Wall Township Public Schools	Board Approval Date: August 19, 2025
Course Title: 8th Grade Social Studies	
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.	

New Jersey Student Learning Standards

Social Studies

The New Jersey Student Learning Standards (NJSLS) are reviewed and revised every five years. The 2020 NJSLS in Social Studies was adopted by the State Board of Education on June 3, 2020. Districts are required to implement these standards through the updating of social studies curricula by September 2022. The standards provide the framework for curricular instruction as well as provide the performance expectations students are expected to meet by the end of each grade band.

Implementation of the standards is mandated by the New Jersey Administrative Code. District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards (N.J.A.C. 6A:8-3.1(a)). The district must provide sufficient time and resources to ensure that all students can demonstrate that they have met or exceeded the expectations set forth in the New Jersey Student Learning Standards.

2020 New Jersey Student Learning Standards for Social Studies

Intent and Spirit

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards — Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K–12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national and global communities;

- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Course Sequence & Pacing

Unit Title	Estimated Number of Instructional Periods
Unit 1 Human Origins: This unit examines the development of early human societies and the transition from hunter-gatherer communities to complex civilizations. Students will explore how early humans adapted to their physical environments by using available natural resources and developing new tools and technologies. The unit examines the migration of humans across the world and how geography influenced patterns of settlement and cultural development. Students will investigate the Agricultural Revolution and analyze how farming and the domestication of animals led to population growth, permanent settlements, specialization of labor, and new forms of social organization. Students will also explore the characteristics that define complex cultures and civilizations, including organized government, religion, social structures, economic systems, and technological advancements. Through the study of	13

archaeological evidence and artifacts, students will develop an understanding of how historians and scientists reconstruct the lives and experiences of people from the distant past.	
Unit 2 Civilizations and Peoples of the Fertile Crescent: This unit examines the development of early river valley civilizations and the geographic, political, economic, and cultural factors that contributed to their growth. Students will explore how favorable geographic conditions supported the emergence of complex societies, with particular attention to Mesopotamia and the civilizations of Southwest Asia. The unit examines the development of centralized governments, social structures, written language, trade, religion, and technological advancements that helped early civilizations flourish. Students will investigate the rise and expansion of the first empires, including the Assyrian and Persian Empires, and analyze the contributions of the Phoenicians to trade, communication, and cultural exchange. The unit will also explore the origins, beliefs, and early history of Judaism, examining its influence on the development of religious and ethical traditions. Throughout the unit, students will consider how geography, government, religion, trade, and cultural interactions shaped early societies and influenced later civilizations.	13
Unit 3 Ancient Egypt & Kush: This unit examines the development of early river valley civilizations and the geographic, political, economic, and cultural factors that contributed to their growth. Students will explore how favorable geographic conditions supported the emergence of complex societies, with particular attention to Mesopotamia and the civilizations of Southwest Asia. The unit examines the development of centralized governments, social structures, written language, trade, religion, and technological advancements that helped early civilizations flourish. Students will investigate the rise and expansion of the first empires, including the Assyrian and Persian Empires, and analyze the contributions of the Phoenicians to trade, communication, and cultural exchange. The unit will also explore the origins, beliefs, and early history of Judaism, examining its influence on the development of religious and ethical traditions. Throughout the unit, students will consider how geography, government,	13

religion, trade, and cultural interactions shaped early societies and influenced later civilizations.	
Unit 4 Early Civilizations of India: This unit examines the development of early civilizations in South Asia and the geographic, political, social, and religious factors that shaped their growth. Students will explore the Indus Valley Civilization and analyze how geography and natural resources contributed to the development of organized cities and complex societies. The unit traces the changes that occurred during India's Vedic Age and examines the origins, beliefs, and cultural influence of Hinduism and Buddhism. Students will investigate the rise of the Maurya Empire, with particular attention to Asoka's rule and the spread of Buddhism, as well as the achievements of the Gupta Empire in areas such as government, science, mathematics, literature, and the arts. Throughout the unit, students will evaluate how geography, religion, government, cultural traditions, and technological advancements contributed to the development of early Indian civilization and its lasting influence on world history.	20
Unit 5 Early Civilizations of China: This unit examines the development of early Chinese civilization and the geographic, political, social, and cultural factors that shaped its growth. Students will explore how the Huang (Yellow) River Valley provided favorable conditions for settlement and the emergence of complex societies. The unit traces the development of the Zhou Dynasty and examines Chinese belief systems and philosophies that influenced government, society, and daily life. Students will investigate the unification of China and the development of a strong centralized government before examining the expansion of the Han Dynasty. Through the study of Han society, government, trade, technology, and cultural achievements, students will analyze how China became a powerful and influential civilization. Throughout the unit, students will consider how geography, belief systems, political organization, and innovation contributed to the development and lasting legacy of ancient China.	20

