenced military leaders?	1. Ancient China experienced many changes in its ruling dynasties and in the religious and cultural practices of its people. 2. Confucianism influenced all aspects of society. The Han Dynasty had Confucius scholars guide them to a better way of life for the people of China. 3. China was isolated from the rest of the world. 4. When the government becomes corrupt, the people have the right to overthrow that government. In Ancient China, according to the Zhou records, the Shang kings had become corrupt and lost their power.

	5. Sun Tzu's *The Art of War* has been used for centuries by the greatest military leaders in history.
Students will know: • The Huang River provided water for farming and waterways to trade goods. • The Shang Dynasty produced the first forms of Chinese writing and metal work. • The Zhou leaders declared that their success proved heaven's support and heaven gave them the right to rule. • Confucius scholars guided the Han rulers to provide education, lowered taxes and ended many of Qin's harsh rules. • Shi Huangdi unified China by standardizing many aspects of life. • The Qin dynasty collapsed due to its unbendable harsh laws. **<u>Vocabulary:</u>** Loess, dike, oracle bone, pictograph, logograph, Mandate of Heaven, warlord, chaos, philosophy, filial piety, Great Wall, censor, legalism, civil service, Silk Road, envoy, monopoly, calligraphy, lacquer, acupuncture, seismometer	**Students will be able to:** • Identify how location and environment influenced the development of civilization in China • Describe why Chinese society emerged along the Huang River • Summarize the major achievements of the Shang dynasty • Compare and contrast the Chinese writing with that of Modern English • Discuss how the idea of the Mandate of Heaven explained the rise and fall of dynasties • Explain how the philosophical system of Confucianism supported individuals, rulers, and societies. • Discuss the steps that Shi Huangdi took to unite China • Identify one cause of the fall of the Qin dynasty

Stage 2 Assessment Evidence
Summative Assessments: Ancient China Common Assessment DBQ Prompt: How Did Early Civilizations in India and China Shape Their Societies and Influence the World?
Formative Assessments: Create a digital Assessment folder for staff only.

- Document Based Writing- Write an Obituary for Shi Huangdi
- Reading Comprehension Quizzes
- Brainpop Video Quizzes
- Gallery Walk - Chinese Belief System
- Egyptian god/goddesses project

Common Benchmark Assessments: ERA 2 Common Assessments

Alternative Assessments:

- Essay on the importance of Chinese Inventions (3)
- Confucius Scroll Writing
- Brainpop Video Quizzes

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	• Evaluate the effect isolation had on the development of Chinese rule.	*1 block*
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.	• Compare and Contrast Confucianism and Taoism with other river valley civilizations.	*2 blocks*
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	• Research technological inventions in ancient China.	*2 blocks*
6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern	• Compare and Contrast political and physical maps of each river valley civilization • Create a travel brochure on a river valley civilization	*2 blocks*

	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).	• Examine artifacts and analyze what life was like during the Han Dynasty.	
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.	• Research on river valley civilizations with technological innovations. • Read the article - *How did the environment influence the development of early civilizations in China?*	*2 blocks*
6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	• Examine primary and secondary sources ○ Read primary source - *The Analects of Confucius* • Write an obituary for Shi Huangdi • Compare and contrast Confucianism with Daoism	*2 blocks*
6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.	• Analyze the first forms of writing and pictographs	*2 blocks*
6.2.8.HistoryCA.2.a	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	• Compare and contrast the Chinese River Valley Civilizations achievements and reasons for decline	*1 block*
6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	• Create an explanatory essay on the major achievements of the Chinese River Valley Civilizations	*2 blocks*

RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• Read, answer comprehension questions and discuss lessons from textbook and varied articles	1 block
W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.	• Write historical summaries while keeping in mind the guidelines on how to write like a historian	1 block
SL.UM.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest	• Research topic and create a Google slide show presentation using guidelines	2 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access to level libraries diverse titles and representation	
My World Interactive*: *World History Early Ages **<u>Topic 5: Early Civilizations of China</u>** Lesson 1: The Huang Valley Lesson 2: The Zhou Dynasty Lesson 3: Chinese Belief Systems Lesson 4: The Unification of China	Scaffolded texts and ELL texts online Scaffolded online texts with text tools and features.

Lesson 5: The Han Dynasty Expands Lesson 6: Han Society and Achievements **Articles**: ● Specific content articles ● Current Events **Wonderopolis** ● Who are the Anunnaki? ● How long is the Great Wall of China? ● Who was the first emperor of China? ● Who invented the kite? **IXL** ● Ancient China ● Early Chinese Thought ● The Qin Empire ● The Han Dynasty ● Science & technology in Early China ● The Teachings of Confucius **BrainPop** ● Archaeology ● Agricultural Revolution ● Sumerians ● Pharaohs ● Ancient Egypt ● Great Wall of China ● Athens ● Roman Republic ● Fall of Roman Empire ● Democracy	

• Silk Road ***<u>My World Interactive: Active Journal</u>*** **<u>Venn Diagrams</u>** Compare and Contrast the religions of ancient China and India **<u>Graphic Organizers</u>** Create a timeline Note Taking-Page 70 Map Skills-Geographical places in India and China Analyze Cause and Effect-Egypt and Kush	

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
  MyWorld Interactive World History text and online
  Map Skills, timelines
- Use of assisted technology
  MyWorld Interactive World History online
  FM Stereo
  Earbuds for low level readers-Snap and Read
  Brainpop Transcripts and closed captions during videos
- Use of prompts
  Compare and Contrast Egypt, India and Chinese Civilizations
  Sentence starters
  Note-taking Skills

GRAPES Charts

- Modification of content and student products
  Gallery Walk simplified
- Testing accommodations
  Small group meeting
- Authentic assessments
  3 paragraph modified essay- Chinese Inventions

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating your own Mesopotamian inventions for peer review
  Enrichment Questions
- Interest-based content
  Choice Based Google Slides Activity on religions
- Student-driven instruction
  Choice topics for research topics
- Real-world problems and scenarios
  Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding

- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title 6 - Ancient Greece

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

Unit Learning Targets

NJSLS Standards:

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.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.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.