Unit 6 Ancient Greece: This unit examines the development, expansion, and lasting influence of ancient Greek civilization. Students will explore the early development of Greek city-states and compare the political and social structures of democratic Athens and oligarchic Sparta. The unit examines how geography, trade, economic expansion, and warfare shaped Greek society and contributed to interactions among civilizations. Students will investigate Greek religion, mythology, art, architecture, philosophy, literature, science, and other intellectual achievements that influenced both the ancient world and later societies. The unit also explores the conquests of Alexander the Great and the development of the Hellenistic world, analyzing how cultural exchange and diffusion spread Greek ideas throughout a diverse empire. Throughout the unit, students will evaluate how government, culture, economics, warfare, and intellectual innovation contributed to the development of ancient Greece and its enduring legacy on Western civilization.	20
Unit 7 Ancient Rome: This unit examines the development, expansion, and lasting influence of Roman and Byzantine civilizations. Students will explore the rise of the Roman Republic, including its government, social structure, and economic systems, and analyze the political and social challenges that contributed to the Republic's decline and the emergence of the Roman Empire. The unit examines Roman culture, government, law, engineering, and other achievements that influenced later civilizations. Students will also investigate the origins and beliefs of Christianity, its spread throughout the Roman world, and its impact on society and culture. Students will analyze the internal weaknesses and external pressures that contributed to the decline of the Western Roman Empire before exploring the rise of the Byzantine Empire and its role in preserving and extending Roman traditions. Throughout the unit, students will evaluate how government, religion, cultural diffusion, economic development, and conflict shaped these civilizations and contributed to their enduring legacies.	20
Unit 8 Life in Medieval Christendom: This unit examines the development of medieval European society and the political, economic, religious, and cultural systems that shaped life	13

during the Middle Ages. Students will explore the changes that followed the decline of the Roman Empire and examine how feudalism and the manor economy provided political, social, and economic organization. The unit investigates the spread of Christianity and the growing influence of the Church on government, education, culture, and everyday life. Students will also analyze the growth of towns, trade, and commerce and how increased economic activity contributed to changes in medieval society. Throughout the unit, students will evaluate how religion, political organization, economic systems, trade, and cultural exchange influenced the development of medieval Europe and laid the foundation for future changes in European society.	
Unit 9 Struggle in Medieval Europe: This unit examines the political, religious, and social conflicts that shaped medieval Europe and contributed to the development of stronger kingdoms and changing systems of government. Students will explore conflicts between monarchs and their subjects and examine the development of England as political authority became more centralized and ideas about limits on royal power emerged. The unit investigates the Crusades and the Reconquista, analyzing how religious beliefs contributed to conflict while also increasing trade, cultural exchange, and interactions among Christians, Muslims, and Jews. Throughout the unit, students will evaluate how political power, religion, warfare, trade, and cultural diffusion transformed medieval European society and influenced the development of later political and cultural institutions.	13
Unit 10 The Islamic World and South Asia: This unit examines the origins, expansion, and lasting influence of Islam and Islamic civilization across Africa, Asia, and Europe. Students will explore the origins and central beliefs of Islam and analyze how religion helped unify diverse peoples while also influencing political, social, and cultural development. The unit examines the expansion of the Muslim world through conquest, trade, and cultural exchange and considers how interconnected trade networks encouraged the movement of goods, technologies, knowledge, and ideas. Students will investigate the significant scientific,	13

mathematical, medical, literary, artistic, and architectural achievements of Islamic civilization and their influence on other societies. The unit will also explore India following the decline of the Gupta Empire, including changing political structures, religious traditions, and interactions with the Muslim world. Throughout the unit, students will evaluate how religion, trade, cultural diffusion, technological innovation, and political organization contributed to the growth and influence of societies during this period.	