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

6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking *(CS & DT)***:**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or

events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Z. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
AA. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
BB. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CC. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
DD. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

Z. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
AA. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
BB. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CC. Establish and maintain a formal or academic style, approach, and form.
DD. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EE. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
FF. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GG. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
HH. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.

II. Establish and maintain a formal style/academic style, approach, and form.
JJ. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (climate change education)

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

U. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
V. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
W. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
X. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Amistad & Holocaust:

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

6.2.8.HistoryUP.3.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).

Interdisciplinary Connections

Unit Essential Questions:

1. What is the best form of government?
2. How does geography influence the growth of a civilization?
3. What was the impact of the polytheistic religion in Greece?
4. What words in the English language derive its root word from the Greek language?
5. How did ancient Greeks organize their social structure?
6. What democratic principles emerged from Greek democracy?
7. What were the differences between the governments of Athens and Sparta?
8. What was the importance of the Persian Wars (499-449 BCE)?
9. What was Pericles' legacy?
10. What was the importance of the Peloponnesian War (431-404 BCE)?
11. What contributions did ancient Greece have on Western Civilization?

Unit Enduring Understandings:

1. Ancient Greece was not one nation, but a collection of city-states, ruled by different forms of government.
2. The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization.
3. Greek mythology was based on a polytheistic religion that was integral to culture, politics, and art in ancient Greece.
4. Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Greek mythology.
5. Men, women, and slaves all had clearly defined roles in Greek society.
6. Classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision making. It became an inspiration for modern democracies.
7. Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).
8. The Greeks defeated the Persian empire and preserved their political independence.
9. Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War.

	10. The expansion of Greek civilization through trade and colonization led to the spread of Hellenic culture across the Mediterranean and Black Seas. 11. Athenian culture during the classical era became one of the foundation stones of Western civilization.
Students will know: **<u>Vocabulary:</u>** polis, citizen, acropolis, aristocracy, politics, oligarchy, phalanx, tyranny, democracy, citizenship, direct democracy, representative democracy, ephor, helot, military state, barracks, slavery, metic, tenant farmer, Battle of Marathon, Battle of Salamis, Delian league, Peloponnesian League, polytheism, mythology, Olympic games, lyric poetry, chorus, Socratic method, Academy, hypothesis, Hippocratic oath, sarissa, Hellenistic, classical civilization	**Students will be able to:** Explain how physical geography helped shape the development of Greek societies Describe how the Minoans and Mycenaeans influenced Greek culture Discuss how city states developed and how they interacted with one another Explain how Athenian democracy worked Summarize the type of government that developed in Sparta Discuss why the Greeks expanded through trade conquest and colonization Explain how Greek city-states defeated the Persian empire Summarize the causes and effects of the Peloponnesian War Analyze the effect of Greek religion and mythology on individuals and society

	Discuss how Greek literature continues to permeate our literature and language today Describe the scientific and medical discoveries made by the ancient Greeks Explain how Greek thought affected individuals, states and societies Describe the ways in which Alexander's conquests affected connections between cultures and the ancient world

Stage 2 Assessment Evidence

Summative Assessments:

Ancient Greece Common Assessment
Non-fiction Writing: Write an essay comparing and contrasting Sparta & Athens

Formative Assessments:

Writing Workshop: Why is Democracy important to you?
Vocabulary Quiz
Class simulation on Greek democracy/government
Primary source analysis of Greek art
Class discussion on the modern influences of Greek civilization
Research and discuss the beliefs and practices of Greek Mythology

Common Benchmark Assessments: ERA 3 Common Assessments

Alternative Assessments:

Classroom Election
Listening Comprehension Quiz
Classroom Democracy Simulation

Stage 3 Learning Plan

Standard	*Skill*	*Learning Activities & Differentiation*	

		(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)	
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.	• Complete GRAPES chart for civilization- (Geography, Religion, Achievements, Political Structure, Economy and Social Structure) • Create a timeline of events	*1 block*
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.	• Conduct research on social structures, government and politics to create a news magazine with a team • Compare and contrast the Greek social structure to the river valley civilizations.	*2 blocks*
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.	• Create a Venn diagram of US Government and Ancient Greek governments • Create your own government based on your school	*1 block*
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).	• Current events in the US government compared to Greek democracy. • Examine primary and secondary sources (preamble, separation of powers, Bill of Rights) • Eye for an Eye project (Hammurabi's Code) • Israelite Jewish Laws - roles and responsibilities	*2 blocks*
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	• Map skills of ancient Greece • Create a choice board - Google slide, or booklet on the Minoan and Mycenaean civilizations.	*1 block*

	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.	• Complete a chart analyzing the cause and effect of geography, and culture of a civilization • Create a map of Minoan and Mycenaean Civilizations	*1 block*
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	• Complete a webquest on ancient Greece	*1 block*
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.	• Create an argumentative essay on which Greek contribution was the most significant on Western civilization.	*1 block*
6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.	• Complete Graphic organizer on social groups of the ancient Greece	*½ block*
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).	• Create a graphic organizer of each culture's greatest legacy.	*1 block*
6.2.8.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of	• Create a chart on the causes, event and effect of the decline of civilizations	*½ block*

	the Roman Empire, Gupta India, and Han China.		
6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time	• Write an explanatory essay on the lasting major achievements of the Greeks	*1 block*
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.	• Gallery walk of Ancient Gods of Greece • Compare and contrast the religions of civilizations (ie Monotheism vs polytheism) • Research and present the various religions	*1 block*
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.	• Contrast primary sources on the government of Athens vs Sparta	*1 block*

RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• Read, answer comprehension questions and discuss lessons from textbook and varied articles	1 block
W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and	• Write historical summaries while keeping in mind the guidelines on how to write like a historian • Analyze DBQ's and write response to prompt	2 blocks

	audience have been addressed.		
SL.UM.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest	• Research topic and create a Google slide show presentation using guidelines	2 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access to level libraries diverse titles and representation	
My World Interactive: World History Early Ages Material and supplies **Chapters:** **Topic 6 : Ancient Greece** Lesson 1: The Early years of Greek Civilization Lesson 2: Democracy in Athens Lesson 3: Oligarchy in Sparta Lesson 4: Ancient Greek Society and Economic Expansion Lesson 5: Warfare in Ancient Greece Lesson 6: Ancient Greek Beliefs and Arts Lesson 7: Ancient Greek Learning Lesson 8: Alexander and the Hellenistic World **Articles**: • African-American Heritage Month (Feb) • Specific content articles • Current Events **Wonderopolis**	

• What is Black History Month? • Who was Hammurabi? • Who was Leonidas? • Who was Socrates? • What is Greek Mythology? • Who invented math? **IXL** • Classical Athens: geography and society • Classical Athens: Government and Culture • Comparing Athens and Sparta: Part I • Comparing Athens and Sparta: Part II • Alexander the Great **BrainPOP:** • Democracy • Athens • Olympics • Greek Gods ***My World Interactive: Active Journal***	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** • Use of visual and multisensory formats

MyWorld Interactive World History text and online
Map Skills, timelines

- Use of assisted technology
  MyWorld Interactive World History online
  FM Stereo
  Earbuds for low level readers-Snap and Read
  Brainpop Transcripts and closed captions during videos
- Use of prompts
  Compare and Contrast Athens/Sparta
  Sentence starters
  Note-taking Skills
  GRAPES Charts
- Modification of content and student products
  Gallery Walk simplified
- Testing accommodations
  Small group meeting
- Authentic assessments
  3 paragraph modified essay- Why is Democracy important to you?

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating your own Greek/Roman inventions for peer review
  Creating your own form of Government
  Enrichment Questions
- Interest-based content
  Choice Based Google Slides Activity on Greek Gods
- Student-driven instruction
  Choice topics for research topics- Greek architecture
- Real-world problems and scenarios
  Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit 7 - Ancient Rome & Byzantine Empires

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

Unit Learning Targets

NJSLS Standards:

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.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.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.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.

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

6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

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

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking *(CS & DT)*:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EE. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

FF. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

GG. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

HH. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

II. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

EE. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

FF. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

GG. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

HH. Establish and maintain a formal or academic style, approach, and form.

II. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

KK. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

LL. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

MM. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

NN. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.

OO. Establish and maintain a formal style/academic style, approach, and form.

PP. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (climate change education)

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Y. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Z. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

AA. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

BB. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Amistad & Holocaust:

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

6.2.8.HistoryUP.3.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).

Interdisciplinary Connections

Unit Essential Questions:

1. How does geography influence the growth of a civilization?
2. What was the impact of the polytheistic religion in Rome?

Unit Enduring Understandings:

1. The Italian peninsula was protected by the sea and the arc of the Alps mountains.

3. What words in the English language derive its root word from the Greek language? 4. How did ancient Romans organize their social structure? 5. How did Roman culture spread? 6. What contributions did ancient Rome have on Western Civilization? 7. Why were the Punic Wars (264-146 BCE) significant? 8. What was the impact of the new Roman Empire? 9. What were the reasons for the decline of the Roman Empire? 10. How did Christinaity spread throughout Europe? 11. What was the impact of the Church of Rome on the late Roman Empire?	2. Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art. 3. Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology. 4. Although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a model for modern democracy. 5. Conquests and trade spread Roman cultural and technological achievements throughout the Roman Empire. 6. Western civilization was influenced by the cultural achievements of ancient Rome. 7. After the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture. 8. The Roman Republic, in the face of changing social and economic conditions, succumbed to civil war and was replaced by an imperial regime, the Roman Empire 9. Over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems. 10. The followers of Jesus spread Christianity throughout the Roman Empire, presenting a powerful challenge to Roman polytheism. 11. As the Roman Empire declined in the West, the Church of Rome grew in importance, followers, and influence.
Students will know: ● Rome is centrally located in the Mediterranean Basin, protected by the Alps, and distant from eastern Mediterranean powers	**Students will be able to:** Describe how Geography affected Rome's growth