Unit 1

Desired Results

Unit 1 Title: 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.

Learning Standards

NJSLS:

6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies

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:

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.
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.
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.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.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.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.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.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How much does geography shape people's lives? • How do societies preserve order?	• Early humans used the natural environment to adapt to a harsh world.

• How does geography influence the growth of a civilization? • How do innovations change how we live?	• The world's first empires and the world's first religion sprung up in the Fertile Crescent • Geography influenced the development of civilizations. • Changes in science and technology continually affect society.
Vocabulary: 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.	
Learning Activities: • 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. • 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)
- Complete graphic organizer on agriculture in Mesopotamia
- Complete GRAPES chart for civilization- (Geography, Religion, Achievements, Political Structure, Economy and Social Structure)
- 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
- Create a timeline to understand BCE(BC) and CE(AD)
- Analyze what order means for human societies
- 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.
- Read, answer comprehension questions and discuss lessons from textbook and varied articles
- Research topic and create a Google slide show presentation using guidelines

Assessment Evidence
Formative Assessments: Historical Writing Primary Source Analysis Vocabulary Quiz Reading Comprehension Quiz
Summative Assessments: The Beginnings of Human Society Common Assessment Project Based Assessment - Research/Google Slides

Common Benchmark Assessments:

1st Common Assessments, IXL Program

Alternative Assessments:

Current Event Responses

Listening Comprehension - Ted Ed / Video clips

Core Instructional & Supplemental Materials

- 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?
- My World Interactive: Active Journal/Workbook
    - Graphic Organizer
- Gallery Walk
    - Old, Middle New Stone Ages
- Venn Diagrams
    - 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:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 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.

Learning Standards

NJSLS:

6.2.8.CivicsPI.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
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.
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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.
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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.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.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

Holocaust & Amistad:

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

Learning Targets

Unit Essential Questions:

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

Unit Enduring Understandings:

- Valley of Tigris/Euphrates Rivers were the site of the world's first civilizations.
- Laws were established to create social order
- The Sumerians developed the first civilization in Mesopotamia.
- Babylonians made many advances that helped society develop
- Modern people can learn about cultures by studying religion through primary sources (i.e. Epic of Gilgamesh)
- Monotheism, attributed to Abraham, became the foundation of Judaism, Christianity and Islam. The Hebrews were the first to become monotheists.

Vocabulary: 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	

Learning Activities & Differentiation:

- 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
- Analyze the social pyramid of Mesopotamia
- Analyze the exile of the Jews
- Discuss why civilizations developed around river valleys.
- Analyze the cause & Effect chart of the rise of Mesopotamia
- Compare and Contrast political and physical maps of Mesopotamia & Iraq.
- Research technological inventions in Mesopotamia.
- Compare and contrast polytheism and monotheism
- Examine primary and secondary sources
- Analyze the many forms of language including cuneiform and pictographs and Rosetta Stone
- Explore the Interactive map of Sumer and Fertile Crescent
- Writer's Workshop: Write a narrative essay on what life was like for people in Mesopotamia and their achievements.
- Read, answer comprehension questions and discuss lessons from textbook and varied articles
- Analyze DBQ's and write response to prompt
- Write historical summaries while keeping in mind the guidelines on how to write like a historian
- Research topic and create a Google slide show presentation using guidelines

Assessment Evidence

Formative Assessments:

Reading Comprehension Quizzes
Historical Writing
Primary Source Analysis

Vocabulary Quiz
Summative Assessments: Project Based Assessment - Research/Google Slides
Common Benchmark Assessments: Era 2 Common Assessments
Alternative Assessments: Current Event Response Listening Comprehension Quiz (Ted-Ed / Video Clips)

Core Instructional & Supplemental Materials

- My World Interactive: World History Early Ages
    - 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?
    - 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:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 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.

Learning Standards

NJSLS:

6.2.8.CivicsPI.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

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

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:

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.

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.
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.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.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.

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

Learning Targets

Unit Essential Questions:

- What makes a great leader?
- Why was the Nile important to ancient Egyptians?
- How was Egyptian society organized?
- What role did the afterlife play in the lives of ancient Egyptians?
- Who was the greatest ruler of ancient Egypt?
- Why was trade important?