● From the Etruscans and Greeks the Romans inherited many of their own cultural and artistic traditions, from the spectacle of gladiatorial combat, to hydraulic engineering, temple design, and religious ritual. ● The Romans formed a representative democracy. ● Representative democracy, also known as an indirect democracy, is the basis of the US democratic system. ● The Social Structure in the Roman republic was broken up into Patricians, Plebeians, and Slaves. ● After the Punic Wars, Rome was able to dominate the Mediterranean. ● Causes for the fall of the Roman Republic include the spread of slavery, unemployment, devaluation of currency, civil war and Caesar's seizure of power. ● The Pax Romana was two centuries of peace and prosperity.The Pax Romana had an economic, social and political impact. ● Roman conquests helped to spread Rome's achievements in art, architecture, technology, science, medicine, language, literature and the law. ● Christianity's roots are in Judaism. It is a monotheistic religion with Jesus as the Son and incarnation of God. ● Christinity was spread by the Apostles throughout the Roman Empire. ● Contributions of Ancient Rome ○ Art and architecture: Pantheon, Colosseum, Forum ○ Technology: Roads, aqueducts, Roman arches ○ Science: Achievements of Ptolemy ○ Medicine: Emphasis on public health (public baths, public water systems, medical schools) ○ Language: Latin, Romance languages	Analyze how the Etruscans and Greek influenced Roman culture Identify the form of government the Roman founded Analyze the influence the Roman Republic had on later governments Understand how life differed for different classes of Romans Describe how Rome changed after the Punic Wars Identify the strengths and weaknesses of the Roman republic Explain why the Roman Republic fell Explain what the Pax Romana was and how it affected Rome Identify how Rome's achievements in architecture and technology encouraged its growth Describe how the religion of Christianity developed and changed Analyze how Christianity Spread Identify Roman achievements in art, literature, technology, and science Describe the legacies left by Rome's government and concept of citizenship

○ Literature: Virgil's *Aeneid* ○ Law: The principle of "innocent until proven guilty" (from the Twelve Tables) ● Representative democracy ○ Assemblies ○ The Senate ○ Consuls ○ Laws of Rome codified as the Twelve Tables ● The creation of a second capital by Constantine at Byzantium, which he renamed Constantinople because it was the center of the eastern European Empire. ● The Byzantines built the Hagia Sophia and created mosaics. They also developed the Greek orthodox Church of Christianity. **Vocabulary:** constitution, veto, magistrate, toga, consul, patriarchal society, paterfamilias, villa, established religion,empire, province, civil war, Augustus, deify, Pax Romana, concrete, aqueduct, resurrection, baptism, crucifixion, conversion, martyr, New Testament, Gospel, parable, epistle, Trinity, ethics, denomination, site of encounter, Greco- Roman, mosaic, romance language, oratory, satire, gladiator, inflation, barbarian, mercenary, orthodoxy, Byzantine, strait, moat, Greek fire, missionary, Cryllic alphabet, creed, icon, iconoclast, pope, Great Schism, Justinian's Code	Analyze the reasons for the divide of the Roman Empire Discuss the ways in which the culture of Byzantines was unique

Stage 2 Assessment Evidence

Summative Assessments:

Ancient Rome Common Assessment

Formative Assessments:

Class discussion on Greek and Roman governments
Primary source analysis activities-using excerpts from various religious texts
Class discussion on the modern influences of Greek, Roman and Islamic civilizations
Research discuss the beliefs and practices of the Islamic cultures
Comparison activity-religious philosophies

Common Benchmark Assessments: N/A

Alternative Assessments:

Byzantine Mosaics Project
Classroom Election
Classroom Play-Democracy
Using Building blocks/legos- build Roman and Greek architectural building) (Doric, Ionic, Corinthian)

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	
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.	• Compare and contrast Christianity and Islam • Religion Choice board project	*1 block*
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.	• Deciding was conquest or trade the key factor in growth of the Islamic empires?	*½ block*
6.2.8.GeoHP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and	• Analyze the importance of the Silk Road and what was transported to new regions.	*1 block*

	the development of international trade centers (i.e., the African caravan and Silk Road).	• Discuss how trade routes impacted urbanization, transportation, communication and trade	
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.	• Create a map of North Africa and how it connects trade to other parts of the world. • Determine what natural resources are prevalent in the region	*1 block*
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.	• Create a map that shows the spread of Islam • Identify how the Arabian Peninsula is the epicenter of trade • Discuss how the geography of the Arabian Peninsula affected the people who live there.	*½ block*
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.	• Compare and contrast how oasis are different from the rest of Arabia.	*½ block*
6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.	• Analyze the geography of different regions and how it is important to the growth of a society. • Discuss how economic development took shape in the region	*1 block*
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).	• Analyze how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms	*½ block*

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	• Discuss how the use of maps show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation	*½ block*
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.	• Create a social pyramid depicting the hierarchical structures in various civilizations (Islamic)	*½ block*
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.	• Analyze the causes and outcomes of the Crusades from different perspectives. • Create a flowchart on the sequence of events of the Crusades.	*1 block*
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.	• Analyze how they rebuilt the capital, established a policy of religious tolerance, brought cultural exchange, and improved trade.	*½ block*
6.2.8.HistoryCC.4.e	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe	• Determine how the spread of the Byzantine Empire from the Eastern Mediterranean through Eastern Europe and Western Asia influenced the Islamic World.	*½ block*
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.	• Discuss the key achievements of the Muslim world (Arabic Numerals. algebra, pharmacies, chemistry, art, literature, calligraphy. etc.) • Create an essay on your opinion of the greatest Islamic achievements.	*1 block*

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.	• Complete a chart analyzing the cause and effect of geography, and culture of a civilization	*½ block*
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	• Complete a webquest on ancient Rome	*1 block*
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.	• Create an argumentative essay on which civilization was greater Greece or Rome	*1 block*
6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.	• Complete Graphic organizer on social groups of the Roman Republic	*1 block*
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).	• Create a web of each civilizations cultural legacy	*1 block*
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.	• Create a chart on the causes, event and effect of the decline of civilizations	*1 block*
6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of	• Write an explanatory essay on the lasting major achievements of Rome	*1 block*

	Greece, Rome, India, and China over time		
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.	• Choose one religion to research and present Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism	*2 blocks*
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.	• Contrast primary sources on the government of Greece vs. Rome	*1 block*

RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• Read, answer comprehension questions and discuss lessons from textbook and varied articles	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access to level libraries diverse titles and representation	
My World Interactive: World History Early Ages **<u>Topic 7: The Roman Republic</u>** Lesson 1: The Roman Republic Rises	

Lesson 2: Government of the Republic Lesson 3: Society in the Republic Lesson 4: The Republic Struggles **<u>Topic 8: The Roman and Byzantine Empires</u>** Lesson 1: The Roman Empire Begins Lesson 2: Origins of Christianity Lesson 3: Beliefs of Christianity Lesson 4: Roman Culture and Its Legacy Lesson 5: The Decline of the Roman Empire Lesson 6: The Byzantine Empire Rises Lesson 7: Byzantine Religion and Culture **<u>Articles</u>**: ● Women's History Month (March) ● Specific content articles ● Current Events **<u>Wonderopolis</u>** ● Why do we celebrate women's history month? ● What could you watch in the Colosseum? ● Who was the one-eyed queen who defeated Caesar? ● Who was Jesus? ● Was Rome built in a day? ● What is the smallest country in the world? **<u>IXL</u>** ● The Beginnings of Rome ● Early Roman Society and Politics ● Origins of Christianity ● Roman Government: Monarchy to Republic	

• The Roman Republic: Part I • The Roman Republic: Part II • Caesar and the End of the Roman Republic • Augustus and the Rise of the Roman Empire • Pax Romana • The Fall of the Western Roman Empire • The Byzantine Empire • Roman Legacies **BrainPOP:** • Roman Republic • Rise of the Roman Empire • Fall of the Roman Empire ***My World Interactive: Active Journal***	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** • Use of visual and multisensory formats *MyWorld Interactive World History text and online* *Map Skills, timelines* • Use of assisted technology *MyWorld Interactive World History online* *FM Stereo* *Earbuds for low level readers-Snap and Read* *Brainpop Transcripts and closed captions during videos*

- Use of prompts
  Compare and Contrast Greece/Rome Civilizations
  Sentence starters
  Note-taking Skills
  GRAPES Charts
- Modification of content and student products
  Gallery Walk simplified
- Testing accommodations
  Small group meeting
- Authentic assessments
  3 paragraph modified essay- Why is Democracy important to you?

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating your own Greek/Roman inventions for peer review
  Creating your own form of Government
  Enrichment Questions
- Interest-based content
  Choice Based Google Slides Activity on Greek Gods
- Student-driven instruction
  Choice topics for research topics- Greek and Roman architecture
- Real-world problems and scenarios
  Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension

- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit 8: Life in Medieval Christendom

Unit Summary: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Unit Learning Targets

NJSLS Standards:

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.

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.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.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

6.2.8.GeoHE.4.c: 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.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).

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.a: Determine which events led to the rise and eventual decline of European feudalism.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking *(CS & DT)***:**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and

diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

JJ. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
KK. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LL. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
MM. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
NN. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

JJ. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
KK. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LL. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
MM. Establish and maintain a formal or academic style, approach, and form.
NN. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

QQ. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

RR. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SS. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

TT. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.

UU. Establish and maintain a formal style/academic style, approach, and form.

VV. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (climate change education)

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

DD. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

EE. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

FF. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Climate Change: 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

Interdisciplinary Connections

Unit Essential Questions:	**Unit Enduring Understandings:**
1. What impact did geography and ethnic diversity have on the development of the Medieval World? 2. Why did the Feudal System develop in Medieval Europe? 3. How did societies preserve order? 4. How did the socioeconomic and political structures of the Medieval World influence its people? 5. Is it worth trading freedom for security? 6. How did the Church play an important role in the lives of the people in Medieval Europe? 7. In what ways did Medieval peoples express their cultures, and what are the lasting contributions of the Medieval Age on the world? 8. What specific events led to the rise and decline of feudalism?	1. The geography of Europe and Asia played a significant role in the development of the social structures, governments, and economic systems of the Medieval World. 2. The Feudal System developed primarily as a source of food and protection during the Middle Ages in Europe. 3. Students will understand that feudalism developed after the fall of the Roman Empire because life was dangerous and difficult. 4. Many Europeans lived within the Feudal System, which set a course for the life of those Europeans. 5. People in the lower classes of the feudal system were protected by the monarch and knights. 6. The religious structure of Medieval Europe helped spread education and art through the continent, and was a source of conflict between governments within Europe. 7. Medieval peoples expressed their cultures through art, architecture, music, literature, and other outlets. 8. Students will understand that the decline of feudalism was based on many factors such as depopulation from the Black Death, centralized governments developed, and more trade developed and more towns began to form.
Students will know:	**Students will be able to:**
● Map skills of Europe	● Label map of Europe in the Middle Ages

• Feudalism as a political and economic system • Trade and how the Catholic church influenced the Middle Ages Vocabulary: Middle Ages, clergy, medieval, topography, pagan, missionary, saint, monastery, sacrament, convent, Christendomvassal ,fief, knight, chivalry, crop, rotation, three-field system, guild, fallow mendicant, university, order, natural law, secular, excommunicate, and pilgrimage	• Explain social structures in a Feudal society • Summarize how trade and the Catholic church impacted medieval society

Stage 2 Assessment Evidence

Summative Assessments:

Medieval Europe Common Assessment

DBQ Prompt: How Did Life in Europe Change During the Early Middle Ages?