Unit Enduring Understandings:

- Egypt and Kush were ruled by kings known as pharaohs, who helped build Egypt into one of the world's greatest civilizations.
- The Nile River provided irrigation and a surplus of food for society to thrive.
- Egyptian society held the Pharaoh at the top of society with servants and slaves at the bottom of society.

	• The afterlife served was very important to Egyptian religion • Hatshepsut, Thut, and Ramses II were all great Egyptian rulers. • Trade brought wealth to Egypt and as trade expanded Egyptians would be able to bring back expensive goods from as far as India.
Vocabulary: cataract, delta, artisan, pharaoh, dynasty, bureaucracy, mummy, devotion, hieroglyphic, papyrus, pyramid, sculpture, anatomy, commerce, ivory, ebony, interdependence, Meroitic script	
Students will be able to: • 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	

Learning Activities & Differentiation:

- Analyze the system of bureaucracy
- Assess how the Pyramids were built by slaves
- Investigate pharaohs from ancient Egypt
- Analyze the social pyramid
- Write your own monument inscription
- 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?
- 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
- Write and research on river valley civilizations with technological innovations.
- Research an Egyptian God
- Examine primary and secondary sources
- Analyze the many forms of language including hieroglyphics
- Create your own sentence using hieroglyphics.
- Writer's Workshop: Write a narrative essay on what life was like for people in Egypt and their achievements.
- Analyze the standing Pyramids still present today
- Create a sarcophagus for your favorite pharaoh.
- Read, answer comprehension questions and discuss lessons from textbook and varied articles
- Write historical summaries while keeping in mind the guidelines on how to write like a historian
- Analyze DBQ's and write response to prompt
- Research topic and create a Google slide show presentation using guidelines

Assessment Evidence

Formative Assessments:

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

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?

Common Benchmark Assessments:

DBQ

Alternative Assessments:

Brainpop Video Quizzes
Egyptian god/goddesses project

Core Instructional & Supplemental Materials

- My World Interactive: World History Early Ages
  - 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
  - Pharaohs
  - Ancient Egypt
- My World Interactive: Active Journal
- Graphic Organizers
  - 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

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Unit 4

Desired Results

Unit 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.

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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.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.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

Holocaust & Amistad

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

Learning Targets

Unit Essential Questions:

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

Unit Enduring Understandings:

- Indian cultural traditions created important thinkers and teachers, who founded schools of thought and religions that still endure today.
- 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.
- Historians wonder what happened to its people and the reasons why it disappeared.
- Many people identified themselves with a certain caste and people believed it helped India to develop.

	• Hinduism and Buddhism agree on karma, dharma, moksha and reincarnation. They are different because Buddhism rejects hindu priests, formal rituals and the caste system. • 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.
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.	
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
- 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

Learning Activities & Differentiation:

- Analyze the system of bureaucracy
- Evaluate the caste system
- 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.
- Compare and Contrast political and physical maps of each river valley civilization
- Examine artifacts and analyze what life was like in the Indus valley
- Research the technological innovations of the Indus River Valley Civilization.
- Compare and contrast Hinduism and Buddhism
- Examine primary and secondary sources
- Create a new Hindu God for modern society.
- Analyze the many many religious writings from the Vedas, Hinduism and Buddhism.
- Create a Venn Diagram
- Compare and contrast Indus River Valley Civilizations achievements and the mystery of its decline
- Was Ashoka a great Ruler or Tyrant?
- Read, answer comprehension questions and discuss lessons from textbook and varied articles
- Write historical summaries while keeping in mind the guidelines on how to write like a historian

- Analyze DBQ's and write response to prompt
- Research topic and create a Google slide show presentation using guidelines
- Present Slides

Assessment Evidence

Formative Assessments:

Explanatory Essay On the Achievements of the Indus River Valley Civilizations

Reading Comprehension Quizzes

Brainpop Video Quizzes

Summative Assessments:

Ancient India Common Assessment

Alternative Assessments:

Brainpop Video Quizzes

Historical Writing Summary

Core Instructional & Supplemental Materials

- My World Interactive: World History Early Ages
  - Topic 4: Early Civilizations of India
    - 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

- Articles:
  - Specific content articles
  - Current Events
- Wonderopolis
  - What is Hinduism?
  - Who was Buddha?
  - What are the five days of Diwali?
- IXL
  - The Indus Civilization
  - The Mauryan Empire
  - The Gupta Empire
  - Origins of Hinduism
  - Origins of Buddhism
- My World Interactive: Active Journal
- Venn Diagrams
  - Compare and Contrast the religions of Hinduism and Buddhism
- Graphic Organizers
  - 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:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In

addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 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.

Learning Standards

NJSLS:

6.2.8.CivicsPI.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
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:

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.
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.
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.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.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.
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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.
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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

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do societies preserve order? • Which Ancient Chinese Values or belief systems helped produce the most effective government in Ancient China?	• Ancient China experienced many changes in its ruling dynasties and in the religious and cultural practices of its people.

• How did the location and the environment influence the development of civilization in China? • How does corruption influence power? • How has The Art of War influenced military leaders?	• 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. • China was isolated from the rest of the world. • 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. • Sun Tzu's The Art of War has been used for centuries by the greatest military leaders in history.
Vocabulary: 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	
Learning Activities & Differentiation:	

- Evaluate the effect isolation had on the development of Chinese rule
- Compare and Contrast Confucianism and Taoism with other river valley civilizations.
- Research technological inventions in ancient China.
- Compare and Contrast political and physical maps of each river valley civilization
- Create a travel brochure on a river valley civilization
- Examine artifacts and analyze what life was like during the Han Dynasty.
- Research on river valley civilizations with technological innovations.
- Read the article - How did the environment influence the development of early civilizations in China?
- Examine primary and secondary sources
- Read primary source - The Analects of Confucius
- Write an obituary for Shi Huangdi
- Compare and contrast Confucianism with Daoism
- Analyze the first forms of writing and pictographs
- Compare and contrast the Chinese River Valley Civilizations achievements and reasons for decline
- Create an explanatory essay on the major achievements of the Chinese River Valley Civilizations
- Read, answer comprehension questions and discuss lessons from textbook and varied articles
- Write historical summaries while keeping in mind the guidelines on how to write like a historian
- Research topic and create a Google slide show presentation using guidelines

Assessment Evidence

Formative Assessments:

Document Based Writing- Write an Obituary for Shi Huangdi

Reading Comprehension Quizzes

Brainpop Video Quizzes

Gallery Walk - Chinese Belief System

Egyptian god/goddesses project

Summative Assessments:

Ancient China Common Assessment

DBQ Prompt: How Did Early Civilizations in India and China Shape Their Societies and Influence the World?

Common Benchmark Assessments:

Era 2 Common Assessments

Alternative Assessments:

Essay on the importance of Chinese Inventions (3)

Confucius Scroll Writing

Brainpop Video Quizzes

Core Instructional & Supplemental Materials

- My World Interactive: World History Early Ages
  - Topic 5: Early Civilizations of China
    - Lesson 1: The Huang Valley
    - Lesson 2: The Zhou Dynasty
    - Lesson 3: Chinese Belief Systems
    - Lesson 4: The Unification of China
    - Lesson 5: The Han Dynasty Expands
    - Lesson 6: Han Society and Achievements
- Articles:
  - Specific content articles
  - Current Events
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  - 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
- My World Interactive: Active Journal
- Venn Diagrams
    - Compare and Contrast the religions of ancient China and India
- Graphic Organizers
    - 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:
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- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

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Unit 6

Desired Results

Unit 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.

Learning Standards

NJSLS:

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:

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.

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.

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.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.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.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.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
Holocaust & Amistad: 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).

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What is the best form of government? • How does geography influence the growth of a civilization? • What was the impact of the polytheistic religion in Greece? • What words in the English language derive its root word from the Greek language? • How did ancient Greeks organize their social structure? • What democratic principles emerged from Greek democracy?	• Ancient Greece was not one nation, but a collection of city-states, ruled by different forms of government. • The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization. • Greek mythology was based on a polytheistic religion that was integral to culture, politics, and art in ancient Greece. • Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient

• What were the differences between the governments of Athens and Sparta? • What was the importance of the Persian Wars (499-449 BCE)? • What was Pericles' legacy? • What was the importance of the Peloponnesian War (431-404 BCE)? • What contributions did ancient Greece have on Western Civilization?	Greek mythology. • Men, women, and slaves all had clearly defined roles in Greek society. • 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. • Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy). • The Greeks defeated the Persian empire and preserved their political independence. • Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War. • The expansion of Greek civilization through trade and colonization led to the spread of Hellenic culture across the Mediterranean and Black Seas. • Athenian culture during the classical era became one of the foundation stones of Western civilization.
Vocabulary: 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

Learning Activities & Differentiation:

- Complete GRAPES chart for civilization- (Geography, Religion, Achievements, Political Structure, Economy and Social Structure)
- Create a timeline of events
- 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.
- Create a Venn diagram of US Government and Ancient Greek governments
- Create your own government based on your school
- 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

- Map skills of ancient Greece
- Create a choice board - Google slide, or booklet on the Minoan and Mycenaean civilizations.
- Complete a chart analyzing the cause and effect of geography, and culture of a civilization
- Create a map of Minoan and Mycenaean Civilizations
- Complete a webquest on ancient Greece
- Create an argumentative essay on which Greek contribution was the most significant on Western civilization.
- Complete Graphic organizer on social groups of the ancient Greece
- Create a graphic organizer of each culture's greatest legacy.
- Create a chart on the causes, event and effect of the decline of civilizations
- Write an explanatory essay on the lasting major achievements of the Greeks
- Gallery walk of Ancient Gods of Greece
- Compare and contrast the religions of civilizations (ie Monotheism vs polytheism)
- Research and present the various religions
- Contrast primary sources on the government of Athens vs Sparta
- Read, answer comprehension questions and discuss lessons from textbook and varied articles
- Write historical summaries while keeping in mind the guidelines on how to write like a historian
- Analyze DBQ's and write response to prompt
- Research topic and create a Google slide show presentation using guidelines

Assessment Evidence

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
Summative Assessments: Ancient Greece Common Assessment Non-fiction Writing: Write an essay comparing and contrasting Sparta & Athens
Common Benchmark Assessments: Era 3 Common Assessments
Alternative Assessments: Classroom Election Listening Comprehension Quiz Classroom Democracy Simulation

Core Instructional & Supplemental Materials

- My World Interactive: World History Early Ages
  - 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:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In

addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 7

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.

Learning Standards

NJSLS:

6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
6.2.8.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).

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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

Learning Targets

Unit Essential Questions:

- How does geography influence the growth of a civilization?
- What was the impact of the polytheistic religion in Rome?
- What words in the English language derive its root word from the Greek language?
- How did ancient Romans organize their social structure?
- How did Roman culture spread?
- What contributions did ancient Rome have on Western Civilization?
- Why were the Punic Wars (264-146 BCE) significant?
- What was the impact of the new Roman Empire?
- What were the reasons for the decline of the Roman Empire?
- How did Christinaity spread throughout Europe?
- What was the impact of the Church of Rome on the late Roman Empire?

Unit Enduring Understandings:

- The Italian peninsula was protected by the sea and the arc of the Alps mountains.
- Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art.
- Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology.
- 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.
- Conquests and trade spread Roman cultural and technological achievements throughout the Roman Empire.
- Western civilization was influenced by the cultural achievements of ancient Rome.

	• 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. • 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 • Over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems. • The followers of Jesus spread Christianity throughout the Roman Empire, presenting a powerful challenge to Roman polytheism. • As the Roman Empire declined in the West, the Church of Rome grew in importance, followers, and influence.
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	

Students will be able to:

- Describe how Geography affected Rome's growth
- 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
- Analyze the reasons for the divide of the Roman Empire
- Discuss the ways in which the culture of Byzantines was unique

Learning Activities & Differentiation:

- Compare and contrast Christianity and Islam
- Religion Choice board project
- Deciding was conquest or trade the key factor in growth of the Islamic empires?
- Analyze the importance of the Silk Road and what was transported to new regions.
- Discuss how trade routes impacted urbanization, transportation, communication and trade
- 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
- 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.
- Compare and contrast how oasis are different from the rest of Arabia.
- 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
- Analyze how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms
- Discuss how the use of maps show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation
- Create a social pyramid depicting the hierarchical structures in various civilizations (Islamic)
- Analyze the causes and outcomes of the Crusades from different perspectives.
- Create a flowchart on the sequence of events of the Crusades.
- Analyze how they rebuilt the capital, established a policy of religious tolerance, brought cultural exchange, and improved trade.
- Determine how the spread of the Byzantine Empire from the Eastern Mediterranean through Eastern Europe and Western Asia influenced the Islamic World.
- 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.
- Complete a chart analyzing the cause and effect of geography, and culture of a civilization
- Complete a webquest on ancient Rome
- Create an argumentative essay on which civilization was greater Greece or Rome
- Complete Graphic organizer on social groups of the Roman Republic
- Create a web of each civilizations cultural legacy
- Write an explanatory essay on the lasting major achievements of Rome
- Choose one religion to research and present Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism

- Contrast primary sources on the government of Greece vs. Rome
- Read, answer comprehension questions and discuss lessons from textbook and varied articles

Assessment Evidence

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

Summative Assessments:

Ancient Rome Common Assessment

Alternative Assessments:

Byzantine Mosaics Project

Classroom Election

Classroom Play-Democracy

Using Building blocks/legos- build Roman and Greek architectural building) (Doric, Ionic, Corinthian)

Core Instructional & Supplemental Materials

- My World Interactive: World History Early Ages
  - Topic 7: The Roman Republic
    - Lesson 1: The Roman Republic Rises
    - Lesson 2: Government of the Republic
    - Lesson 3: Society in the Republic
    - Lesson 4: The Republic Struggles

    - Topic 8: The Roman and Byzantine Empires
        - Lesson 1: The Roman Empire Begins
        - Lesson 3: Beliefs of Christianity
        - Lesson 4: Roman Culture and Its Legacy
        - Lesson 6: The Byzantine Empire Rises
        - Lesson 7: Byzantine Religion and Culture
- Articles:
    - Women's History Month (March)
    - Specific content articles
    - Current Events
- Wonderopolis
    - 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?
- IXL
    - 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:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 8

Desired Results

Unit 8: Life in Medieval Christendom

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.

Learning Standards

NJSLS:

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

6.2.8.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.

Interdisciplinary Connections:

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.

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.

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.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.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.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.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.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.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What impact did geography and ethnic diversity have on the development of the Medieval World? • Why did the Feudal System develop in Medieval Europe? • How did societies preserve order? • How did the socioeconomic and political structures of the Medieval World influence its people? • Is it worth trading freedom for security? • How did the Church play an important role in the lives of the people in Medieval Europe? • In what ways did Medieval peoples express their cultures, and what are the lasting contributions of the Medieval Age on the world?	• 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. • The Feudal System developed primarily as a source of food and protection during the Middle Ages in Europe. • Students will understand that feudalism developed after the fall of the Roman Empire because life was dangerous and difficult. • Many Europeans lived within the Feudal System, which set a course for the life of those Europeans. • People in the lower classes of the feudal system were protected by the monarch and knights.

• What specific events led to the rise and decline of feudalism?	• The religious structure of Medieval Europe helped spread education and art through the continent, and was a source of conflict between governments within Europe. • Medieval peoples expressed their cultures through art, architecture, music, literature, and other outlets. • 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.
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	
Students will be able to: • Label map of Europe in the Middle Ages • Explain social structures in a Feudal society • Summarize how trade and the Catholic church impacted medieval society	
Learning Activities & Differentiation: • Analyze the map of how christianity spread across Europe during medieval times • Evaluate primary sources of monks and monasteries. • 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
- Create a chart on the characteristics of medieval; universities
- Analyze the factors that lead to the decline of Medieval Civilizations (heavy rainfall, plague, etc)
- Analyze major trade routes in Medieval Europe
- Analyze the differences between nomads and town dwellers (merchants/traders)
- 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
- Analyze how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms
- Create a social pyramid depicting the hierarchical structures of Feudalism
- Define Feudalism
- Determine the events that led to the rise and decline of European feudalism
- Read, answer comprehension questions and discuss lessons from textbook and varied articles
- Write historical summaries while keeping in mind the guidelines on how to write like a historian
- Analyze DBQ's and write response to prompt
- Research topic and create a Google slide show presentation using guidelines

Assessment Evidence

Formative Assessments:

Vocabulary Quiz

Feudalism Project

Quest: Is it worth trading freedom for security?

Cause and Effects in Medieval Europe

Summative Assessments:

Medieval Europe Common Assessment

DBQ Prompt: How Did Life in Europe Change During the Early Middle Ages?
Alternative Assessments: How did the church influence everyday life? - Essay

Core Instructional & Supplemental Materials

- 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

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

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It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

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Unit 9

Desired Results

Unit 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.

Learning Standards

NJSLS:

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

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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:

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.

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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.
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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.

Holocaust & Amistad

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.

Learning Targets

Unit Essential Questions:

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

Unit Enduring Understandings:

- Around 1000 BCE, powerful forces began to bring change to European societies.
- 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
- Students will understand how the Magna Carta became a model for people who demanded democratic rights for all

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

Learning Activities & Differentiation:

- Draw conclusions from the primary source “Thomas Becket at the altar in Canterbury”- How did this murder increase tensions with the church?

- Create a chart on the characteristics of medieval; universities
- Magna Carta- Compare and Contrast to the US Constitution
- Analyze the factors that lead to the decline of Medieval Civilizations (heavy rainfall, plague, etc)
- 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
- Analyze how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms
- Analyze the causes and outcomes of the Crusades from different perspectives.
- Create a flowchart on the sequence of events of the Crusades.
- 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.
- Read, answer comprehension questions and discuss lessons from textbook and varied articles
- Write historical summaries while keeping in mind the guidelines on how to write like a historian
- Research topic and create a Google slide show presentation using guidelines

Assessment Evidence
Formative Assessments: Graphic Organizers- Magna Carta Compare and Contrast the Magna Carta to the US Constitution Crusade diary- Acting as a Knight- Perspectives
Summative Assessments: Struggle in Medieval Europe Common Assessment Quest: Comic Book
Alternative Assessments: Write a research paper on the impact of the crusades or the plague on Jewish populations

Core Instructional & Supplemental Materials

- 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
- 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

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

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
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Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 10

Desired Results

Unit 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.

Learning Standards

NJSLS:

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.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.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:

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.

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.

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.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.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.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.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.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.

Learning Targets

Unit Essential Questions:

- How do ideas spread and grow?
- What key Muslim empires formed and expanded during this time?
- What impact did geography have on the development of Islam, the Islamic Empires, and the African Trading States?
- How did Muslims interact with other religious groups and civilizations in various parts of the world?
- What were the varying ways that Islam developed cultural and religious expressions?
- How did the development of trade and an economic system affect the people of the African Trading States?
- What factors contributed to the building of strong civilizations in West Africa?

Unit Enduring Understandings:

- The Islamic world and South Asia were ruled by different dynasties and empires. Ideas were exchanged from one culture to another.
- Muslim empires formed in Africa, the Middle East, and Persia.
- 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.
- Muslim civilizations had both beneficial and negative interactions, over time, with other religions and non-Muslims in Europe, Africa, and Asia.
- Through cultural activities like art, architecture, writing, and literature, Muslims were able to express their feelings and religious beliefs.
- African civilizations developed unique economic

	systems, languages, and cultures through trade and increased economic use of natural resources. • Civilizations in West Africa developed through a sufficient environment, natural resources, and cultural traits like family, labor specialization, trade, religion, and government.
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	
Students will be able to: • Analyze a Historical Map on the Spread of Islam. • 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	
Learning Activities & Differentiation: • Compare and contrast Christianity and Islam • Religion Choice board project • Deciding was conquest or trade the key factor in growth of the Islamic empires? • Analyze the importance of the Silk Road and what was transported to new regions. • Discuss how trade routes impacted urbanization, transportation, communication and trade • 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
- 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.
- Compare and contrast how oasis are different from the rest of Arabia.
- 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
- Analyze how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms
- Discuss how the use of maps show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation
- Create a social pyramid depicting the hierarchical structures in various civilizations (Islamic)
- Analyze the causes and outcomes of the Crusades from different perspectives.
- Create a flowchart on the sequence of events of the Crusades.
- Analyze how they rebuilt the capital, established a policy of religious tolerance, brought cultural exchange, and improved trade.
- Determine how the spread of the Byzantine Empire from the Eastern Mediterranean through Eastern Europe and Western Asia influenced the Islamic World.
- 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.

Assessment Evidence

Formative Assessments:

Quest - Create a graphic timeline of events- Islam

Compare and Contrast the Shias and Sunnis

Summative Assessments:

The Islamic World & South Asia Common Assessment

Writing Workshop: Was conquest or trade the key factor in growth of the Islamic empires?

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.

Core Instructional & Supplemental Materials

- 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

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