Formative Assessments:

Vocabulary Quiz

Feudalism Project

Quest: Is it worth trading freedom for security?

Cause and Effects in Medieval Europe

Common Benchmark Assessments: N/A

Alternative Assessments:

How did the church influence everyday life? - Essay

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders,*	***Timeframe***

		LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)	*(Days or Weeks)*
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.	• Analyze the map of how christianity spread across Europe during medieval times • Evaluate primary sources of monks and monasteries.	1 block
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.	• Create a pyramid on feudalism • Create a venn diagram on European Feudalism and Japanese feudalism • Describe the relationships of the different levels of society in feudalism • Describe how the need to protect people's homes and lands led to feudalism	2 blocks
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).	• Create a chart on the characteristics of medieval; universities	½ block
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.	• Analyze the factors that lead to the decline of Medieval Civilizations (heavy rainfall, plague, etc)	½ block
6.2.8.GeoHP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade	• Analyze major trade routes in Medieval Europe	½ block

	centers (i.e., the African caravan and Silk Road).		
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.	• Analyze the differences between nomads and town dwellers (merchants/traders)	½ block
6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.	• Analyze the geography of different regions and how it is important to the growth of a society. • Discuss how economic development took shape in the region	½ block
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).	• Analyze how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms	½ block
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.	• Create a social pyramid depicting the hierarchical structures of Feudalism	1 block
6.2.8.HistoryCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.	• Define Feudalism • Determine the events that led to the rise and decline of European feudalism	1 block

RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• Read, answer comprehension questions and discuss lessons from textbook and varied articles	1 block
W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.	• Write historical summaries while keeping in mind the guidelines on how to write like a historian • Analyze DBQ's and write response to prompt	2 blocks
SL.UM.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest	• Research topic and create a Google slide show presentation using guidelines	2 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access to level libraries diverse titles and representation	
My World Interactive: World History Early Ages	

Topic 9 : Life in Medieval Christendom Lesson 1: The Early Middle Ages in Europe Lesson 2: Christianity Spreads Lesson 3:Feudalism and the Manor Economy Lesson 4: Rival Towns and Trade Lesson 5: The Church and Medieval Culture **Articles**: ● AAPI Month (May), Jewish American Heritage Month (May) ● Specific content articles ● Current Events **Wonderopolis** ● Are all castles made of stone? ● Why do castles have moats? ● Where is the biggest castle in the world? ● When were medieval times? ● What is a coat of arms? **IXL** ● Feudal Europe **Brainpop:** ● Middle Ages ● Feudalism ***My World Interactive: Active Journal***	Scaffolded texts and ELL texts online Scaffolded online texts with text tools and features.

Accommodations and Modifications:
Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
  MyWorld Interactive World History text and online
  Map Skills, timelines
- Use of assisted technology
  MyWorld Interactive World History online
  FM Stereo
  Earbuds for low level readers-Snap and Read
  Brainpop Transcripts and closed captions during videos
- Use of prompts
  Cause/Effect Medieval Europe
  Sentence starters
  Note-taking Skills
  PECS Charts
- Modification of content and student products
  Feudalism Project
- Testing accommodations
  Small group meeting
- Authentic assessments
  3 paragraph modified essay

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating your own Medieval inventions for peer review
  Creating your own form of Government
  Enrichment Questions
- Interest-based content
  Choice Based Google Slides Activity
- Student-driven instruction

Choice topics for research topics- Islamic Achievements

- Real-world problems and scenarios

Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title 9 - Struggle in Medieval Europe

Unit Summary: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Unit Learning Targets

NJSLS Standards:

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.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.GeoHE.4.c: 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.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).

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking ***(****CS & DT****)*****:**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OO. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PP. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
QQ. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
RR. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
SS. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

OO. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
PP. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
QQ. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
RR. Establish and maintain a formal or academic style, approach, and form.
SS. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

WW. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
XX. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
YY. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
ZZ. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
AAA. Establish and maintain a formal style/academic style, approach, and form.

BBB. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (climate change education)

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GG. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

HH. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

II. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

JJ. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Climate Change: 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

Amistad & Holocaust:

6.2.8.GeoHE.4.c: 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.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.

Interdisciplinary Connections

Unit Essential Questions:

1. What forces can cause a society to change?
2. What events marked significant changes in late medieval society?
3. How did the Crusades affect the different groups involved?
4. How did the Magna Carta influence modern day democratic thought and institutions such as the American Constitution?

Unit Enduring Understandings:

1. Around 1000 BCE, powerful forces began to bring change to European societies.
2. Students will understand that the Crusades were intended to stop the spread of Islamic nations and reclaim Muslim-controlled lands that were considered holy by the Christians
3. Students will understand how the Magna Carta became a model for people who demanded democratic rights for all

Students will know:

- Map skills of Europe
- Trade and how the Catholic church influenced the Middle Ages
- Causes and effects of The Crusades
- The effect of the plague on Europe

Characteristics of great religious and political leaders (Charlemagne, King Henry IV, King John, Joan of Arc)

Vocabulary:
Magna Carta, common law, habeas corpus, writ, parliament, judiciary, Crusades, heresy

Students will be able to:

- Label map of Europe in the Middle Ages
- Summarize how trade and the Catholic church impacted medieval society
- List the causes and effects of The Crusades
- Discuss the the black death epidemic and compare it to Covid-19

Identify key leaders of the time period

Stage 2 Assessment Evidence

Summative Assessments:

Struggle in Medieval Europe Common Assessment

Quest: Comic Book

Formative Assessments:

Graphic Organizers- Magna Carta

Compare and Contrast the Magna Carta to the US Constitution

Crusade diary- Acting as a Knight- Perspectives

Common Benchmark Assessments: N/A

Alternative Assessments:

Write a research paper on the impact of the crusades or the plague on Jewish populations

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
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.	• Draw conclusions from the primary source "Thomas Becket at the altar in Canterbury"- How did this murder increase tensions with the church?	*1 block*
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).	• Create a chart on the characteristics of medieval; universities • Magna Carta- Compare and Contrast to the US Constitution	*2 blocks*
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'	• Analyze the factors that lead to the decline of Medieval Civilizations (heavy rainfall, plague, etc)	*1 block*

	relationships with other parts of the world.		
6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.	• Analyze the geography of different regions and how it is important to the growth of a society. • Discuss how economic development took shape in the region	*1 block*
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).	• Analyze how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms	*1 block*
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.	• Analyze the causes and outcomes of the Crusades from different perspectives. • Create a flowchart on the sequence of events of the Crusades.	*1 block*
6.2.8.HistoryCC.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.	• Discuss the impact of the plague on Europe • Analyze the financial and economic effects of the plague. • Compare the plague to the COVID epidemic of today.	*2 blocks*

RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• Read, answer comprehension questions and discuss lessons from textbook and varied articles	1 block

W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.	• Write historical summaries while keeping in mind the guidelines on how to write like a historian	1 block
SL.UM.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest	• Research topic and create a Google slide show presentation using guidelines	2 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access to level libraries diverse titles and representation	
My World Interactive: ***World History Early Ages*** **Topic 10: Struggle in Medieval Europe** Lesson 1: Conflict between People and Monarchs Lesson 2: England Takes Shape Lesson 3: The Crusades Lesson 4: The Reconquista	Scaffolded texts and ELL texts online

Articles: ● LGBTQ Pride Month (June), and Persons with Disabilities ● Specific content articles ● Current Events **Wonderopolis:** ● What was the Black Death? **IXL:** ● The Crusades **Brainpop:** ● Middle Ages **Ed Helper:** ● Charlemagne ● Christianity ● Crusades ***My World Interactive: Active Journal***	Scaffolded online texts with text tools and features.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** ● Use of visual and multisensory formats *MyWorld Interactive World History text and online*

Map Skills, timelines

- Use of assisted technology
  MyWorld Interactive World History online
  FM Stereo
  Earbuds for low level readers-Snap and Read
  Brainpop Transcripts and closed captions during videos
- Use of prompts
  Compare and Contrast the plague and Covid-19
  Sentence starters
  Note-taking Skills
  PECS Charts
- Modification of content and student products
  Gallery Walk simplified
- Testing accommodations
  Small group meeting
- Authentic assessments
  3 paragraph modified essay

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating your own Medieval inventions for peer review
  Creating your own form of Government
  Enrichment Questions
- Interest-based content
  Choice Based Google Slides Activity
- Student-driven instruction
  Choice topics for research topics- Is freedom worth protection?
- Real-world problems and scenarios
  Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed

- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title 10 - The Islamic World and South Asia

Unit Summary: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Unit Learning Targets

NJSLS Standards:

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.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.

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.

6.2.8.GeoHE.4.c: 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.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).

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

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking ***(****CS & DT****)*****:**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. .

Interdisciplinary Connections ELA, Math, VPA, etc

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct

from personal opinions or judgments.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

TT. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
UU. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
VV. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
WW. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
XX. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

TT. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
UU. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
VV. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
WW. Establish and maintain a formal or academic style, approach, and form.
XX. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCC. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

DDD. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

EEE. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

FFF. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.

GGG. Establish and maintain a formal style/academic style, approach, and form.

HHH. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (climate change education)

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

KK. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LL. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

MM. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

NN. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
Climate Change: 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.	
Interdisciplinary Connections	
Unit Essential Questions: 1. How do ideas spread and grow? 2. What key Muslim empires formed and expanded during this time? 3. What impact did geography have on the development of Islam, the Islamic Empires, and the African Trading States? 4. How did Muslims interact with other religious groups and civilizations in various parts of the world? 5. What were the varying ways that Islam developed cultural and religious expressions? 6. How did the development of trade and an economic system affect the people of the African Trading States? 7. What factors contributed to the building of strong civilizations in West Africa?	**Unit Enduring Understandings:** 1. The Islamic world and South Asia were ruled by different dynasties and empires. Ideas were exchanged from one culture to another. 2. Muslim empires formed in Africa, the Middle East, and Persia. 3. The geography of Southwest Asia, North Africa, and Europe created pathways and barriers to the development of Islam, the Islamic Empires, and the African Trading States. This resulted in the development of unique civilizations and interactions within these areas. 4. Muslim civilizations had both beneficial and negative interactions, over time, with other religions and non-Muslims in Europe, Africa, and Asia. 5. Through cultural activities like art, architecture, writing, and literature, Muslims were able to express their feelings and religious beliefs. 6. African civilizations developed unique economic systems, languages, and cultures through trade and increased economic use of natural resources. 7. Civilizations in West Africa developed through a sufficient environment, natural resources, and cultural traits like family, labor specialization, trade, religion, and government.
Students will know: Map skills of Asia, Africa, and the Americas	**Students will be able to:** Analyze a Historical Map on the Spread of Islam.

The foundations of Islam 5 Pillars of Islam How Islam spread across continents The Shias and Sunnis The achievements of Islamic Civilization to Western Civilization How Hinduism and Buddhism changed over time after the fall of Gupta **Vocabulary:** Inquisition Iberia Peninsula, Moors, Reconquista, oasis, nomad, prophet, revelation, Hijrah, Quran, Sunnah, hajj, mosque, Sharia, caliph, Sunni, Shia, dynasty, Sufism, sultan, textile, Arabic numerals, calligraphy, maritime, Bhakti, bodhisattva	Discuss Muhammed and the Quran Students will create graphic organizers that explain the 5 Pillars Islam was able to spread peacefully with the decline of the Persian and Byzantine empires. Compare and Contrast the Shias and Sunnis Arabic numbers, algebra, architecture, calendars, etc. Summarize the founding of Sikhism

Stage 2 Assessment Evidence
Summative Assessments: The Islamic World & South Asia Common Assessment Writing Workshop: Was conquest or trade the key factor in growth of the Islamic empires?
Formative Assessments: Quest - Create a graphic timeline of events- Islam

Compare and Contrast the Shias and Sunnis

Common Benchmark Assessments: N/A

Alternative Assessments:

African Postcard Project- Students can create a postcard written from one of the West African Empires that describes the key facts and activities within the Empire.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
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.	• Compare and contrast Christianity and Islam • Religion Choice board project	*1 block*
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.	• Deciding was conquest or trade the key factor in growth of the Islamic empires?	*½ block*
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).	• Analyze the importance of the Silk Road and what was transported to new regions. • Discuss how trade routes impacted urbanization, transportation, communication and trade	*1 block*
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.	• Create a map of North Africa and how it connects trade to other parts of the world. • Determine what natural resources are prevalent in the region	*1 block*

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.	• Create a map that shows the spread of Islam • Identify how the Arabian Peninsula is the epicenter of trade • Discuss how the geography of the Arabian Peninsula affected the people who live there.	*1 block*
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.	• Compare and contrast how oasis are different from the rest of Arabia.	*½ block*
6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.	• Analyze the geography of different regions and how it is important to the growth of a society. • Discuss how economic development took shape in the region	*1 block*
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).	• Analyze how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms	*1 block*
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	• Discuss how the use of maps show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation	*1 block*
6.2.8.HistoryCC.4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the	• Create a social pyramid depicting the hierarchical structures in various civilizations (Islamic)	*1 block*

	impact these hierarchical structures had on the lives of various groups of people.		
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.	• Analyze the causes and outcomes of the Crusades from different perspectives. • Create a flowchart on the sequence of events of the Crusades.	*½ block*
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.	• Analyze how they rebuilt the capital, established a policy of religious tolerance, brought cultural exchange, and improved trade.	*½ block*
6.2.8.HistoryCC.4.e	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe	• Determine how the spread of the Byzantine Empire from the Eastern Mediterranean through Eastern Europe and Western Asia influenced the Islamic World.	*1 block*
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.	• Discuss the key achievements of the Muslim world (Arabic Numerals. algebra, pharmacies, chemistry, art, literature, calligraphy. etc.) • Create an essay on your opinion of the greatest Islamic achievements.	*2 blocks*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Access to level libraries diverse titles and representation	

My World Interactive*: *World History Early Ages **Topic 11: The Islamic World and South Asia** Lesson 1: Origins of Islam Lesson 2: Beliefs of Islam Lesson 3: Expansion of the Muslim World Lesson 4: Achievements of Islamic Civilization Lesson 5: India after the Fall of Gupta **Articles**: ● LGBTQ Pride Month (June), and Persons with Disabilities. ● Specific content articles ● Current Events **Wonderopolis** ● Can you carve a city out of rock? (City of Petra) ● What happened to Mohenjo-daro? ● Why do some women wear a hijab? ● Who was Muhammad? **IXL** ● Origins of Islam ● Early Islamic conquests ● Early Islamic caliphates	

Accommodations and Modifications: **Students with Disabilities, English Language Learners,** **Students at Risk of Failure, Students with 504s, Gifted & Talented Students**
Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
  MyWorld Interactive World History text and online
  Map Skills, timelines
- Use of assisted technology
  MyWorld Interactive World History online
  FM Stereo
  Earbuds for low level readers-Snap and Read
  Brainpop Transcripts and closed captions during videos
- Use of prompts
  Compare and Contrast Middle Ages /IslamCivilizations
  Sentence starters
  Note-taking Skills
  PECS Charts
- Modification of content and student products
  Gallery Walk simplified
- Testing accommodations
  Small group meeting
- Authentic assessments
  3 paragraph modified essay

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
  Leveled Reading for Reading Comprehension
- Higher-order thinking skills
  Creating your own Medieval inventions for peer review
  Creating your own form of Government
  Enrichment Questions
- Interest-based content
  Choice Based Google Slides Activity
- Student-driven instruction
  Choice topics for research topics- Islamic Achievements
- Real-world problems and scenarios

Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications

- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns