

**Wayne Township Public Schools**  
**Grade 8**  
**Unit 1**  
**Curriculum Guide**  
**Approved September 2022**

<b>Content Area:</b>	Social Studies
<b>Grade Level:</b>	8
<b>Course:</b>	World History
<b>Unit Plan Title:</b>	Unit 1: Beginning of Human Society: Paleolithic and Neolithic Ages
<b>Time Frame:</b>	2 weeks
<b>Pacing Guide:</b>	<a href="#">See Attached District Pacing Guide</a>
<b>NJ Mandates Addressed in this Unit of Study:</b>	Amistad Law: <a href="#">N.J.S.A. 18A 52:16A-88</a> Holocaust Law: <a href="#">N.J.S.A. 18A:35-28</a> LGBTQIA+ and People with Disabilities Law: <a href="#">N.J.S.A. 18A:35-4.35</a> Asian and Pacific Islander (AAPI) Law: <a href="#">N.J.S.A. S4021</a> <a href="#">Climate Change</a>

**2020 New Jersey Core Curriculum Content Standards for Social Studies:**

**Era 1: The Beginnings of Human Society**

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.

**Disciplinary Concept:** Geography, People and the Environment: Human Population Patterns

**Core Idea:** Relationships between humans and environments impact spatial patterns of settlement and movement.

**Performance Expectations:**

- 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.

**Disciplinary Concept:** History, Culture and Perspectives: Continuity and Change

**Core Idea:** Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

**Performance Expectations:**

- 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
- 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

**Core Idea:** Chronological sequencing helps us track events over time as well as events that took place at the same time.

**Performance Expectations:**

- 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

**Core Idea:** Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.

**Performance Expectations:**

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

**2016 NJSLS for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8**

**Reading History: Grades 6-8**

**Key Ideas and Details**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### **Craft and Structure**

**NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally). Integration of Knowledge and Ideas and Range of Reading and Level.

### **Text Complexity**

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

## **Writing for History, Science and Technical Subjects: Grades 6-8**

### **Production and Distribution of Writing**

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

### **Research to Build and Present Knowledge**

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- WHST.6-8.7: 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.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- WHST.6-8.8: 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.

### **Range of Writing**

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- WHST.6-8.10: 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

## **Interdisciplinary Standards: 2016 NJSLS for English Language Arts: Grade 8**

### **Speaking and Listening**

#### **Comprehension and Collaboration**

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.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.
  - 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.
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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

**NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### **Presentation of Knowledge and Ideas**

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**NJSLSA.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

**NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Interdisciplinary Standards: 2020 NJSLS for Comprehensive Health and Physical Education Grades 6-8**

### **Physical Wellness**

**Disciplinary Concept:** Social and Sexual Health

**Core Idea:** Relationships are influenced by a wide variety of factors, individuals, and behaviors.

**Performing Expectations:**

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.

**Interdisciplinary Standards: 2020 NJSLS for Science: Grades 6-8**

MS-ESS1-4

Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. [Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution of excon of particular living organisms, or significant volcanic eruptions.] [Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.]

MS-ESS2-2

Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying me and spatial scales. [Clarification Statement: Emphasis is on how processes change Earth's surface at me and spatial scales that can be large (such as slow plate moons or the upli of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features,

	where appropriate.]
MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate tectonics. [Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).] [Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.]
MS-LS4-1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. [Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.] [Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.]
MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. [Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.]

**Interdisciplinary Standards: 2020 New Jersey Student Learning Standards for Visual and Performing Arts Grades 6-8**

**1.2 Media Arts Standards:**

**Creating Anchor Standard 1:** Generating and conceptualizing ideas.

**Enduring Understanding:** Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

**Essential Questions:** How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

**Practice:** Conceive Performance Expectations

**Performance Expectations:**

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

**Connecting Anchor Standard 11:** Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances a media artist's work.

**Essential Questions:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

**Practice:** Relate

**Performance Expectations:**

- 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).
- 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).



## Interdisciplinary Standards: 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

### Computer Science

**Disciplinary Concept:** Data & Analysis

**Core Idea:** Individuals collect, use, and display data about individuals and the world around them.

**Performance Expectations:**

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

**Core Idea:** Computers store data that can be retrieved later. Data can be copied, stored in multiple locations, and retrieved.

**Performance Expectations:**

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

### Design Thinking

**Disciplinary Concept:** Interaction of Technology and Humans

**Core Idea:** Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.

**Performance Expectations:**

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

**Core Idea:** Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.

**Performance Expectations:**

- 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.

**Disciplinary Concept:** Nature of Technology

**Core Idea:** Sometimes a technology developed for one purpose is adapted to serve other purposes.

**Performance Expectations:**

- 8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function.

## 2020 NJSLS for Career Readiness, Life Literacies, and Key Skills

### Personal Financial Literacy

**Disciplinary Concept:** Economic and Government Influences

**Core Idea:** There are government agencies and policies that affect the financial industry and the broader economy.

**Performance Expectations:**

- **9.1.8.EG.3:** Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

### 21st Century Life and Careers

**Content Area:** AGRICULTURE, FOOD & NATURAL RESOURCES CAREER CLUSTER

**Career Cluster:** AGRICULTURE, FOOD & NATURAL RESOURCES

**Standards:**

- 9.3.12.AG.1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- 9.3.12.AG.2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster.

**Career Clusters:** ANIMAL SYSTEMS

**Pathway:**

- 9.3.12.AG-ANI.1 Analyze historic and current trends impacting the animal systems industry.

## **Career Clusters: ENVIRONMENTAL SERVICE SYSTEMS**

### **Pathway:**

- 9.3.12.AG-ENV.5 Use tools, equipment, machinery and technology common to tasks in environmental service systems.

## **Career Clusters: NATURAL RESOURCES SYSTEMS**

### **Pathway:**

- 9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.

## **Content Area: EDUCATION & TRAINING CAREER CLUSTER**

### **Career Clusters: EDUCATION & TRAINING**

#### **Standards:**

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

### **Career Clusters: ADMINISTRATION & ADMINISTRATION SUPPORT**

#### **Pathway:**

- 9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

### **Career Cluster: PROFESSIONAL SUPPORT SERVICES**

#### **Pathway:**

- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-PS.2 Implement methods to enhance learner success.
- 9.3.12.ED-PS.3 Identify resources and support services to meet learners' needs.
- 9.3.12.ED-PS.4 Identify resources and support

### **Career Cluster: TEACHING/TRAINING**

#### **Pathway:**

- 9.3.12.ED-TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED-TT.3 Use content knowledge and skills of instruction to develop standards-based goals and assessments.

- 9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.
- 9.3.12.ED-TT.5 Establish a positive climate to promote learning.
- 9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.12.ED-TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.
- 9.3.12.ED-TT.9 Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
- 9.3.12.ED-TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
- 9.3.12.ED-TT.11 Implement strategies to maintain relationships with others to increase support for the organization.

**Content Area: GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER**

**Career Clusters: GOVERNMENT & PUBLIC ADMINISTRATION**

**Standards:**

- 9.3.GV.1 Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.
- 9.3.GV.2 Analyze the systematic relationships of government and public administration agencies.
- 9.3.GV.3 Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies.
- 9.3.GV.4 Describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies.
- 9.3.GV.5 Describe career opportunities and the means to achieve those opportunities in each of the Government & Public Administration Career Pathways.
- 9.3.GV.6 Explain the administration of human, financial, material and information resources in government and public administration agencies.

**Content Area: HUMAN SERVICES CAREER CLUSTER**

## **Career Clusters: HUMAN SERVICES**

### **Pathway:**

- 9.3.HU.2 Evaluate the role of the family, community and human services in society and the economy.

## **Career Clusters: EARLY CHILDHOOD DEVELOPMENT & SERVICES**

### **Pathway:**

- 9.3.HU-ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
- 9.3.HU-ED.4 Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.
- 9.3.HU-ED.8 Evaluate curriculum for inclusiveness of children with special needs.

## **Life Literacies and Key Skills**

### **Disciplinary Concept:** Creativity and Innovation

**Core Idea:** Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

### **Performance Expectations:**

- 9.4.8.Cl.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.Cl.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.Cl.3: Examine challenges

### **Disciplinary Concept:** Critical Thinking and Problem-solving

**Core Idea:** Multiple solutions often exist to solve a problem.

### **Performance Expectations:**

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

**Disciplinary Concept:** Digital Citizenship

**Core Idea:** Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.

**Performance Expectations:**

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

**Disciplinary Concept:** Global and Cultural Awareness

**Core Idea:** Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

**Performance Expectations:**

- 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 discussion to achieve a group goal.

**Disciplinary Concept:** Information and Media Literacy

**Core Idea:** Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

**Performance Expectations:**

- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques.

**Core Idea:** Sources of information are evaluated for accuracy and relevance when considering the use of information.

**Performance Expectations:**

- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

**Core Idea:** There are ethical and unethical uses of information and media.

**Performance Expectations:**

- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

### **Unit Summary**

The purpose of this unit is to show students that human beings first emerged in East Africa, and as humans evolved they developed complex technology and spread to most of the world. Students will learn how humans developed agriculture and settled villages, some of which eventually grew into the early civilizations covered in Unit 2.

### **Essential Questions**

- How have human societies reflected changes in human adaptations to the environment?
- How did the development of complex societies change how people lived?
- How did the advent of agriculture change the relationship between humans and the environment?

### **Enduring Understandings**

- 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.

NJSLS & Mandates	Student Learning Targets/Content	Learning Activities
<p><b><u>Social Studies</u></b> 6.2.8.GeoPP.1.b</p> <p><b><u>ELA Companion</u></b></p> <p>RH.6-8.1. RH.6-8.2. RH.6-8.4. RST.6-8.7. RH.6-8.10. WHST.6-8.1. WHST.6-8.2. WHST.6-8.3. WHST.6-8.4. WHST.6-8.5. WHST.6-8.6. WHST.6-8.7. WHST.6-8.8. WHST.6-8.9. WHST.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b></p> <p>9.3.12.AG.1 9.4.8.CI.2 9.4.8.IML.7</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2</p> <p><b><u>Social Studies Disciplinary Practices</u></b></p>	<p>Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia and the Americas.</p>	<p><a href="#">TCI: History Alive! The Ancient World Text: Unit #2: Migration Routes of Our Ancient Ancestors:</a></p> <p>Migration Map Activity: Students will read a summary of human migration and trace the migration patterns of early humans from Asia → Bering Strait on a teacher-provided map. Using a map and reading passage, students will answer comprehension questions. <b>(FA)</b></p>



<p>6.1.2.HistorySE.3: Investigate the development of a local community</p> <p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate</u></b> Climate Change</p>		
<p><b><u>Social Studies</u></b> 6.2.8.GeoPP.1.a 6.2.8.HistoryCC.1.a 6.2.8.HistoryCC.1.b</p> <p><b><u>ELA Companion</u></b> RH.6-8.1. RH.6-8.10. WHST.6-8.4. WHST.6-8.7. WHST.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b> 9.3.12.AG.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.5</p> <p><b><u>Social Studies</u></b> <b><u>Disciplinary Practices</u></b></p>	<p>Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.</p> <p>Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p>	<p><a href="#">Hunter-Gatherer Game</a>: Students will participate in a simulation game where they become members of hunter-gatherer tribes/clans and must survive by obtaining food and other resources. Upon completion of the simulation task, students will complete a short constructed response.</p> <p><a href="#">Foraging: Life as a Hunter Gatherer</a>: Students will read the passage, answer comprehension questions, and respond to a writing prompt using textual evidence to support their statements.</p>

<p>6.1.2.HistorySE.3: Investigate the development of a local community</p> <p>6.1.5.GeoGl.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate</u></b> Climate Change</p>		
<p><b><u>Social Studies</u></b> 6.2.8.HistorySE.1.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.1. RH.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b> 9.3.12.AG.1 9.4.8.CI.2 9.4.8.IML.7</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.4 ELA.SL.8.5</p> <p><b><u>Social Studies</u></b> <b><u>Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the</p>	<p>Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>	<p><a href="#">Stone Age Webquest</a>: Students will research different tools used by early humans in the various time periods. Students will produce a venn diagram that compares and contrasts Paleolithic and Neolithic stone tools and weapons. (Stone Age, Bronze Age, and Iron Age.)</p>

<p>development of a local community</p> <p><b><u>Mandate</u></b> Climate Change</p>		
<p><b><u>Social Studies</u></b> 6.2.8.HistoryCC.1.c 6.2.8.HistoryCC.1.d</p> <p><b><u>ELA Companion</u></b> RH.6-8.2. RH.6-8.5. RH.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b> 9.3.12.AG.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate</u></b></p>	<p>Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p> <p>Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time</p>	<p>TCI: History Alive! <a href="#">The Ancient World Text</a>:</p> <ul style="list-style-type: none"> <li>● Early Humans and the Rise of Civilization: students will learn about early humankind and the development of human societies. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of Africa and Southwest Asia and complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>○ Chapter 2: Early Hominins: In a Visual Discovery activity, students analyze images of various hominid groups and explore how physical and cultural adaptations gave later hominid groups advantages over earlier groups.</li> </ul> </li> </ul>

<p>Climate Change</p>		
<p><b><u>Social Studies</u></b> 6.2.8.HistoryCC.1.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.2. RH.6-8.5. WHST.6-8.8. WHST.6-8.9. WHST.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b> 9.3.12.AG.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.4 ELA.SL.8.5</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate</u></b> Climate Change</p>	<p>Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.</p>	<p><a href="#">National Geographic Mini-Books - Early Humans</a>: Students will read short comprehension passages about early farming practices and the development of agricultural communities. Students will then create a project based comic strip on the progression of humans from hunter-gatherers to farmers. <b>(FA)</b></p> <p>*Suggested platform...storyboard that</p> <p><a href="#">Brainpop--Human Evolution</a>: Students will view a Brainpop clip and answer comprehension questions that follow - it discusses the skills early man needed to be able to settle in various areas <b>(FA)</b></p> <p>Reading comprehension and writing using textual evidence.</p>

<p><b><u>Social Studies</u></b> 6.2.8.HistorySE.1.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.2. RH.6-8.5. WHST.6-8.6. WHST.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b> 9.3.12.AG.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.6</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community</p> <p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate</u></b> Climate Change</p>	<p>Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>	<p><a href="#"><u>Mysteries in History -Iceman</u></a></p> <p>Students will read a summary about the “Ice Man” and evaluate artifacts of the death scene. Students write an informational essay hypothesizing how the Iceman died.</p>
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<p><b><u>Social Studies</u></b> 6.2.8.HistorySE.1.a</p> <p><b><u>ELA Companion</u></b> WHST.6-8.7. WHST.6-8.8.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b> 9.3.12.AG.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.6</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate</u></b> Climate Change</p>	<p>Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>	<p><u>Archaeological "Dig"</u>: Students will examine a variety of artifacts while working in flexible groups to determine what the artifact is and how it helps them understand early humans. They will have to answer an open-ended response explaining how the artifacts they viewed show that civilization took hold in that location. <b>(FA)</b></p>
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**Integrated accommodations and modifications for the following students:**

- Special Education
- ELL
- At Risk
- Gifted and Talented
- 504

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At-Risk Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for 504 Students](#)

**Assessments**

**Benchmark**

- [World History General Knowledge Inventory](#)

**Summative**

- [TCI Chapter 1 Assessment](#)
- [TCI Chapter 2 Assessment](#)
- [TCI Chapter 3 Assessment](#)

**Alternative/Project Based**

[Early Human DBQ](#)

Students will extract evidence from primary and secondary source documents to create a list of main ideas that could answer the question: What was life like for Early Humans?

[More food, more people Breakout EDU](#)

Your life is changing in a BIG way. The people in your area have started to figure out how to control the flooding of the rivers and direct water to crops. This means there is more food available, but it also means more people are beginning to settle here. With more people, there are additional things that need to be considered and, at times, life in the region can be a little chaotic. Can you help sort out the chaos by ensuring there is enough food to go around, someone in charge to make decisions, and someone to help expand and organize trade?

## **Formative**

- All formative assessments are located in the Learning Activities section above and are labeled with an **(FA)**

## **Instructional Resources**

### TCI: History Alive! The Ancient World Text:

- Citation: *TCI: History Alive!* (2022). The Ancient World. Retrieved July 8, 2022, from <https://subscriptions.teachtci.com/teacher/programs/239>
  - Chapter 1: Investigating the past: Students sketch a personal object and analyze it from the perspective of a social scientist living 20,000 years from now. **(IR #1)**
  - Chapter 2: Early Hominins: Students analyze images of various hominid groups and explore how physical and cultural adaptations gave later hominid groups advantages over earlier groups. **(IR #2)**
  - Chapter 3: From Hunters and Gatherers to Farmers: Students learn how the Neolithic development of agriculture led to a stable food supply, permanent shelters, larger communities, specialized jobs, and trade. **(IR #3)**



**Wayne Township Public Schools**  
**Grade 8**  
**Unit 2**  
**Curriculum Guide**  
**Approved September 2022**

<b>Content Area:</b>	Social Studies:
<b>Grade Level:</b>	8
<b>Course:</b>	World History
<b>Unit Plan Title:</b>	Unit 2: Early Civilizations and Emergence of Pastoral Peoples: Early River Valley Civilizations (4000 to 1000 B.C.E.)
<b>Time Frame:</b>	5 weeks
<b>Pacing Guide:</b>	<a href="#">See Attached District Pacing Guide</a>
<b>NJ Mandates Addressed in this Unit of Study:</b>	Amistad Law: <a href="#">N.J.S.A. 18A 52:16A-88</a> Holocaust Law: <a href="#">N.J.S.A. 18A:35-28</a> LGBTQIA+ and People with Disabilities Law: <a href="#">N.J.S.A. 18A:35-4.35</a> Asian and Pacific Islander (AAPI) Law: <a href="#">N.J.S.A. S4021</a> <a href="#">Climate Change</a>

**2020 New Jersey Core Curriculum Content Standards for Social Studies:**

**Era 2: Early Civilizations and the Emergence of Pastoral Peoples--Early River Valley Civilizations**

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.

**Disciplinary Concept:** Geography, People and the Environment: Human Population Patterns

**Core Idea:** Political and civil institutions impact all aspects of people's lives.

**Performance Expectations:**

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

**Disciplinary Concept:** Civics Government & Human Rights

**Core Idea:** Human rights can be protected or abused in various societies

**Performance Expectations:**

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

**Disciplinary Concept:** Geography, People and the Environment: Human Population Patterns & Spatial Views of the World.

**Core Idea:** Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.

**Performance Expectations:**

- 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).

**Disciplinary Concept:** Geography, People and the Environment: Human Population Patterns & Spatial Views of the World, Human ENvironment Interaction, & Global Interconnections

**Core Idea:** The physical and human characteristics of places and regions are connected to human identities and cultures.

**Performance Expectations:**

- 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.

**Disciplinary Concept:** Economics, Innovation & Technology: Economics ways of thinking

**Core Idea:** Economic interdependence is impacted by increased specialization and trade.

**Performance Expectations:**

- 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.

**Disciplinary Concept:** Geography, People and the Environment: Human Population Patterns & Spatial Views of the World, Human ENvironment Interaction, & Global Interconnections

**Core Idea:** Chronological sequencing helps us track events over time as well as events that took place at the same time.

**Performance Expectations:**

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

**Disciplinary Concept:** History, Culture and Perspectives (History): Understanding Perspectives, Continuity & Change

**Core Idea:** Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

**Performance Expectations:**

- 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.

**Disciplinary Concept:** History, Culture and Perspectives (History): Claims and argumentation.

**Core Idea:** Historians develop arguments using evidence from multiple relevant historical sources.

**Performance Expectations:**

- 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.

**Disciplinary Concept:** History, Culture and Perspectives (History): Claims and argumentation.

**Core Idea:** Historians develop arguments using evidence from multiple relevant historical sources.

**Performance Expectations:**

- 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.

**2016 NJSLA for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8**

**Reading History: Grades 6-8**

**Key Ideas and Details**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### **Craft and Culture**

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a second, chapter, scene, or stanza) relate to each other and the whole.

- RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally). Integration of Knowledge and Ideas and Range of Reading and Level of

### **Text Complexity**

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RH.6-8.10: By the end of grade 8, read and comprehend history/social studies

texts in the grades 6-8 text complexity band independently and proficiently.

### **Writing History, Science and Technical Subjects: Grades 6-8**

#### **Production and Distribution of Writing**

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### **Research to Build and Present Knowledge and Range of Writing**

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.6-8.7: 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.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- WHST.6-8.8: 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.

**NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (me for research,

reflection, and revision) and shorter time frames (a single session or a day or two) for a range of tasks, purposes, and audiences.

- WHST.6-8.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single session or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Interdisciplinary Standards: 2016 NJSL for English Language Arts: Grade 8**

### **Speaking and Listening**

#### **Comprehension and Collaboration**

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.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.
  - 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.
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**NJSLSA.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

**NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Interdisciplinary Standards: 2020 NJSL for Comprehensive Health and Physical Education  
Grades 6-8**

**Physical Wellness**

**Disciplinary Concept:** Social and Sexual Health

**Core Idea:** Relationships are influenced by a wide variety of factors, individuals, and behaviors.

**Performing Expectations:**

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.

**Interdisciplinary Standards: 2020 NJSL for Science: Grades 6-8**

MS-ESS3-1

Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. [Clarification Statement: Emphasis is on how

	<p>some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no nose, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).]</p>
MS-LS1-5	<p>Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. [Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cals and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.] [Assessment Boundary: Assessment</p>

### **Life Literacies and Key Skills**

**Disciplinary Concept:** Creativity and Innovation

**Core Idea:** Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

**Performance Expectations:**

- 9.4.8.Cl.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).



**Disciplinary Concept:** Information and Media Literacy

**Core Idea:** Sources of information are evaluated for accuracy and relevance when considering the use of information.

**Performance Expectations:**

- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

**Interdisciplinary Standards: 2020 New Jersey Student Learning Standards for Visual and Performing Arts Grades 6-8**

**1.2 Media Arts Standards:**

**Creating Anchor Standard 1:** Generating and conceptualizing ideas.

**Enduring Understanding:** Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

**Essential Questions:** How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

**Practice:** Conceive Performance Expectations

**Performance Expectations:**

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

**Connecting Anchor Standard 11:** Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances a media artist's work.

**Essential Questions:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a

society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

**Practice:** Relate

**Performance Expectations:**

- 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).
- 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

#### **1.4 Theater Standards:**

**Creating Anchor Standard 2:** Organizing and developing ideas.

**Enduring Understanding:** Theater artists work to discover different ways of communicating meaning.

**Essential Question:** How, when, and why do theater artists' choices change?

**Practices:** Plan, Construct

**Performance Expectations:**

- 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
- 1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theater.

**Performing Anchor Standard 4:** Selecting, analyzing and interpreting work.

**Enduring Understanding:** Theater artists develop personal processes and skills for a performance or design.

**Essential Question:** How do theater artists fully prepare a performance or design?

**Practices:** Choose, Rehearse

**Performance Expectations:**

- 1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assists in the development of stronger character choices.
- 1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theater production.

**Performing Anchor Standard 6:** Conveying meaning through art.

**Enduring Understanding:** Theater artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience.

**Essential Question:** What happens when theater artists and audiences share creative experiences?

**Practice:** Share

**Performance Expectations:**

- 1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience

**Interdisciplinary Standards: 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking**

**Computer Science**

**Disciplinary Concept:** Data & Analysis

**Core Idea:** Individuals collect, use, and display data about individuals and the world around them.

**Performance Expectations:**

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

**Core Idea:** Computers store data that can be retrieved later. Data can be copied, stored in multiple locations, and retrieved.

**Performance Expectations:**

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

## **Design Thinking**

**Disciplinary Concept:** Interaction of Technology and Humans

**Core Idea:** Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.

**Performance Expectations:**

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

**Core Idea:** Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.

**Performance Expectations:**

- 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.

**Disciplinary Concept:** Nature of Technology

**Core Idea:** Sometimes a technology developed for one purpose is adapted to serve other purposes.

**Performance Expectations:**

- 8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function.

## Personal Financial Literacy

**Disciplinary Concept:** Economic and Government Influences

**Core Idea:** There are government agencies and policies that affect the financial industry and the broader economy.

**Performance Expectations:**

- **9.1.8.EG.3:** Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

## 21st Century Life and Careers

**Content Area: AGRICULTURE, FOOD & NATURAL RESOURCES CAREER CLUSTER**

**Career Cluster:** AGRICULTURE, FOOD & NATURAL RESOURCES

**Standards:**

- 9.3.12.AG.1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- 9.3.12.AG.2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster.

**Career Clusters: ANIMAL SYSTEMS**

**Pathway:**

- 9.3.12.AG-ANI.1 Analyze historic and current trends impacting the animal systems industry.

**Career Clusters: ENVIRONMENTAL SERVICE SYSTEMS**

**Pathway:**

- 9.3.12.AG-ENV.5 Use tools, equipment, machinery and technology common to tasks in environmental service systems.

**Career Clusters: NATURAL RESOURCES SYSTEMS**

**Pathway:**

- 9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.

**Content Area: BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER**

**Career Clusters: BUSINESS MANAGEMENT AND ADMINISTRATION**

**Standards:**

- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

## **Content Area: EDUCATION & TRAINING CAREER CLUSTER**

### **Career Clusters: EDUCATION & TRAINING**

#### **Standards:**

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

### **Career Clusters: ADMINISTRATION & ADMINISTRATION SUPPORT**

#### **Pathway:**

- 9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

### **Career Cluster: PROFESSIONAL SUPPORT SERVICES**

#### **Pathway:**

- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-PS.2 Implement methods to enhance learner success.
- 9.3.12.ED-PS.3 Identify resources and support services to meet learners' needs.
- 9.3.12.ED-PS.4 Identify resources and support

### **Career Cluster: TEACHING/TRAINING**

#### **Pathway:**

- 9.3.12.ED-TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED-TT.3 Use content knowledge and skills of instruction to develop standards-based goals and assessments.
- 9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.
- 9.3.12.ED-TT.5 Establish a positive climate to promote learning.
- 9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.12.ED-TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.

- 9.3.12.ED-TT.9 Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
- 9.3.12.ED-TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
- 9.3.12.ED-TT.11 Implement strategies to maintain relationships with others to increase support for the organization.

**Content Area: GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER**

**Career Clusters: GOVERNMENT & PUBLIC ADMINISTRATION**

**Standards:**

- 9.3.GV.1 Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.
- 9.3.GV.2 Analyze the systematic relationships of government and public administration agencies.
- 9.3.GV.3 Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies.
- 9.3.GV.4 Describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies.
- 9.3.GV.5 Describe career opportunities and the means to achieve those opportunities in each of the Government & Public Administration Career Pathways.
- 9.3.GV.6 Explain the administration of human, financial, material and information resources in government and public administration agencies.

**Career Clusters: PUBLIC MANAGEMENT & ADMINISTRATION**

**Pathway:**

- 9.3.GV-MGT.1 Describe the organization of a government or public administration department or agency.

**Content Area: HUMAN SERVICES CAREER CLUSTER**

**Career Clusters: HUMAN SERVICES**

**Pathway:**

- 9.3.HU.2 Evaluate the role of the family, community and human services in society and the economy.

**Career Clusters: EARLY CHILDHOOD DEVELOPMENT & SERVICES**

**Pathway:**

- 9.3.HU-ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
- 9.3.HU-ED.4 Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.
- 9.3.HU-ED.8 Evaluate curriculum for inclusiveness of children with special needs.

**Content Area: SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS CAREER CLUSTER**

**Career Cluster:ENGINEERING & TECHNOLOGY CAREER PATHWAY (ST-ET)**

**Pathway:**

- 9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and/or production.
- 9.3.ST-ET.2 Display and communicate STEM information.
- 9.3.ST-ET.3 Apply processes and concepts for the use of technological tools in STEM.
- 9.3.ST-ET.4 Apply the elements of the design process.
- 9.3.ST-ET.5 Apply the knowledge learned in STEM to solve problems.
- 9.3.ST-ET.6 Apply the knowledge learned in the study of STEM

**Life Literacies and Key Skills**

**Disciplinary Concept:** Creativity and Innovation

**Core Idea:** Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

**Performance Expectations:**

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges

**Disciplinary Concept:** Critical Thinking and Problem-solving

**Core Idea:** Multiple solutions often exist to solve a problem.

**Performance Expectations:**



- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

**Disciplinary Concept:** Digital Citizenship

**Core Idea:** Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.

**Performance Expectations:**

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

**Disciplinary Concept:** Global and Cultural Awareness

**Core Idea:** Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

**Performance Expectations:**

- 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 discussion to achieve a group goal.

**Disciplinary Concept:** Information and Media Literacy

**Core Idea:** Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

**Performance Expectations:**

- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such

**Core Idea:** Sources of information are evaluated for accuracy and relevance when considering the use of information.

**Performance Expectations:**

- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

- 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

**Core Idea:** There are ethical and unethical uses of information and media.

**Performance Expectations:**

- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

**Unit Summary**

The purpose of this unit is to show students that river valley civilizations developed from small farming villages. These villages created laws, centralized governments, writing systems, and technologies. Students will also learn how the processes of trade spread new ideas to and from these civilizations.

**Essential Questions**

- How did technological advancements allow for early civilizations to develop in a variety of geographic locations?
- How did the formation of civilizations lead to the creation of social, economic, political, and cultural systems?
- How does the increase in trade amongst civilizations spread new ideas?

**Enduring Understandings**

- 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.

<p><b>NJSLS &amp; Mandates</b></p>	<p><b>Student Learning Targets/Content</b></p>	<p><b>Learning Activities</b></p>
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<p><b><u>Social Studies</u></b> 6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.1.</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> 9.3.12.AG-NR.2</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.5</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate</u></b> Climate Change</p>	<p>Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).</p>	<p>Fertile Crescent Map: Students will plot and label a map of the Fertile Crescent and discuss the origins of the name. (Google Maps)</p>
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<p><b><u>Social Studies</u></b>  6.2.8.CivicsPI.2.a  6.2.8.HistoryCC.2  a</p> <p><b><u>ELA Companion</u></b></p> <p>RH.6-8.1.  RH.6-8.2.  RH.6-8.3.  RH.6-8.4.  RH.6-8.5.  RH.6-8.6.  RH.6-8.7.  RH.6-8.8.  RH.6-8.9.  RH.6-8.10.  WHST.6-8.1.  WHST.6-8.2.  WHST.6-8.3.  WHST.6-8.4.  WHST.6-8.5.  WHST.6-8.6.  WHST.6-8.7.  WHST.6-8.8.  WHST.6-8.9.  WHST.6-8.10.</p> <p><b><u>Career Readiness.</u></b>  <b><u>Life Literacies &amp; Key Skills</u></b>  None</p> <p><b><u>Interdisciplinary</u></b>  ELA.SL.8.1.A-D  ELA.SL.8.2  ELA.SL.8.3</p>	<p>Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	<p><a href="#">Hammurabi Standards Based DBQ</a>: Students will analyze documents on Hammurabi to determine whether the code was just or unjust.</p>
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<p>ELA.SL.8.4          ELA.SL.8.5          ELA.SL.8.6</p> <p><b><u>Social Studies</u></b>  <b><u>Disciplinary</u></b>  <b><u>Practices</u></b></p> <p>6.1.2.HistorySE.3:          Investigate the development of a local community</p> <p>6.1.5.GeoGI.1:          Use multiple sources to evaluate the impact of the movement</p> <p><b><u>Mandate(s)</u></b>          None</p>		
<p><b><u>Social Studies</u></b></p> <p>6.2.8.GeoSV.2.a          6.2.8.GeoHE.2.a          6.2.8.HistoryCA.2          a</p> <p><b><u>ELA Companion</u></b></p> <p>RST.6-8.7.          RST.6-8.8.          RST.6-8.9.</p> <p><b><u>Career Readiness,</u></b>  <b><u>Life Literacies &amp;</u></b>  <b><u>Key Skills</u></b></p> <p>None</p>	<p>Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	<p>Debate: Code of Hammurabi: After completing the Hammurabi Standards Based DBQ, students will utilize its documents to debate whether the code was just or unjust.</p>

**Interdisciplinary**

ELA.SL.8.1.A-D

ELA.SL.8.2

ELA.SL.8.3

ELA.SL.8.4

ELA.SL.8.5

ELA.SL.8.6

**Social Studies**

**Disciplinary**

**Practices**

6.1.2.HistoryCA.1:

Make an evidence-based argument about how and why communities change over time

6.1.5.HistoryCA.1:

Craft an argument

6.1.2.CivicsPR.2

Developing Claims and Using Evidence

**Mandate(s)**

None

<p><b><u>Social Studies</u></b> 6.2.8.HistoryCC.2 b</p> <p><b><u>ELA Companion</u></b> RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.10.</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> 9.4.8.GCA.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare 6.1.2.HistorySE.3: Investigate the development of</p>	<p>Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p>	<p>Epic of Gilgamesh: Students will read the epic and compare/contrast the creation story to other creation stories/myths in history/religion. They can either create a venn diagram or answer an open-ended question.</p> <p><a href="https://history.howstuffworks.com/history-vs-myth/gilgamesh.htm">https://history.howstuffworks.com/history-vs-myth/gilgamesh.htm</a></p> <p><u>Epic of Gilgamesh</u>: Students will read portions of the epic and respond to questions that demonstrate reading comprehension and a written response using evidence from the story to support their statements.</p>
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<p>a local community 6.1.5.GeoGl.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate</u></b> Climate Change</p>		
<p><b><u>Social Studies</u></b> 6.2.8.HistoryCC.2 c</p> <p><b><u>ELA Companion</u></b> RH.6-8.5.</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.5</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community</p>	<p>Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p>	<p>History Alive: Sumerian Achievements: Students view placards and summarize the various achievements of the Sumerian people.</p>



<p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people</p> <p>6.1.2.HistoryCA.1: Make an evidence-based argument about how and why communities change over time</p> <p><b><u>Mandate(s)</u></b> None</p>		
<p><b><u>Social Studies</u></b> 6.2.8.GeoGE.2.a</p> <p><b><u>ELA Companion</u></b> None</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> 9.1.2. FI.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.5 ELA.SL.8.6</p>	<p>Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p>	<p><a href="#"><u>Barter System Game</u></a>: Students participate in a simulation activity, where they must acquire various items by bartering to survive.</p>

<p><b><u>Social Studies</u></b> <b><u>Disciplinary</u></b> <b><u>Practices</u></b></p> <p>6.1.2.HistoryCA.1: Make an evidence-based argument about how and why communities change over time</p> <p><b><u>Mandate(s)</u></b> None</p>		
<p><b><u>Social Studies</u></b></p> <p>6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a 6.2.8.CivicsPI.2.a 6.2.8.HistoryCC.2 a 6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a 6.2.8.HistoryCA.2 a 6.2.8.HistoryCC.2 b 6.2.8.GeoGE.2.a 6.2.8.HistoryCC.2 c</p> <p><b><u>ELA Companion</u></b></p> <p>RH.6-8.5. RST.6-8.7. RST.6-8.9.</p>	<p>Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	<p>TCI: History Alive! <a href="#">The Ancient World Text:</a></p> <ul style="list-style-type: none"> <li>● Early Humans and the Rise of Civilization: students will learn about early humankind and the development of human societies. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of Africa and Southwest Asia and complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>■ Chapter 4: Rise of Sumerian City States: Students learn how responses to geographic challenges resulted in the formation of complex Sumerian city-states.</li> <li>■ Chapter 5: Ancient Sumer: Students work in pairs in a Social Studies</li> </ul> </li> </ul>

**Career Readiness,**

**Life Literacies &**

**Key Skills**

None

**Interdisciplinary**

ELA.SL.8.1.A-D

ELA.SL.8.2

ELA.SL.8.3

ELA.SL.8.4

ELA.SL.8.5

ELA.SL.8.6

**Social Studies**

**Disciplinary**

**Practices**

6.1.2.HistorySE.3:

Investigate the development of a local community

6.1.2.HistoryCC.1:

Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time

6.1.5.GeoGI.1:

Use multiple sources to evaluate the

Skill Builder to learn about the characteristics of civilization and analyze artifacts to determine how each characteristic was exhibited in ancient Sumer

- Chapter 6: Exploring the Four Empires of Mesopotamia - Akkadian, Babylonian, Assyrian, and Neo-Babylonian: Students work in small groups in a Problem Solving Group Work activity to create "mechanical dioramas" that illustrate major achievements of the Akkadian, Babylonian, Assyrian, and Neo-Babylonian empires that ruled Mesopotamia from approximately 2300 to 539 B.C.E.

<p>impact of the movement of people</p> <p>6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare different accounts of the same event</p> <p><b><u>Mandate(s)</u></b> Holocaust</p>		
<p><b><u>Social Studies</u></b> 6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.1.</p> <p><b><u>Career Readiness,</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> 9.3.12.AG-NR.2</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.5</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the</p>	<p>Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).</p>	<p>Nile River Map - Students will plot and label a map of the Nile River and discuss the origins of the name. (Google My Maps)</p>

<p>development of a local community</p> <p>6.1.5.GeoGl.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate</u></b> Climate Change</p>		
<p><b><u>Social Studies</u></b> 6.2.8.GeoSV.2.a</p> <p><b><u>ELA Companion</u></b> RST.6-8.7. RST.6-8.8. RST.6-8.9.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p> <p><b><u>Social Studies Disciplinary Practices</u></b></p>	<p>Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).</p>	<p><a href="#">Nile Standards Based DBQ</a>: Students will read and analyze documents that discuss how the Nile River helped shape Egypt.</p> <ul style="list-style-type: none"> <li>• <a href="#">DBQ Continuum</a></li> <li>• <a href="#">DBQ Rubric</a></li> <li>• <a href="#">DBQ checklist</a></li> </ul>

<p>6.1.2.HistoryCA.1: Make an evidence-based argument about how and why communities change over time</p> <p>6.1.5.HistoryCA.1: Craft an argument</p> <p>6.1.2.CivicsPR.2 Developing Claims and Using Evidence</p> <p><b><u>Mandate(s)</u></b> None</p>		
<p><b><u>Social Studies</u></b> 6.2.8.GeoGE.2.a</p> <p><b><u>ELA Companion</u></b> RST.6-8.8.</p> <p><b><u>Career Readiness,</u></b> <b><u>Life Literacies &amp;</u></b> <b><u>Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p>	<p>Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p>	<p><a href="#"><u>Reader's Theater - Hatshepsut</u></a>: Students will read/act out play about the female pharaoh Hatshepsut and answer comprehension questions that follow.</p>

<p><b><u>Social Studies</u></b>  <b><u>Disciplinary</u></b>  <b><u>Practices</u></b>  6.1.2.HistorySE.3:  Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p> <p><b><u>Mandate</u></b>  LGBTQIA+</p>		
<p><b><u>Social Studies</u></b>  6.2.8.HistoryCC.2  a</p> <p><b><u>ELA Companion</u></b>  RH.6-8.10.  WHST.6-8.10.</p> <p><b><u>Career Readiness,</u></b>  <b><u>Life Literacies &amp;</u></b>  <b><u>Key Skills</u></b>  9.4.8.CI.2  9.4.8.IML.7</p> <p><b><u>Interdisciplinary</u></b></p>	<p>Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	<p><a href="#">Virtual Tour Pyramid of Giza</a>: Students will participate in a virtual tour of the pyramids and learn their history, location, and purpose in ancient Egyptian society.</p>

<p>None</p> <p><b><u>Social Studies</u></b> <b><u>Disciplinary</u></b> <b><u>Practices</u></b> 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p> <p><b><u>Mandate(s)</u></b> None</p>		
<p><b><u>Social Studies</u></b> 6.2.8.HistoryCC.2 b</p> <p><b><u>ELA Companion</u></b> RH.6-8.10. WHST.6-8.10.</p> <p><b><u>Career Readiness,</u></b> <b><u>Life Literacies &amp;</u></b> <b><u>Key Skills</u></b> 9.4.8.GCA.1</p> <p><b><u>Interdisciplinary</u></b></p>	<p>Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p>	<p><a href="#">Mummification Webquest</a>: Students participate in a webquest that teaches them the process of mummifying a body and the religious origins of mummification.</p>



<p>ELA.SL.8.1.A-D ELA.SL.8.2</p> <p><b><u>Social Studies</u></b> <b><u>Disciplinary</u></b> <b><u>Practices</u></b></p> <p>6.1.2.HistoryCA.1: Make an evidence-based argument about how and why communities change over time</p> <p><b><u>Mandate(s)</u></b> None</p>		
<p><b><u>Social Studies</u></b> 6.2.8.HistoryCC.2 b</p> <p><b><u>ELA Companion</u></b> RH.6-8.10. WHST.6-8.10.</p> <p><b><u>Career Readiness,</u></b> <b><u>Life Literacies &amp;</u></b> <b><u>Key Skills</u></b> 9.4.8.GCA.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2</p> <p><b><u>Social Studies</u></b> <b><u>Disciplinary</u></b> <b><u>Practices</u></b></p>	<p>Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations</p>	<p>Judaism Picture Analysis and Background (History Alive): Students view events in the origin of Judaism and analyze the importance of each event to reconstruct a historical narrative.</p>

<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions</p> <p><b><u>Mandate(s)</u></b> Holocaust</p>		
<p><b><u>Social Studies</u></b> 6.2.8.HistoryCC.2 c</p> <p><b><u>ELA Companion</u></b> RH.6-8.10. WHST.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> 8.2.8.ITH.1 8.2.8.ITH.2</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Use historical data from a variety of sources</p>	<p>Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p>	<p><a href="#"><u>Hieroglyphics Translation Activity</u></a>: Students learn how pictures were used as a form of early communication and then relate it to the modern world (emojis). Students will create an art project depicting a sentence in hieroglyphics/cuneiform/emojis.</p>

<p>to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p> <p><b><u>Mandate(s)</u></b> None</p>		
<p><b><u>Social Studies</u></b> 6.2.8.HistoryCC.2 c</p> <p><b><u>ELA Companion</u></b> RH.6-8.10. WHST.6-8.10.</p> <p><b><u>Career Readiness,</u></b> <b><u>Life Literacies &amp;</u></b> <b><u>Key Skills</u></b> 9.4.8.GCA.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2</p> <p><b><u>Social Studies</u></b> <b><u>Disciplinary</u></b> <b><u>Practices</u></b> 6.1.2.CivicsPD.1: Engage in discussions</p>	<p>Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p>	<p>Analysis of "<a href="#">Creeping Death</a>" by Metallica: Students will be knowledgeable of the atrocities and genocide that occurred against the Hebrews/Israelites in Egypt during the reign of Ramses the Great. To accomplish this, students will listen to and analyze the lyrics in order to make connections to the historical events.</p>

<p>effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions</p> <p><b><u>Mandate(s)</u></b> Holocaust</p>		
<p><b><u>Social Studies</u></b> 6.2.8.CivicsHR.2.a 6.2.8.HistoryCC.2 b</p> <p><b><u>ELA Companion</u></b> RH.6-8.1. RH.6-8.2. RH.6-8.3. RH.6-8.4. RH.6-8.5. WHST.6-8.4. WHST.6-8.5. WHST.6-8.6.</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> 9.4.8.GCA.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p>	<p>Determine the role of slavery in the economic and social structures of early river valley civilizations.</p> <p>Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p>	<p>TCI: History Alive! <a href="#">The Ancient World Text</a>:</p> <ul style="list-style-type: none"> <li>● Ancient Egypt and the Middle East: Students will learn about ancient Egypt and the Middle East. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of Egypt and the Middle East and complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>○ Chapter 7: Geography and Settlement of Egypt, Kush and Canaan. Students use their bodies to recreate the physical geography of ancient Egypt, Kush, and Canaan to learn about how environmental factors influenced early settlement in these areas.</li> <li>○ Chapter 8: Ancient Egyptian Pharaohs: Students board an Egyptian sailing boat and "visit" monuments along the Nile River, to learn about four ancient Egyptian pharaohs</li> </ul> </li> </ul>

**Social Studies**  
**Disciplinary**  
**Practices**

6.1.2.HistorySE.3:

Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

**Mandate**

Holocaust

and their important accomplishments.

- Chapter 9: Daily life in Ancient Egypt: Students create and perform interactive dramatizations in a Problem Solving Group Work activity to learn about the social structure of ancient Egypt and its effect on daily life for members of each social class.
- Chapter 10: Kingdom of Kush: Students analyze images of significant events and leaders from four periods in the history of ancient Kush to learn about the development of the independent kingdom of Kush and its changing relationship with ancient Egypt.
- Chapter 11: Origins of Judaism: Students identify key historical leaders of the ancient Israelites and explain their role in the development of Judaism.
- Chapter 12: Learning About World Religions: Judaism: Students create a timeline presentation that tells the key events of the Jewish Diaspora and explain how the central teachings survived to modern day.

<p><b><u>Social Studies</u></b> 6.2.8.GeoHE.2.a</p> <p><b><u>ELA Companion</u></b> RST.6-8.7.</p> <p><b><u>Career Readiness,</u></b> <b><u>Life Literacies &amp;</u></b> <b><u>Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p> <p><b><u>Social Studies</u></b> <b><u>Disciplinary</u></b> <b><u>Practices</u></b> 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p>	<p>Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</p>	<p><a href="#">Queen Hatshepsut TEDEd video</a>: Students will view the TEDEd video about Queen Hatshepsut and answer a series of questions selected from the Think, Dig Deeper, or Discuss sections of the lesson. <a href="#">Edpuzzle version</a></p>
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<p><b><u>Mandate</u></b> LGBTQIA+</p>		
<p><b><u>Social Studies</u></b> 6.2.8.CivicsHR.2.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.10. WHST.6-8.10.</p> <p><b><u>Career Readiness,</u></b> <b><u>Life Literacies &amp;</u></b> <b><u>Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p> <p><b><u>Social Studies</u></b> <b><u>Disciplinary</u></b> <b><u>Practices</u></b> 6.1.2.HistoryCA.1: Make an evidence-based argument about how and why communities change over time</p> <p><b><u>Mandate</u></b> LGBTQIA+</p>	<p>Determine the role of slavery in the economic and social structures of early river valley civilizations</p>	<p><a href="#">Ancient Egypt: Role of Women in Society:</a> Students will read the article and respond to the Social Studies writing prompt.</p>

<p><b><u>Social Studies</u></b> 6.2.8.CivicsPI.2.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.10. WHST.6-8.10.</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistoryCA.1: Make an evidence-based argument about how and why communities change over time</p> <p><b><u>Mandate</u></b> LGBTQIA+ &amp; PwD</p>	<p>Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p>	<p><u>Tutan(not-so)khamun</u>: Students will analyze primary sources from inside Tutankhamun's tomb to describe how King Tut was represented in paintings and thereby identify the attitude of Ancient Egyptians towards him, a pharaoh with a physical disability. Students will complete the steps of the Observe-Reflect-Question strategy:</p> <ul style="list-style-type: none"> <li>○ Observe details in multiple primary source images and use them to create hypotheses and questions for further inquiry</li> <li>○ Defend or challenge statements in an anticipation guide by agreeing or disagreeing with relevant reasons and evidence from analyzed primary sources</li> <li>○ Share observations, reflections, questions, or answers to essential questions appropriately in pairs, small groups, and whole-class discussions</li> </ul>
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**Social Studies**  
6.2.8.CivicsPI.2.a

**ELA Companion**  
RST.6-8.7.

**Career Readiness.**

**Life Literacies &**

**Key Skills**

None

**Interdisciplinary**

ELA.SL.8.1.A-D

ELA.SL.8.2

ELA.SL.8.3

ELA.SL.8.4

ELA.SL.8.5

ELA.SL.8.6

**Social Studies**

**Disciplinary**

**Practices**

6.1.2.HistoryCA.1:

Make an  
evidence-based  
argument about  
how and why  
communities  
change over  
time

**Mandate**

LGBTQIA+ & PwD

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

[Tutankhamun: The Truth Uncovered Video:](#)  
Students will watch the BBC documentary  
to discover how the new scientific research  
has affected King Tut's story and answer a  
series of [questions](#).

**Social Studies**  
6.2.8.CivicsHR.2.a

**ELA Companion**  
RH.6-8.10.  
WHST.6-8.10.

**Career Readiness,  
Life Literacies &  
Key Skills**  
None

**Interdisciplinary**  
ELA.SL.8.1.A-D  
ELA.SL.8.2  
ELA.SL.8.3  
ELA.SL.8.4  
ELA.SL.8.5  
ELA.SL.8.6

**Social Studies  
Disciplinary  
Practices**  
6.1.2.HistoryCA.1:  
Make an  
evidence-based  
argument about  
how and why  
communities  
change over  
time

**Mandate**  
LGBTQIA+

Determine the role of slavery in the economic and social structures of early river valley civilizations.

[Egyptian Roots of Feminism](#): Students will read article and respond to the Social Studies writing prompt.

**Social Studies**  
6.2.8.HistoryCC.2  
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**ELA Companion**  
RH.6-8.10.  
WHST.6-8.10.

**Career Readiness.**  
**Life Literacies &  
Key Skills**  
9.4.8.GCA.1

**Interdisciplinary**  
ELA.SL.8.1.A-D  
ELA.SL.8.2  
ELA.SL.8.3  
ELA.SL.8.4  
ELA.SL.8.5  
ELA.SL.8.6

**Social Studies  
Disciplinary  
Practices**  
6.1.2.HistoryCA.1:  
Make an  
evidence-based  
argument about  
how and why  
communities  
change over  
time

**Mandate(s)**  
LGBTQIA+ & PwD

Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

[King Tut Mysteries Solved Article](#): Students will read the National Geographic article about King Tut and discuss how these findings change what we know about his history.

<p><b><u>Social Studies</u></b> 6.2.8.GeoSV.2.a</p> <p><b><u>ELA Companion</u></b> None</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> 9.4.8.CI.2 9.4.8.IML.7</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate(s)</u></b> None</p>	<p>Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).</p>	<p>Indus River Map: Students will plot and label a map of the Indus River and discuss the origins of the name. (Google My Maps)</p>
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<p><b><u>Social Studies</u></b> 6.2.8.GeoSV.2.a</p> <p><b><u>ELA Companion</u></b> None</p> <p><b><u>Career Readiness.</u></b></p> <p><b><u>Life Literacies &amp; Key Skills</u></b> 9.4.8.CI.2 9.4.8.IML.7</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate(s)</u></b> AAPI</p>	<p>Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).</p>	<p>Origins of Hinduism - Nystrom World Activity Maps: Students trace the influence of the Vedic religion using a dry-erase map- See Nystrom Activity Map</p>
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**Social Studies**  
6.2.8.CivicsHR.2.a

**ELA Companion**

RH.6-8.5.  
RH.6-8.6.  
RH.6-8.10.  
WHST.6-8.10.

**Career Readiness.**

**Life Literacies &  
Key Skills**

9.4.8.GCA.1

**Interdisciplinary**

ELA.SL.8.1.A-D  
ELA.SL.8.2

**Social Studies  
Disciplinary  
Practices**

6.1.2.HistorySE.3:  
Investigate the  
development of  
a local  
community  
6.1.5.GeoGI.1:  
Use multiple  
sources to  
evaluate the  
impact of the  
movement of  
people

**Mandate(s)**

AAPI

Determine the role of slavery in the economic and social structures of early river valley civilizations.

Simulation/Writing Activity - Into Which Caste Have You Been Cast? (History Alive):  
Students simulate the caste system by assuming the roles of various castes and treating classmates accordingly. Students complete a reflection at the end of the activity.

<p><b><u>Social Studies</u></b> 6.2.8.GeoHE.2.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.2. RH.6-8.5. RH.6-8.10.</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> 9.4.8.CI.2 9.4.8.IML.7 9.4.8.GCA.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people</p>	<p>Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</p>	<p>TCI: History Alive! <a href="#">The Ancient World Text</a>:</p> <ul style="list-style-type: none"> <li>● Ancient India: Students will learn about ancient India's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of India and complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>○ Chapter 13: Geography and the Early Settlement of India: Students identify physical features of the Indian subcontinent and explain how geography influenced the location of early settlement in India.</li> </ul> </li> </ul>
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<p><b><u>Mandate(s)</u></b> AAPI</p>		
<p><b><u>Social Studies</u></b> 6.2.8.GeoHE.2.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.10. WHST.6-8.10.</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistoryCA.1: Make an evidence-based argument about how and why communities change over time</p> <p><b><u>Mandate</u></b> LGBTQIA+</p>	<p>Examine the concept of intersectionality as it applies to the ancient world.</p>	<p><a href="#">India's Third Gender Article</a> and <a href="#">India's Transgender: From Mortal to Divine Article:</a></p> <p>Students will brainstorm what they know about the terms transgender and third gender. Then they will look at the pictures from the articles and generate a list of ideas or words that may connect to the article. Finally, Students will read one or both of the articles and discuss gender fluidity and how gender can be considered a spectrum.</p>



<p><b><u>Social Studies</u></b> 6.2.8.GeoHE.2.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.1.</p> <p><b><u>Career Readiness,</u></b> <b><u>Life Literacies &amp;</u></b> <b><u>Key Skills</u></b> 9.3.12.AG-NR.2</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.5</p> <p><b><u>Social Studies</u></b> <b><u>Disciplinary</u></b> <b><u>Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate</u></b> Climate Change</p>	<p>Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</p>	<p>Yellow and Yangtze River Map: Students will plot and label a map of the Yellow and Yangtze River and discuss the origins of the name. (Google Maps)</p>
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<p><b><u>Social Studies</u></b> 6.2.8.GeoGE.2.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.4. RST.6-8.7. WHST.6-8.8 WHST.6-8.9.</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> 8.2.8.ITH.1 8.2.8.ITH.2 ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the</p>	<p>Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations</p>	<p><a href="#">A-Z China Book</a>: Students pick one topic for each letter that is associated with Ancient China. Students research information about each topic.</p>
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<p>movement of people</p> <p><b><u>Mandate(s)</u></b> None</p>		
<p><b><u>Social Studies</u></b> 6.2.8.HistoryCC.2 b</p> <p><b><u>ELA Companion</u></b> RH.6-8.1 RH.6-8.4. RST.6-8.7.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b> 9.4.8.GCA.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering</p>	<p>Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p>	<p><a href="#"><u>Three Ways of Thought (History Alive):</u></a> Students will explore three different Chinese philosophies: Confucianism, Daoism, and Legalism. Students will explain how each of these three philosophies influenced China by tracing the outlines of “thinkers” from each.</p>

<p>facts, listening to the ideas of others, and sharing opinions</p> <p><b><u>Mandate(s)</u></b> None</p>		
<p><b><u>Social Studies</u></b> 6.2.8.GeoSV.2.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.1. RH.6-8.2. RH.6-8.3. RH.6-8.4. RH.6-8.5. WHST.6-8.4. WHST.6-8.5. WHST.6-8.6.</p> <p><b><u>Career Readiness,</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> 9.4.8.Cl.2 9.4.8.IML.7 9.4.8.GCA.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p> <p><b><u>Social Studies Disciplinary Practices</u></b></p>	<p>Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).</p>	<p>TCI: History Alive! <a href="#">The Ancient World Text:</a></p> <ul style="list-style-type: none"> <li>● Ancient China: Students will learn about ancient China's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of China and complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>○ Chapter 19: Geography and the Early Settlement of China: Students create a relief map and a geographic poster of China's five regions and support hypotheses about the influence of geography on settlement and ways of life in ancient China.</li> </ul> </li> </ul>

<p>6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community</p> <p><b><u>Mandate</u></b> None</p>		
<p><b><u>Social Studies</u></b> 6.2.8.HistoryCC.2 a</p> <p><b><u>ELA Companion</u></b> RST.6-8.8.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b> 9.4.8.GCA.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community</p>	<p>Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time</p>	<p><a href="#"><u>Ban Zhao - Lessons for Women</u></a>: Students will compare Ban Zhao's "Precepts for Women" which were intended to guide women in Ancient Chinese society with present day ideals of a women's role.</p>

<p><b><u>Mandate(s)</u></b> LGBTQIA+</p>		
<p><b><u>Social Studies</u></b> 6.2.8.CivicsHR.2.a</p> <p><b><u>ELA Companion</u></b> RST.6-8.7.</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> 9.4.8.CI.2 9.4.8.IML.7</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community</p> <p><b><u>Mandate(s)</u></b> LGBTQIA+</p>	<p>Determine the role of slavery in the economic and social structures of early river valley civilizations.</p>	<p><a href="#">Gender Roles in Early Civilizations</a>: Students will mind map the gender roles of women in early civilizations using the information from this digital story map and the web tool called <a href="#">Bubbl.us</a>.</p>

<p><b><u>Social Studies</u></b> 6.2.8.HistoryCC.2 a</p> <p><b><u>ELA Companion</u></b> RST.6-8.7. WHST.6-8.6.</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> 9.4.8.GCA.1</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community</p> <p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate(s)</u></b> AAPI</p>	<p>Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	<p><a href="#">Asian American and Pacific Islander Heritage edpuzzle</a>: Students will engage in an interactive Edpuzzle Original video lesson about the contributions of AAPI communities, featuring famous historical figures, geography, and little known facts.</p>
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<p><b><u>Social Studies</u></b> 6.2.8.HistoryCC.2 c</p> <p><b><u>ELA Companion</u></b> RH.6-8.10. WHST.6-8.10.</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> 8.2.8.ITH.1 8.2.8.ITH.2</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community</p> <p><b><u>Mandate(s)</u></b> None</p>	<p>Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p>	<p>Chinese Writing (History Alive): Students practice writing using “strokes” to create words</p>
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**Integrated accommodations and modifications for the following students:**

- Special Education
- ELL
- At Risk
- Gifted and Talented
- 504

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At-Risk Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for 504 Students](#)

**Assessments**

**Benchmark**

- [World History General Knowledge Inventory](#)

**Summative**

- [TCI Chapter 4 Assessment](#)
- [TCI Chapter 5 Assessment](#)
- [TCI Chapter 6 Assessment](#)
- [TCI Chapter 7 Assessment](#)
- [TCI Chapter 8 Assessment](#)
- [TCI Chapter 9 Assessment](#)
- [TCI Chapter 10 Assessment](#)
- [TCI Chapter 11 Assessment](#)
- [TCI Chapter 12 Assessment](#)
- [TCI Chapter 13 Assessment](#)
- [TCI Chapter 19 Assessment](#)

**Alternative/Project Based**

[Analysis of Stone Reliefs](#): Students will stone reliefs and discuss the validity of their taccs and the benefits/drawbacks.

[Hammurabi DBQ](#)

Students will analyze documents on Hammurabi and then utilize documents to answer DBQ Question - Was Hammurabi's Code just or unjust? (Completed after debate)

### [Nile DBQ](#)

Students will analyze documents on the Nile River and then utilize documents to answer DBQ Question

### [TCI! Geography Alive: The Nile River: A Journey from Source to Mouth Activity](#)

In a Social Studies Skill Builder, students examine photographs of important features along the Nile River that show how the river changes in its journey from source to mouth.

### [Nile, Tigris, Euphrates and Flooding...Oh My! Breakout Edu](#)

Your dear friend Kamilah has been displaced by foreign invaders in her native land. She is looking for a new place to call home. It needs to provide the necessities of life - like food and water, but also needs to allow people to come together and form large gatherings, perhaps even a written language and set of laws. Can you help your friend find a new place to settle?

### [Where Do I Belong Breakout EDU](#)

You've just moved into the area and are trying to find out where you fit into this new civilization. From your research, you know that the social classes in Mesopotamia and Egypt are pretty strictly defined and you do not want to make waves and upset anyone. What you need to know now is how religion and political systems factor into your region. Can you gather enough information to successfully assimilate into the region?

### [Time Keeper: A Journey Through Mesopotamia Breakout EDU](#)

In the Timekeeper, players are navigating the world of Ancient Mesopotamia.

### [The Riddle of the Sphinx Breakout EDU](#)

Your class is visiting the Museum of Immense Importance. It is currently hosting an exciting exhibit titled: The Pharaohs: Their Royal legacy. The guide leads the class to a huge sphinx, the guardian of the Pharaohs Tomb. In order for the class to see the wonders of the exhibit, they will have to solve the riddle of the sphinx. Only once you have solved all the clues and opened all the locks will your class be able to visit the exhibit.

### [India's Karma Con Breakout EDU](#)

You have been working and saving money for years to visit India and the Taj Mahal was on the top of your "must-see" list. However, the day you arrive in Agra, there are police everywhere and nobody is allowed near it. You try and reason with him - to convince him to let you see someone in charge. He finally agrees to take you to the captain. The captain looks at you skeptically but decides that if you can prove your knowledge and admiration of India, he will allow you to see the Taj Mahal and consider opening it back up for visitors.

### [Confucius Says Breakout EDU](#)

Confucius was a Chinese teacher and philosopher who lived 2000 years ago. His teachings are still followed by many today. Rumor has it that he knew the secret to ultimate happiness on Earth and locked it up in a black box. We have found the box! However, he famously stated, "Never tire of learning or of teaching others." Due to this belief in the power of education, he has set up puzzles to solve that test our knowledge of East Asia. Prove our knowledge and we may learn his secret to ultimate happiness.

### [Quest: Become a Pharaoh-in-Training:](#)

Students will create a message to appear on a monument built in their honor. This message will celebrate all of their deeds as pharaoh.

### [Ancient Egypt Assessment](#)

Students will demonstrate their knowledge of Ancient Egypt.

### [Hinduism/Buddhism Assessment](#)

Students will demonstrate their knowledge of the origins of Hinduism and Buddhism.

### [Quest: A Trip through India:](#)

Students will create a travel brochure of historical and cultural things to do and see in India. The brochure should include a travel schedule with information about each of the sites you'll visit.

### [TCI! Geography Alive: Waiting for the Rains: The Effects of Monsoons in South Asia Activity](#)

In a Social Studies Skill Builder, students work in pairs to complete puzzles by correctly matching a climograph, a climate map, a photograph, and a list of effects of and adaptations to that climate for four cities in South Asia.

### [TCI! Geography Alive: Mapping Lab: Monsoon Asia Activity](#)

In this Mapping Lab, students work in pairs to complete a series of geography challenges that spiral in difficulty. They learn about the region's physical and human geography and discover and implement the steps in the geographic inquiry process (GIP).

[TCI! Geography Alive: Mount Everest: Climbing the World's Tallest Physical Feature Activity](#)

In an Experiential Exercise, teams of students assume the role of climbers on Mount Everest, discovering some of the challenges presented by this physical feature as they "ascend" the mountain.

[The Gupta Period of India](#) - Students will read about the achievements of the Gupta period and how they can be applied to today's world.

**Track 1A Assessment Adaptation (replacement):**

[River Valley Civilization DBQ](#)

Students will analyze documents from 3 river valley civilizations discussed in this unit and describe two important contributions from each of the civilizations that influenced future civilizations.

**Formative**

- *All formative assessments are located in the Learning Activities section above and are labeled with an **(FA)***

**Instructional Resources**

[TCI: History Alive! The Ancient World Text:](#)

- Citation: *TCI: History Alive!* (2022). The Ancient World. Retrieved July 8, 2022, from <https://subscriptions.teachtci.com/teacher/programs/239>
  - Chapter 4: Rise of Sumerian City States: Students learn how responses to geographic challenges resulted in the formation of complex Sumerian city-states. **(IR #4)**
  - Chapter 5: Ancient Sumer: Students work in pairs in a Social Studies Skill Builder to learn about the characteristics of civilization and analyze artifacts to determine how each characteristic was exhibited in ancient Sumer **(IR #5)**
  - Chapter 6: Exploring the Four Empires of Mesopotamia - Akkadian, Babylonian, Assyrian, and Neo-Babylonian: Students work in small groups in a Problem Solving Group Work activity to create "mechanical dioramas" that illustrate major achievements of the Akkadian, Babylonian, Assyrian, and Neo-Babylonian empires that ruled Mesopotamia from approximately 2300 to 539 B.C.E. **(IR #6)**

- Chapter 7: Geography and Settlement of Egypt, Kush and Canaan. Students use their bodies to recreate the physical geography of ancient Egypt, Kush, and Canaan to learn about how environmental factors influenced early settlement in these areas. **(IR #7)**
- Chapter 8: Ancient Egyptian Pharaohs: Students board an Egyptian sailing boat and "visit" monuments along the Nile River, to learn about four ancient Egyptian pharaohs and their important accomplishments. **(IR #8)**
- Chapter 9: Daily life in Ancient Egypt: Students create and perform interactive dramatizations in a Problem Solving Group Work activity to learn about the social structure of ancient Egypt and its effect on daily life for members of each social class. **(IR #9)**
- Chapter 10: Kingdom of Kush: Students analyze images of significant events and leaders from four periods in the history of ancient Kush to learn about the development of the independent kingdom of Kush and its changing relationship with ancient Egypt. **(IR #10)**
- Chapter 11: Origins of Judaism: Students identify key historical leaders of the ancient Israelites and explain their role in the development of Judaism. **(IR #11)**
- Chapter 12: Learning About World Religions: Judaism: Students create a timeline presentation that tells the key events of the Jewish Diaspora and explains how the central teachings survived to modern day. **(IR #12)**
- Chapter 13: Geography and the Early Settlement of India: Students identify physical features of the Indian subcontinent and explain how geography influenced the location of early settlement in India. **(IR #13)**
- Chapter 19: Geography and the Early Settlement of China: Students create a relief map and a geographic poster of China's five regions and support hypotheses about the influence of geography on settlement and ways of life in ancient China. **(IR #19)**

**Wayne Township Public Schools**  
**Grade 8**  
**Unit 3**  
**Curriculum Guide**  
**Approved September 2022**

<b>Content Area:</b>	Social Studies:
<b>Grade Level:</b>	8
<b>Course:</b>	World History
<b>Unit Plan Title:</b>	Unit 3: The Classical Civilizations of the Mediterranean World and Emerging Empires (1000 B.C.E. to 600 C.E.)
<b>Time Frame:</b>	11 Weeks
<b>Pacing Guide:</b>	<a href="#">See Attached District Pacing Guide</a>
<b>NJ Mandates Addressed in this Unit of Study:</b>	Amistad Law: <a href="#">N.J.S.A. 18A 52:16A-88</a> Holocaust Law: <a href="#">N.J.S.A. 18A:35-28</a> LGBTQIA+ and People with Disabilities Law: <a href="#">N.J.S.A. 18A:35-4.35</a> Asian and Pacific Islander (AAPI) Law: <a href="#">N.J.S.A. S4021</a> <a href="#">Climate Change</a>

**2020 New Jersey Core Curriculum Content Standards for Social Studies:**

**Era 3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)**

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.

**Disciplinary Concept:** Civics, Government and Human Rights (Civics): Civic and Political Institutions, Participation and Deliberation, Democratic Principles, Processes, Rules and Laws, & Civic Mindedness.

**Core Idea:** Governments have different structures which impact development (expansion) and civic participation

**Performance Expectations:**

- 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.

**Disciplinary Concept:** Civics, Government and Human Rights (Civics): Civic and Political Institutions, Participation and Deliberation, Democratic Principles, Processes, Rules and Laws, & Civic Mindedness.

**Core Idea:** The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

**Performance Expectations:**

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

**Disciplinary Concept:** Civics, Government and Human Rights (Civics): Civic and Political Institutions, Participation and Deliberation, Democratic Principles, Processes, Rules and Laws, & Civic Mindedness.

**Core Idea:** Human rights can be protected or abused in various societies.

**Performance Expectations:**

- 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.c: Cite evidence of the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus)

**Disciplinary Concept:** Geography, People and the Environment: Human Population Patterns & Spatial Views of the World.

**Core Idea:** Relationships between humans and environments impact spatial patterns of settlement and movement.

**Performance Expectations:**

- 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 Greek city-states and to their decline.

**Disciplinary Concept:** Economics, Innovation and Technology: Economic Ways of Thinking

**Core Idea:** Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

**Performance Expectations:**

- 6.2.8.EconET.3.a: Identify the effect of inflation and debt on the American people. Evaluate the policies of state and national governments during this time.

**Core Idea:** People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.

**Performance Expectations:**

- 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.

**Disciplinary Concept:** Economics, Innovation and Technology: Economic Ways of Thinking

**Core Idea:** Economic interdependence is impacted by increased specialization and trade.

**Performance Expectations:**

- 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.

**Core Idea:** Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

**Performance Expectations:**



- 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.

**Disciplinary Concept:** History, Culture and Perspectives: Understanding Perspectives, Continuity and Change, Historical Sourcing and Evidence, & Claims and Argumentation

**Core Idea:** Perspectives change over time.

**Performance Expectations:**

- 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).

**Core Idea:** Historical contexts and events shaped and continue to shape people's perspectives.

**Performance Expectations:**

- 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.

**Core Idea:** Historians evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

**Performance Expectations:**

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

## 2016 NJSLA for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8

### Reading History: Grades 6-8

#### Key Ideas and Details

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### **Craft and Structure**

**NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

### **Integration of Knowledge and Ideas and Range of Reading and Level of Text Complexity:**

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

### **Writing for History, Science and Technical Subjects: Grades 6-8**

### **Production and Distribution of Writing**

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

### **Research to Build and Present Knowledge**

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- WHST.6-8.7: 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.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- WHST.6-8.8: 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.

### **Range of Writing**

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- WHST.6-8.10: 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

## **Interdisciplinary Standards: 2016 NJSL for English Language Arts: Grade 8**

### **Speaking and Listening**

#### **Comprehension and Collaboration**

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.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.
  - 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.
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### **Presentation of Knowledge and Ideas**

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**NJSLSA.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

**NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Interdisciplinary Standards: 2020 NJSLS for Comprehensive Health and Physical Education Grades 6-8**

### **Physical Wellness**

**Disciplinary Concept:** Social and Sexual Health

**Core Idea:** Relationships are influenced by a wide variety of factors, individuals, and behaviors.

**Performing Expectations:**

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.

### Interdisciplinary Standards: 2020 NJSLS for Science: Grades 6-8

MS-ESS3-3

Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.\* [Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).]

### Interdisciplinary Standards: New Jersey Student Learning Standards for Visual and Performing Arts Grades 6-8

#### 1.2 Media Arts Standards:

**Creating Anchor Standard 1:** Generating and conceptualizing ideas.

**Enduring Understanding:** Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

**Essential Questions:** How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

**Practice:** Conceive Performance Expectations

**Performance Expectations:**

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

**Connecting Anchor Standard 11:** Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances a media artist's work.

**Essential Questions:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

**Practice:** Relate

**Performance Expectations:**

- 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).
- 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

#### **1.4 Theater Standards:**

**Creating Anchor Standard 2:** Organizing and developing ideas.

**Enduring Understanding:** Theater artists work to discover different ways of communicating meaning.

**Essential Question:** How, when, and why do theater artists' choices change?

**Practices:** Plan, Construct

**Performance Expectations:**

- 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
- 1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theater.

**Performing Anchor Standard 4:** Selecting, analyzing and interpreting work.

**Enduring Understanding:** Theater artists develop personal processes and skills for a performance or design.

**Essential Question:** How do theater artists fully prepare a performance or design?

**Practices:** Choose, Rehearse

**Performance Expectations:**

- 1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assists in the development of stronger character choices.
- 1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theater production.

**Performing Anchor Standard 6:** Conveying meaning through art.

**Enduring Understanding:** Theater artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience.

**Essential Question:** What happens when theater artists and audiences share creative experiences?

**Practice:** Share

**Performance Expectations:**

- 1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience

**Interdisciplinary Standards: 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking**

**Computer Science**

**Disciplinary Concept:** Data & Analysis

**Core Idea:** Individuals collect, use, and display data about individuals and the world around them.

**Performance Expectations:**

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

**Core Idea:** Computers store data that can be retrieved later. Data can be copied, stored in multiple locations, and retrieved.

**Performance Expectations:**

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

**Design Thinking**

**Disciplinary Concept:** Interaction of Technology and Humans

**Core Idea:** Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.

**Performance Expectations:**

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

**Core Idea:** Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.

**Performance Expectations:**

- 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.



**Disciplinary Concept:** Nature of Technology

**Core Idea:** Sometimes a technology developed for one purpose is adapted to serve other purposes.

**Performance Expectations:**

- 8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function.

## **2020 NJSL for Career Readiness, Life Literacies, and Key Skills**

### **Personal Financial Literacy**

**Disciplinary Concept:** Economic and Government Influences

**Core Idea:** There are government agencies and policies that affect the financial industry and the broader economy.

**Performance Expectations:**

- **9.1.8.EG.3:** Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

### **21st Century Life and Careers**

**Content Area:** AGRICULTURE, FOOD & NATURAL RESOURCES CAREER CLUSTER

**Career Clusters:** NATURAL RESOURCES SYSTEMS

**Pathway:**

- 9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.

**Content Area:** EDUCATION & TRAINING CAREER CLUSTER

**Career Clusters:** EDUCATION & TRAINING

**Standards:**

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

**Career Clusters:** ADMINISTRATION & ADMINISTRATION SUPPORT

**Pathway:**

- 9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

**Career Cluster: PROFESSIONAL SUPPORT SERVICES**

**Pathway:**

- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-PS.2 Implement methods to enhance learner success.
- 9.3.12.ED-PS.3 Identify resources and support services to meet learners' needs.
- 9.3.12.ED-PS.4 Identify resources and support

**Career Cluster: TEACHING/TRAINING**

**Pathway:**

- 9.3.12.ED-TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED-TT.3 Use content knowledge and skills of instruction to develop standards-based goals and assessments.
- 9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.
- 9.3.12.ED-TT.5 Establish a positive climate to promote learning.
- 9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.12.ED-TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.
- 9.3.12.ED-TT.9 Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
- 9.3.12.ED-TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
- 9.3.12.ED-TT.11 Implement strategies to maintain relationships with others to increase support for the organization.

**Content Area: GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER**

**Career Clusters: GOVERNMENT & PUBLIC ADMINISTRATION**

**Standards:**

- 9.3.GV.1 Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.
- 9.3.GV.2 Analyze the systematic relationships of government and public administration agencies.
- 9.3.GV.3 Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies.
- 9.3.GV.4 Describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies.
- 9.3.GV.5 Describe career opportunities and the means to achieve those opportunities in each of the Government & Public Administration Career Pathways.
- 9.3.GV.6 Explain the administration of human, financial, material and information resources in government and public administration agencies.

**Career Clusters: PUBLIC MANAGEMENT & ADMINISTRATION**

**Pathway:**

- 9.3.GV-MGT.1 Describe the organization of a government or public administration department or agency.

**Content Area: HUMAN SERVICES CAREER CLUSTER**

**Career Clusters: HUMAN SERVICES**

**Pathway:**

- 9.3.HU.2 Evaluate the role of the family, community and human services in society and the economy.

**Career Clusters: EARLY CHILDHOOD DEVELOPMENT & SERVICES**

**Pathway:**

- 9.3.HU-ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
- 9.3.HU-ED.4 Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.
- 9.3.HU-ED.8 Evaluate curriculum for inclusiveness of children with special needs.

**Content Area: SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS CAREER CLUSTER**

**Career Cluster: ENGINEERING & TECHNOLOGY CAREER PATHWAY (ST-ET)**

**Pathway:**

- 9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and/or production.

**Life Literacies and Key Skills**

**Disciplinary Concept:** Creativity and Innovation

**Core Idea:** Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

**Performance Expectations:**

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges

**Disciplinary Concept:** Critical Thinking and Problem-solving

**Core Idea:** Multiple solutions often exist to solve a problem.

**Performance Expectations:**

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

**Disciplinary Concept:** Digital Citizenship

**Core Idea:** Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.

**Performance Expectations:**

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

**Disciplinary Concept:** Global and Cultural Awareness

**Core Idea:** Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

**Performance Expectations:**

- 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 discussion to achieve a group goal.

**Disciplinary Concept:** Information and Media Literacy

**Core Idea:** Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

**Performance Expectations:**

- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such

**Core Idea:** Sources of information are evaluated for accuracy and relevance when considering the use of information.

**Performance Expectations:**

- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

**Core Idea:** There are ethical and unethical uses of information and media.

**Performance Expectations:**

- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

### Unit Summary

The purpose of this unit is to teach students how early civilizations expanded and became more advanced in government, culture, science, and technology. Many of these civilizations merged and grew into larger empires that had great influence over vast geographical areas. Students will understand how new ideas and religions flourished and spread throughout these empires.

### ● Essential Questions

- How did the development of belief systems as well as cultural traditions affect social and political structures?
- How did the development of regional networks of exchange affect political structures and cultural traditions?
- What was the relationship between regional networks of exchange and empires and cultural traditions?
- How were existing political institutions maintained and transformed?
- How did human societies increase their productive capability?

### **Enduring Understandings**

- 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.

<b>NJSLS &amp; Mandates</b>	<b>Student Learning Targets/Content</b>	<b>Learning Activities</b>
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<p><b><u>Social Studies</u></b> 6.2.8.CivicsPI.3.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.1. RH.6-8.2. RH.6-8.4. RST.6-8.7. RH.6-8.10. WHST.6-8.2. WHST.6-8.4. WHST.6-8.6. WHST.6-8.8. WHST.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b></p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the</p>	<p>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.</p>	<p><a href="#">Persian Empire Quiz</a>: Students will complete a teacher created test and quiz</p> <p><a href="#">Decisive Battles:Battle of Thermopylae</a>: Students will view a video clip and answer an open-ended question - "What was the legacy left behind by the Spartans at the Battle of Thermopylae?"</p> <p>TCI: History Alive! <a href="#">The Ancient World Text</a>:</p> <ul style="list-style-type: none"> <li>● Ancient Egypt and the Middle East: Students will learn about ancient Egypt and the Middle East. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of Egypt and the Middle East and complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>○ Chapter 6: Exploring Four Empires of Mesopotamia: Students work in small groups in a Problem Solving Group Work activity to create "mechanical dioramas" that illustrate major achievements of the Akkadian, Babylonian, Assyrian, and Neo-Babylonian empires that ruled Mesopotamia from approximately 2300 to 539 B.C.E.</li> </ul> </li> </ul>
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movement of people  <b>Mandate(s)</b> None		
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**Social Studies**

6.2.8.CivicsDP.3.a  
6.2.8.CivicsDP.3.b  
6.2.8.CivicsDP.3.c

**ELA Companion**

RH.6-8.1.  
RH.6-8.2.  
RH.6-8.4.  
RST.6-8.7.  
RH.6-8.10.  
WHST.6-8.2.  
WHST.6-8.4.  
WHST.6-8.6.  
WHST.6-8.8.  
WHST.6-8.10.

**Career Readiness**

**Life Literacies & Key Skills**

None

**Interdisciplinary**

ELA.SL.8.1.A-D  
ELA.SL.8.2  
ELA.SL.8.3  
ELA.SL.8.4  
ELA.SL.8.5  
ELA.SL.8.6

**Social Studies  
Disciplinary  
Practices**

6.1.2.HistorySE.3:  
Investigate the  
development of

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.

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

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

Evolution of Greek Government's (see History Alive book set): Students research different forms of governments found in ancient Greece and complete a graphic organizer highlighting the progression of how Greek governments changed over time.

TCI: History Alive! [The Ancient World Text](#):

- Ancient Greece: In this unit, students will learn about ancient Greece's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of Greece and complete a Geography Challenge activity.
  - Chapter 26: The Rise of Democracy: In an Experiential Exercise, students use the principles of monarchy, oligarchy, tyranny, and democracy to select and play music for the class, as a way to examine the various forms of government in ancient Greece that led to the development of democracy.

<p>a local community 6.1.5.GeoGl.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate(s)</u></b> None</p>		
<p><b><u>Social Studies</u></b> 6.2.8.CivicsHR.3.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.1. RH.6-8.2. RH.6-8.4. RST.6-8.7. RH.6-8.10. WHST.6-8.2. WHST.6-8.4. WHST.6-8.6. WHST.6-8.8. WHST.6-8.10.</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4</p>	<p>Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p>	<p>Greek City-States: Students will plot and label a map of the Greek city-states and compare and contrast the similarities between them. (see TCI online text)</p> <p><a href="#"><u>Writing Activity: Women in Ancient Rome: Facts, Daily Life &amp; History:</u></a> Students will examine how women in ancient Rome were viewed as the weaker sex, so they were not even allowed to watch military exercises. (you will need to sign up for a free trial for study.com)</p> <p><a href="#"><u>Female Fury In The Forum:</u></a> Students will hold a session of the Roman Senate at which a debate about women's rights is being held.</p> <ul style="list-style-type: none"> <li>● Some students will use their own words. and passionately present Cato's views.</li> <li>● Other students will present Valerius's arguments.</li> <li>● The remaining students will create signs, or slogans, which reflect the demands of</li> </ul>

ELA.SL.8.5  
ELA.SL.8.6

**Social Studies**  
**Disciplinary**  
**Practices**

6.1.2.HistorySE.3:

Investigate the development of a local community

6.1.5.GeoGl.1:

Use multiple sources to evaluate the impact of the movement of people

6.1.2.HistoryCA.1:

Make an evidence-based argument about how and why communities change over time

**Mandate(s)**

LGBTQIA+

women.

Han Dynasty Daily Life (see History Alive set): Students will explore daily life during the Han Dynasty through written and visual sources. They will create a visual brick or mini-drama to depict their social group just as the Han artist did when they constructed tombs.

[The Difference Between a Democracy and a Republic Article](#): Students will analyze the key difference between a democracy and a republic lies in the limits placed on government by the law, which has implications for minority rights

TCI: History Alive! [The Ancient World Text](#):

- Ancient China: In this unit, students will learn about ancient China's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of China and complete a Geography Challenge activity.
  - Chapter 23: The Han Dynasty: Students work in pairs in a Social Studies Skill Builder and visit seven stations to learn about Han achievements in the fields of warfare, government, agriculture, industry, art, medicine, and science.
- Ancient Greece: In this unit, students will learn about ancient Greece's people, cultures, and ideas. Use the

assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of Greece and complete a Geography Challenge activity.

- Chapter 27: Life in Two City-States: Athens and Sparta: In a Social Studies Skill Builder, students examine the major differences between Athens and Sparta by working in pairs to create placards with illustrations and challenge questions about each city-state.

- Ancient Rome: In this unit, students will learn about ancient Rome's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of Rome and complete a Geography Challenge activity.

- Chapter 33: The Rise of the Roman Republic: In an Experiential Exercise, students assume the roles of patricians and plebeians to learn how the struggle between these two groups led to a more democratic government in the Roman Republic.
- Chapter 35: Daily Life in the Roman Empire: In a Social Studies Skill Builder, students

		<p>work in pairs and read about eight aspects of ancient Roman life—such as education and family life—and explore how a teenager might have experienced each.</p>
<p><b>Social Studies</b> 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b</p> <p><b>ELA Companion</b></p> <p>RH.6-8.1. RH.6-8.2. RH.6-8.3. RH.6-8.4. RH.6-8.5. RH.6-8.6. RST.6-8.7. RST.6-8.8. RST.6-8.9. RH.6-8.10. WHST.6-8.1. WHST.6-8.2. WHST.6-8.3. WHST.6-8.4. WHST.6-8.5. WHST.6-8.6. WHST.6-8.8. WHST.6-8.10.</p> <p><b>Career Readiness, Life Literacies &amp; Key Skills Interdisciplinary</b></p> <p>None</p>	<p>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.</p> <p>Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.</p>	<p><a href="#">Alexander the Great Standards Based DBQ</a> : Students will read and analyze documents that debate Alexander's character and accomplishments.</p> <p>Alexander's Empire -see Nystrom Map set: Students plot Alexander's conquests throughout Eurasia and trace the rise and fall of Alexander's empire during his life and after his death</p> <p><a href="#">Pont Du Gard Aqueduct Thinglink</a>: Students will read information using a Thinglink image and complete a <a href="#">Google Form Assessment</a>.</p> <p>TCI: History Alive! <a href="#">The Ancient World Text</a>:</p> <ul style="list-style-type: none"> <li>● Ancient Greece: In this unit, students will learn about ancient Greece's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of Greece and complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>○ Chapter 30: Alexander the Great and His Empire: In a Response Group activity, students learn about the rise of Macedonia after the Peloponnesian War and debate the degree of success</li> </ul> </li> </ul>

<p>ELA.SL.8.1.A-D          ELA.SL.8.2          ELA.SL.8.3          ELA.SL.8.4          ELA.SL.8.5          ELA.SL.8.6</p> <p><b><u>Social Studies</u></b>  <b><u>Disciplinary</u></b>  <b><u>Practices</u></b>          6.1.2.HistorySE.3:          Investigate the development of a local community          6.1.5.GeoGI.1:          Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate(s)</u></b>          None</p>		<p>Alexander the Great had in uniting the diverse peoples of his empire.</p> <ul style="list-style-type: none"> <li>● Ancient Rome: In this unit, students will learn about ancient Rome's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of Rome and complete a Geography Challenge activity.             <ul style="list-style-type: none"> <li>○ Chapter 38: The Legacy of Rome in the Modern World: In a Response Group activity, students play the "Rome to Home" game to discover how aspects of Roman culture, such as art and language, influence modern life.</li> </ul> </li> </ul>
<p><b><u>Social Studies</u></b>          6.2.8.EconET.3.a          6.2.8.EconEM.3.a</p> <p><b><u>ELA Companion</u></b>          RH.6-8.1.          RH.6-8.2.          RH.6-8.3.          RH.6-8.4.          RH.6-8.5.          RH.6-8.6.          RST.6-8.7.</p>	<p>Identify the effect of inflation and debt on the American people.</p> <p>Evaluate the policies of state and national governments during this time.</p> <p>Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the</p>	<p>Fall of Rome Discussion Activity: History Alive: Students will view and discuss pictures that depict the various reasons for the fall of Rome. They will then have to determine what reason each picture represents.</p> <p>History Alive-Comparing Two Codes: Students will examine various situations and determine what the outcome would be under Justinian law and present day law.</p> <p><a href="#">The Code of Justinian, ruler of the Byzantine</a></p>

<p>RST.6-8.8. RST.6-8.9. RH.6-8.10. WHST.6-8.1. WHST.6-8.2. WHST.6-8.3. WHST.6-8.4. WHST.6-8.5. WHST.6-8.6. WHST.6-8.8. WHST.6-8.10.</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p> <p><b><u>Social Studies</u></b> <b><u>Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community 6.1.5.GeoGI.1: Use multiple sources to evaluate the</p>	<p>Mediterranean World and Asia.</p>	<p><a href="#">Empire articles</a></p> <ul style="list-style-type: none"> <li>Students will examine Emperor Justinian's achievements during the Byzantine Empire.</li> </ul> <p><a href="#">Silk Road DBQ</a> :Students will analyze documents on the Silk Road and then utilize documents to answer DBQ Questions - The Silk Road: Recording the Journey</p> <ul style="list-style-type: none"> <li><a href="#">DBQ Rubric</a></li> <li><a href="#">DBQ checklist</a></li> </ul> <p>TCI: History Alive! <a href="#">The Ancient World Text</a>:</p> <ul style="list-style-type: none"> <li>Ancient China: In this unit, students will learn about ancient China's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of China and complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>Chapter 24: The Silk Road: Students travel along a simulated Silk Road in an Experiential Exercise to learn about facing obstacles, trading products, and absorbing cultural exchanges that occurred along the Silk Road during the Han dynasty.</li> </ul> </li> </ul> <p>TCI: History Alive! <a href="#">The Medieval World and Beyond</a>:</p> <ul style="list-style-type: none"> <li>Europe During Medieval Times: In this unit, students will learn about the Roman Empire,</li> </ul>
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<p>impact of the movement of people</p> <p><b><u>Mandate(s)</u></b> None</p>		<p>Christianity, and feudalism in medieval Europe. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of medieval Europe. Then they complete a Geography Challenge activity.</p> <ul style="list-style-type: none"> <li>■ Chapter 6: The Byzantine Empire: In a Visual Discovery activity, students examine images that represent Constantinople, Justinian's rule, the development of the Eastern Orthodox Church, and the schism between Roman Catholic and Eastern Orthodox Christians in 105</li> </ul>
<p><b><u>Social Studies</u></b> 6.2.8.EconGE.3.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.1. RH.6-8.2. RH.6-8.4. RST.6-8.7. RH.6-8.10. WHST.6-8.2. WHST.6-8.4. WHST.6-8.6. WHST.6-8.8. WHST.6-8.10.</p>	<p>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.</p>	<p>Daily Life in Roman Empire (see History Alive) : Students explore various aspects of Roman culture in stations and complete a series of questions that relate Roman culture to modern times.</p> <p><a href="#">The Great Wall Virtual Tour</a>: Students will take a virtual tour of the Great Wall and create a blog entry detailing aspects of the wall that they discovered and how it relates to previous lessons on the Great Wall. (NJCCCS-Technology)</p> <p>TCI: History Alive! <a href="#">The Ancient World Text</a>:</p>



**Career Readiness,**

**Life Literacies &**

**Key Skills**

None

**Interdisciplinary**

ELA.SL.8.1.A-D

ELA.SL.8.2

ELA.SL.8.3

ELA.SL.8.4

ELA.SL.8.5

ELA.SL.8.6

**Social Studies**

**Disciplinary**

**Practices**

**Social Studies**

**Disciplinary**

**Practices**

6.1.2.HistorySE.3:

Investigate the development of a local community

6.1.5.GeoGI.1:

Use multiple sources to evaluate the impact of the movement of people Evidence

6.1.2.HistoryCA.1:

Make an evidence-based argument about how and why

- Ancient China: In this unit, students will learn about ancient China's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of China and complete a Geography Challenge activity.
  - Chapter 22: The First Emperor of China: In a Visual Discovery activity, students analyze and bring to life images about Qin Shihuangdi's political and cultural unification of China, his efforts to protect China's northern boundaries, and his dispute with Confucian scholars.
- Ancient Rome: In this unit, students will learn about ancient Rome's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of Rome and complete a Geography Challenge activity.
  - Chapter 35: Daily Life in the Roman Empire: In a Social Studies Skill Builder, students work in pairs and read about eight aspects of ancient Roman life—such as education and family life—and explore how a teenager might have experienced each.

<p>communities change over time</p> <p><b><u>Mandate(s)</u></b> None</p>		
<p><b><u>Social Studies</u></b> 6.2.8.HistoryCC.3 a</p> <p><b><u>ELA Companion</u></b> RH.6-8.1. RH.6-8.2. RH.6-8.4. RST.6-8.7. RH.6-8.10. WHST.6-8.2. WHST.6-8.4. WHST.6-8.6. WHST.6-8.8. WHST.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p> <p><b><u>Social Studies Disciplinary Practices</u></b></p>	<p>Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p>	<p><a href="#">Roman God/Goddess Project</a>: Students will explore various Roman gods and goddesses and create a Google slide on one of them.</p> <p>TCI: History Alive! <a href="#">The Ancient World Text</a>:</p> <ul style="list-style-type: none"> <li>● Ancient Rome: In this unit, students will learn about ancient Rome's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of Rome and complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>○ Chapter 32: Geography and the Early Development of Rome: In a Response Group activity, students learn about the founding of Rome and examine images to identify evidence of Etruscan and Greek influences on Rome.</li> </ul> </li> </ul>

<p>6.1.2.HistoryCA.1: Make an evidence-based argument about how and why communities change over time</p> <p>6.1.5.HistoryCA.1: Craft an argument</p> <p>6.1.2.CivicsPR.2 Developing Claims and Using Evidence</p> <p><b><u>Mandate(s)</u></b> None</p>		
<p><b><u>Social Studies</u></b></p> <p>6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.b 6.2.8.HistoryUP.3.b</p> <p><b><u>ELA Companion</u></b></p> <p>RH.6-8.1. RH.6-8.2. RH.6-8.4. RST.6-8.7. RH.6-8.10. WHST.6-8.2. WHST.6-8.4. WHST.6-8.6. WHST.6-8.8. WHST.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b></p>	<p>Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>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).</p> <p>Compare the status of groups in the Ancient World to those of people today and evaluate</p>	<p><a href="#"><u>"Deformity and Disability in Ancient Greece"</u></a>: Students will analyze a primary source photo of Zeus and explore the concept of an ideal Greek. Next, they will also read three primary source documents on the topic of disability from the Greek philosophers Plato, Aristotle, and Plutarch. They will respond to the question, "How did Greek society treat people with disabilities? Alos, Students will analyze a primary source photo of Hephaestus and compare it to the "ideal" characteristics from the photo of Zeus. Finally, they will respond to the writing prompt:</p> <ul style="list-style-type: none"> <li>○ What is the responsibility of a society to care for people with disabilities?</li> </ul>

<p>None</p> <p><b><u>Interdisciplinary</u></b> <b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p> <p><b><u>Social Studies</u></b> <b><u>Disciplinary</u></b> <b><u>Practices</u></b> 6.1.2.HistoryCA.1: Make an evidence-based argument about how and why communities change over time 6.1.5.HistoryCA.1: Craft an argument 6.1.2.CivicsPR.2 Developing Claims and Using Evidence</p> <p><b><u>Mandate(s)</u></b> LGBTQIA+</p>	<p>how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).</p>	<ul style="list-style-type: none"> <li>○ Explain your opinion on both the treatment of people with disabilities in ancient Greek society and in your own society today.</li> </ul> <p><a href="#">Sappho- Love and gender - a lesson from ancient Greece? Edpuzzle</a>: Students will complete the Edpuzzle assignment by watching the video clip and answering the questions.</p> <p>TCI: History Alive! <a href="#">The Ancient World Text</a>:</p> <ul style="list-style-type: none"> <li>● Ancient Rome: In this unit, students will learn about ancient Rome's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of Rome and complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>○ Chapter 32:Geography and the Early Development of Rome: In a Response Group activity, students learn about the founding of Rome, and examine images to identify evidence of Etruscan and Greek influences on Rome.</li> </ul> </li> </ul>
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<p><b><u>Social Studies</u></b> 6.2.8.HistoryUP.3.c</p> <p><b><u>ELA Companion</u></b></p> <p>RH.6-8.1. RH.6-8.2. RH.6-8.3. RH.6-8.4. RH.6-8.5. RH.6-8.6. RST.6-8.7. RST.6-8.8. RST.6-8.9. RH.6-8.10. WHST.6-8.1. WHST.6-8.2. WHST.6-8.3. WHST.6-8.4. WHST.6-8.5. WHST.6-8.6. WHST.6-8.8. WHST.6-8.10.</p> <p><b><u>Career Readiness</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.3 ELA.SL.8.4 ELA.SL.8.5 ELA.SL.8.6</p>	<p>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.</p>	<p><b><u>Christianity Standards Based DBQ:</u></b> Students will read and analyze documents that discuss the reasons why Christianity became.</p> <p><b><u>Analyzing quotes from Eastern Philosophies:</u></b> Students view various quotes from Confucius, Hanfeizi, and Latzu. They will then have to guess which philosopher made the statement based on the lesson.</p> <p>TCI: History Alive! <b><u>The Ancient World Text:</u></b></p> <ul style="list-style-type: none"> <li>● Ancient China: In this unit, students will learn about ancient China's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of China and complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>○ Chapter 21: Three Chinese Philosophies: In a Response Group activity, students discuss primary source quotations from different Chinese philosophies and attribute each quote to Confucius, Laozi, or Hanfeizi.</li> </ul> </li> <li>● Ancient Rome: In this unit, students will learn about ancient Rome's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of</li> </ul>
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<p><b><u>Social Studies</u></b>  <b><u>Disciplinary</u></b>  <b><u>Practices</u></b>  6.1.2.HistoryCA.1:  Make an evidence-based argument about how and why communities change over time  6.1.5.HistoryCA.1:  Craft an argument  6.1.2.CivicsPR.2  Developing Claims and Using Evidence</p> <p><b><u>Mandate(s)</u></b>  None</p>		<p>Rome and complete a Geography Challenge activity.</p> <ul style="list-style-type: none"> <li>○ Chapter 36: The Origins and Spread of Christianity: In a Social Studies Skill Builder, students learn about the development and spread of Christianity in the Roman Empire and analyze parables to understand the teachings of Jesus.</li> </ul>
<p><b><u>Social Studies</u></b>  6.2.8.HistoryCA.3a  6.2.8.HistoryCA.3b</p> <p><b><u>ELA Companion</u></b>  RH.6-8.1.  RH.6-8.2.  RH.6-8.4.  RST.6-8.7.  RH.6-8.10.  WHST.6-8.2.  WHST.6-8.4.  WHST.6-8.6.  WHST.6-8.8.  WHST.6-8.10.</p>	<p>Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p>	<p><a href="#">Gladiator Thinglink Assignment:</a>  Students create a "Thinglink" image highlighting important aspects of different types of gladiators,</p> <p><a href="#">Mauryan and Gupta Postcard Project:</a> Students will make postcards about their travels through ancient India. They will select three concepts to focus on, out of a provided seven.</p> <p><a href="#">Terracotta Warrior Video</a></p>

**Career Readiness**

**Life Literacies &**

**Key Skills**

None

**Interdisciplinary**

ELA.SL.8.1.A-D

ELA.SL.8.2

ELA.SL.8.3

ELA.SL.8.4

ELA.SL.8.5

ELA.SL.8.6

**Social Studies**

**Disciplinary**

**Practices**

6.1.2.HistoryCA.1:

Make an evidence-based argument about how and why communities change over time

6.1.5.HistoryCA.1:

Craft an argument

6.1.2.CivicsPR.2

Developing Claims and Using Evidence

**Mandate(s)**

None

Students will view a documentary and answer a series of [questions](#).

TCI: History Alive! [The Ancient World Text](#):

- Ancient India: In this unit, students will learn about ancient India's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of India and complete a Geography Challenge activity.
  - Chapter 18: The Achievements of the Gupta Empire: In a Writing for Understanding activity, students "visit" seven sites around the Gupta Empire that highlight important cultural and intellectual achievements and explain in writing why this period was a "golden age" in ancient India.
- Ancient China: In this unit, students will learn about ancient China's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of China and complete a Geography Challenge activity.
  - Chapter 22: The First Emperor of China: In a Visual Discovery activity, students analyze and bring to life images about Qin

		<p>Shihuangdi's political and cultural unification of China, his efforts to protect China's northern boundaries, and his dispute with Confucian scholars.</p> <ul style="list-style-type: none"> <li>● Ancient Rome: In this unit, students will learn about ancient Rome's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of Rome and complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>○ Chapter 35: Daily Life in the Roman Empire: In a Social Studies Skill Builder, students work in pairs and read about eight aspects of ancient Roman life—such as education and family life—and explore how a teenager might have experienced each.</li> </ul> </li> </ul>
<p><b>Integrated accommodations and modifications for the following students:</b></p> <ul style="list-style-type: none"> <li>● Special Education</li> <li>● ELL</li> <li>● At Risk</li> <li>● Gifted and Talented</li> <li>● 504</li> </ul>		<ul style="list-style-type: none"> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At-Risk Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for 504 Students</a></li> </ul>



## Assessments

### Benchmark

- [World History General Knowledge Inventory](#)

### Summative

- [TCI Chapter 18 Assessment](#)
- [TCI Chapter 21 Assessment](#)
- [TCI Chapter 22 Assessment](#)
- [TCI Chapter 23 Assessment](#)
- [TCI Chapter 24 Assessment](#)
- [TCI Chapter 26 Assessment](#)
- [TCI Chapter 27 Assessment](#)
- [TCI Chapter 30 Assessment](#)
- [TCI Chapter 32 Assessment](#)
- [TCI Chapter 33 Assessment](#)
- [TCI Chapter 35 Assessment](#)
- [TCI Chapter 36 Assessment](#)
- [TCI Chapter 38 Assessment](#)
  
- [TCI Medieval World Chapter 6 Assessment](#)

### Alternative/Project Based

#### [Persian Empire Quiz](#)

Students will demonstrate their knowledge of the Persian Empire.

#### [Education in Sparta DBQ](#)

Students will analyze documents on Sparta and then utilize documents to answer DBQ Question - Sparta Education: Did the benefits outweigh the weaknesses?

#### [Greek Assembly Simulation with roles, How democratic were the ancient Greeks?](#)

Students will experience a real life debate and to have the ability to reflect upon their experience as a Greek.

#### [Are You Sure We Can Win Themistocles Breakout EDU](#)

The year is 480 BC and you are Themistocles, an Athenian politician and commander of the Greek allied navy during the second Persian invasion. You know that the Persian King Xerxes is preparing a massive invasion force with hundreds of heavy ships. How can you fight back with your outnumbered ships? Maybe the high priestess Pythia of the Temple of Apollo at Delphi who also serves as the oracle can give you a hint. Will you be able to reach the Temple of Apollo, offer the right amount of money and decipher Pythia's message?

### [Alexander the Great DBQ](#)

Students will use documents to write a five-paragraph essay that debates Alexander's character and accomplishments.

### [Caesar's Ciphers Breakout EDU](#)

Julius Caesar has been murdered! The fallen dictator and Emperor of Rome, he has left clues and ciphers behind to help protect his legacy. Can you be the one to let the world know the truth behind the secrets of the Roman Empire? What's more important? The man, the myth, or the mob? As someone once said: "Not that I loved Cæsar less, but that I loved Rome more."

### [Christianity DBQ](#)

Students will analyze documents on Christianity and then utilize documents to answer DBQ Question - Why did Christianity take hold in the ancient world?

### [Han Dynasty Daily Life \(History Alive\)\\*](#)

Students will explore daily life during the Han Dynasty through written and visual sources. They will create a visual brick or mini-drama to depict their social group just as the Han artist did when they constructed tombs.

### [Quest: The Influence of Ancient Greece](#)

Students will create their own news magazine, either recorded or performed live for your class. The purpose of this project is to show your understanding of how ancient Greece still influences life today in government and politics.

### [Mauryan and Gupta Empire postcard project](#)

Students will create postcards depicting several wonders of Ancient India.

### **Track 1A Assessment Adaptation (replacement):**

[Citizenship in Athens and Rome DBQ: Which was the Better System?](#)

[\(Poster Directions\)](#)

Students will analyze documents and create a poster on chart paper containing a summary and analysis of the documents they analyzed.

### **Formative**

- All formative assessments are located in the Learning Activities section above and are labeled with an **(FA)**

### **Instructional Resources**

#### Persia Timeline

- Citation: *Timeline of Persia from 8000 BCE until the present day of Iran*. (n.d.). Persepolis.nu. Retrieved July 8, 2022, from <https://www.persepolis.nu/timeline.htm>

#### Ancient China Maps

- Citation: *The Great Wall of China*. (2014, November 11). YouTube. Retrieved July 8, 2022, from [https://www.google.com/maps/d/viewer?mid=1RrhOz7ITirhN\\_u9PUMTHN-ESQo4&ll=40.432652000000004%2C116.56395500000004&z=17](https://www.google.com/maps/d/viewer?mid=1RrhOz7ITirhN_u9PUMTHN-ESQo4&ll=40.432652000000004%2C116.56395500000004&z=17)

#### Colosseum Thinglink

- Citation: *Colosseum*. (2015). ThingLink. Retrieved July 8, 2022, from <https://www.thinglink.com/scene/620266358323544065>

#### Law & Citizenship in the Roman Republic

- Citation: *The Roman Republic [ushistory.org]*. (2008-2022). USHistory.org. Retrieved July 8, 2022, from <https://www.ushistory.org/civ/6a.asp>

#### TCI: History Alive! The Ancient World Text:

- Citation: *TCI: History Alive! (2022)*. The Ancient World. Retrieved July 8, 2022, from <https://subscriptions.teachtci.com/teacher/programs/239>
  - Chapter 18: The Achievements of the Gupta Empire: In a Writing for Understanding activity, students "visit" seven sites around the Gupta Empire that highlight important cultural and intellectual achievements and explain in writing why this period was a "golden age" in ancient India. **(IR #18)**
  - Chapter 21: Three Chinese Philosophies: In a Response Group activity, students discuss primary source quotations from different Chinese philosophies and attribute each quote to Confucius, Laozi, or Hanfeizi. **(IR #21)**
  - Chapter 22: The First Emperor of China: In a Visual Discovery activity, students analyze and bring to life images about Qin Shihuangdi's political

and cultural unification of China, his efforts to protect China's northern boundaries, and his dispute with Confucian scholars. **(IR #22)**

- Chapter 23: The Han Dynasty: Students work in pairs in a Social Studies Skill Builder and visit seven stations to learn about Han achievements in the fields of warfare, government, agriculture, industry, art, medicine, and science. **(IR #23)**
- Chapter 24: The Silk Road: Students travel along a simulated Silk Road in an Experiential Exercise to learn about facing obstacles, trading products, and absorbing cultural exchanges that occurred along the Silk Road during the Han dynasty. **(IR #24)**
- Chapter 26: The Rise of Democracy: In an Experiential Exercise, students use the principles of monarchy, oligarchy, tyranny, and democracy to select and play music for the class, as a way to examine the various forms of government in ancient Greece that led to the development of democracy. **(IR #26)**
- Chapter 27: Life in Two City-States: Athens and Sparta: In a Social Studies Skill Builder, students examine the major differences between Athens and Sparta by working in pairs to create placards with illustrations and challenge questions about each city-state. **(IR #27)**
- Chapter 30: Alexander the Great and His Empire: In a Response Group activity, students learn about the rise of Macedonia after the Peloponnesian War and debate the degree of success Alexander the Great had in uniting the diverse peoples of his empire. **(IR #35)**
- Chapter 32: Geography and the Early Development of Rome: In a Response Group activity, students learn about the founding of Rome, and examine images to identify evidence of Etruscan and Greek influences on Rome. **(IR #32)**
- Chapter 33: The Rise of the Roman Republic: In an Experiential Exercise, students assume the roles of patricians and plebeians to learn how the struggle between these two groups led to a more democratic government in the Roman Republic. **(IR #33)**
- Chapter 35: Daily Life in the Roman Empire: In a Social Studies Skill Builder, students work in pairs and read about eight aspects of ancient Roman life—such as education and family life—and explore how a teenager might have experienced each. **(IR #35)**
- Chapter 36: The Origins and Spread of Christianity: In a Social Studies Skill Builder, students learn about the development and spread of Christianity in the Roman Empire and analyze parables to understand the teachings of Jesus. **(IR #36)**

- Chapter 38: The Legacy of Rome in the Modern World: In a Response Group activity, students play the "Rome to Home" game to discover how aspects of Roman culture, such as art and language, influence modern life.  
**(IR #38)**

[TCI: History Alive! The Medieval World and Beyond:](#)

- Citation: *TCI: History Alive!* (2022). The Medieval World and Beyond. Retrieved July 8, 2022, from <https://subscriptions.teachtci.com/teacher/programs/256>
  - Chapter 6: The Byzantine Empire: In a Visual Discovery activity, students examine images that represent Constantinople, Justinian's rule, the development of the Eastern Orthodox Church, and the schism between Roman Catholic and Eastern Orthodox Christians in 1054.
  - **(IR #6)**

**Wayne Township Public Schools**  
**Grade 8**  
**Unit 4**  
**Curriculum Guide**  
**Approved September 2022**

<b>Content Area:</b>	Social Studies:
<b>Grade Level:</b>	8
<b>Course:</b>	World History
<b>Unit Plan Title:</b>	Unit 4: Expanding Exchanges and Encounters (500 to 1400 C.E.)
<b>Time Frame:</b>	15 weeks
<b>Pacing Guide:</b>	<a href="#">See Attached District Pacing Guide</a>
<b>NJ Mandates Addressed in this Unit of Study:</b>	Amistad Law: <a href="#">N.J.S.A. 18A 52:16A-88</a> Holocaust Law: <a href="#">N.J.S.A. 18A:35-28</a> LGBTQIA+ and People with Disabilities Law: <a href="#">N.J.S.A. 18A:35-4.35</a> Asian and Pacific Islander (AAPI) Law: <a href="#">N.J.S.A. S4021</a> <a href="#">Climate Change</a>

**2020 New Jersey Core Curriculum Content Standards for Social Studies:**

**Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE)**

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.

**Disciplinary Concept:** Civics, Government, and Human Rights: Civic and Political Institutions

**Core Idea:** Political and civil institutions impact all aspects of people's lives.

**Performance Expectations:**

- 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.

**Core Idea:** The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

**Performance Expectations:**

- 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).

**Disciplinary Concept:** Geography, People and the Environment: Human Environment Interaction

**Core Idea:** Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

**Performance Expectations:**

- 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.

**Core Idea:**The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.

**Performance Expectations:**

- 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.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.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.

**Core Idea:**The physical and human characteristics of places and regions are connected to human identities and cultures.

**Performance Expectations:**

- 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.

**Disciplinary Concept:** Geography, People and the Environment: Global Interconnections

**Core Idea:**The environmental characteristics of places and production of goods influences the spatial patterns of world trade.

**Performance Expectations:**

- 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.

**Disciplinary Concept:** Economics, Innovation and Technology: Economic Ways of Thinking

**Core Idea:**Economic interdependence is impacted by increased specialization and trade.

**Performance Expectations:**

- 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.

**Disciplinary Concept:** Economics, Innovation and Technology: National Economy

**Core Idea:**The production and consumption of goods and services influence economic growth, well-being and quality of life.

**Performance Expectations:**

- 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.

**Disciplinary Concept:** History, Culture, and Perspectives: Continuity and Change

**Core Idea:** Historical events may have single, multiple, direct and indirect causes and effects.

**Performance Expectations:**

- 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.
- 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).

**Disciplinary Concept:** History, Culture, and Perspectives: Understanding Perspectives

**Core Idea:**Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

**Performance Expectations:**



- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
- 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
- 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

**2016 NJSLA for English/Language Arts Companion Standards: History, Social Studies,  
Science & Technical Subjects Grades 6-8**

**Reading History: Grades 6-8**

**Key Ideas and Details**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**Craft and Structure**

**NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

**Integration of Knowledge and Ideas and Range of Reading and Level of Text Complexity**

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

### **Writing for History, Science and Technical Subjects: Grades 6-8**

#### **Production and Distribution of Writing**

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

#### **Research to Build and Present Knowledge**

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- WHST.6-8.7: 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.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- WHST.6-8.8: 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.

#### **Range of Writing**

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- WHST.6-8.10: 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

## **Interdisciplinary Standards: 2016 NJSLS for English Language Arts: Grade 8**

### **Speaking and Listening**

#### **Comprehension and Collaboration**

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.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.
  - 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.
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

## **Presentation of Knowledge and Ideas**

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**NJSLSA.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

**NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Interdisciplinary Standards: 2020 NJSLS for Comprehensive Health and Physical Education Grades 6-8**

### **Physical Wellness**

**Disciplinary Concept:** Social and Sexual Health

**Core Idea:** Relationships are influenced by a wide variety of factors, individuals, and behaviors.

**Performing Expectations:**

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.

## **Interdisciplinary Standards: 2020 NJSLS for Science: Grades 6-8**

MS-ESS3-4

Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. [Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition,

	and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human population and consumption of natural resources are described by science, but science does not make the decisions for the acons society takes.]
MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]

**Interdisciplinary Standards: New Jersey Student Learning Standards for Visual and Performing Arts Grades 6-8**

**1.2 Media Arts Standards:**

**Creating Anchor Standard 1:** Generating and conceptualizing ideas.

**Enduring Understanding:** Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

**Essential Questions:** How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

**Practice:** Conceive Performance Expectations

**Performance Expectations:**

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.

**Connecting Anchor Standard 11:** Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances a media artist's work.

**Essential Questions:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

**Practice:** Relate

**Performance Expectations:**

- 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).
- 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

## **Interdisciplinary Standards: 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking**

### **Computer Science**

**Disciplinary Concept:** Data & Analysis

**Core Idea:** Individuals collect, use, and display data about individuals and the world around them.

**Performance Expectations:**

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

**Core Idea:** Computers store data that can be retrieved later. Data can be copied, stored in multiple locations, and retrieved.

**Performance Expectations:**

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

### **Design Thinking**

**Disciplinary Concept:** Interaction of Technology and Humans

**Core Idea:** Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.

**Performance Expectations:**

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

**Core Idea:** Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.

**Performance Expectations:**

- 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.

**Disciplinary Concept:** Nature of Technology

**Core Idea:** Sometimes a technology developed for one purpose is adapted to serve other purposes.

**Performance Expectations:**

- 8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function.

**2020 NJSL for Career Readiness, Life Literacies, and Key Skills**

**Personal Financial Literacy**

**Disciplinary Concept:** Economic and Government Influences

**Core Idea:** There are government agencies and policies that affect the financial industry and the broader economy.

**Performance Expectations:**

- **9.1.8.EG.3:** Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

### **21st Century Life and Careers**

**Content Area:** AGRICULTURE, FOOD & NATURAL RESOURCES CAREER CLUSTER

**Career Clusters:** ENVIRONMENTAL SERVICE SYSTEMS

**Pathway:**

- 9.3.12.AG-ENV.5 Use tools, equipment, machinery and technology common to tasks in environmental service systems.

**Career Clusters:** NATURAL RESOURCES SYSTEMS

**Pathway:**

- 9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.

**Content Area:** EDUCATION & TRAINING CAREER CLUSTER

**Career Clusters:** EDUCATION & TRAINING

**Standards:**

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

**Career Clusters:** ADMINISTRATION & ADMINISTRATION SUPPORT

**Pathway:**

- 9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

**Career Cluster:** PROFESSIONAL SUPPORT SERVICES

**Pathway:**

- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.



- 9.3.12.ED-PS.2 Implement methods to enhance learner success.
- 9.3.12.ED-PS.3 Identify resources and support services to meet learners' needs.
- 9.3.12.ED-PS.4 Identify resources and support

**Career Cluster: TEACHING/TRAINING**

**Pathway:**

- 9.3.12.ED-TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED-TT.3 Use content knowledge and skills of instruction to develop standards-based goals and assessments.
- 9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.
- 9.3.12.ED-TT.5 Establish a positive climate to promote learning.
- 9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.12.ED-TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.
- 9.3.12.ED-TT.9 Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
- 9.3.12.ED-TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
- 9.3.12.ED-TT.11 Implement strategies to maintain relationships with others to increase support for the organization.

**Content Area: GOVERNMENT & PUBLIC ADMINISTRATION CAREER CLUSTER**

**Career Clusters: GOVERNMENT & PUBLIC ADMINISTRATION**

**Standards:**

- 9.3.GV.1 Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.
- 9.3.GV.2 Analyze the systematic relationships of government and public administration agencies.
- 9.3.GV.3 Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies.

- 9.3.GV.4 Describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies.
- 9.3.GV.5 Describe career opportunities and the means to achieve those opportunities in each of the Government & Public Administration Career Pathways.
- 9.3.GV.6 Explain the administration of human, financial, material and information resources in government and public administration agencies.

**Career Clusters: PUBLIC MANAGEMENT & ADMINISTRATION**

**Pathway:**

- 9.3.GV-MGT.1 Describe the organization of a government or public administration department or agency.

**Content Area: HUMAN SERVICES CAREER CLUSTER**

**Career Clusters: HUMAN SERVICES**

**Pathway:**

- 9.3.HU.2 Evaluate the role of the family, community and human services in society and the economy.

**Career Clusters: EARLY CHILDHOOD DEVELOPMENT & SERVICES**

**Pathway:**

- 9.3.HU-ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
- 9.3.HU-ED.4 Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.
- 9.3.HU-ED.8 Evaluate curriculum for inclusiveness of children with special needs.

**Content Area: SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS CAREER CLUSTER**

**Career Cluster:ENGINEERING & TECHNOLOGY CAREER PATHWAY (ST-ET)**

**Pathway:**

- 9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and/or production.
- 9.3.ST-ET.2 Display and communicate STEM information.
- 9.3.ST-ET.3 Apply processes and concepts for the use of technological tools in STEM.
- 9.3.ST-ET.4 Apply the elements of the design process.
- 9.3.ST-ET.5 Apply the knowledge learned in STEM to solve problems.
- 9.3.ST-ET.6 Apply the knowledge learned in the study of STEM

## Life Literacies and Key Skills

### **Disciplinary Concept:** Creativity and Innovation

**Core Idea:** Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

#### **Performance Expectations:**

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges

### **Disciplinary Concept:** Critical Thinking and Problem-solving

**Core Idea:** Multiple solutions often exist to solve a problem.

#### **Performance Expectations:**

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

### **Disciplinary Concept:** Digital Citizenship

**Core Idea:** Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.

#### **Performance Expectations:**

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

### **Disciplinary Concept:** Global and Cultural Awareness

**Core Idea:** Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

**Performance Expectations:**

- 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 discussion to achieve a group goal.

**Disciplinary Concept:** Information and Media Literacy

**Core Idea:** Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

**Performance Expectations:**

- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques.

**Core Idea:** Sources of information are evaluated for accuracy and relevance when considering the use of information.

**Performance Expectations:**

- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

**Core Idea:** There are ethical and unethical uses of information and media.

**Performance Expectations:**

- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

**Unit Summary**

The purpose of this unit is to show how 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.

**Essential Questions**

- How does a shift in values cause change in society?
- How does the flourishing of monotheistic religions increase tension and conflict?

- How are the differences between wealthy leaders and depressed citizens reflected in medieval society?
- How do certain groups of people impose and maintain power over other groups?

### Enduring Understandings

- 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.

NJSLs & Mandates	Student Learning Targets/Content	Learning Activities
<p><b><u>Social Studies</u></b> 6.2.8.CivicsPI.4.a 6.2.8.GeoHE.4.d</p> <p><b><u>ELA Companion</u></b> RH.6-8.1. RH.6-8.2. RH.6-8.4. RST.6-8.7. RH.6-8.10. WHST.6-8.2. WHST.6-8.4. WHST.6-8.6. WHST.6-8.8. WHST.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp;</u></b></p>	<p>Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>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.</p>	<p><a href="#">Five Pillars Prezi Project</a>: Students will work in small groups to outline the five pillars of Islam and include visuals that help to explain each pillar.</p> <p><a href="#">Debunking Stereotypes</a>: Students will interpret charts to recognize the similarities and differences in U.S. and global Muslim populations.</p> <p><a href="#">Introduction to Islam and Muhammad</a>: Students will have the opportunity to compare the three main monotheistic belief systems and create a chart showing their findings. Then they</p>

**Key Skills**

**Interdisciplinary**

ELA.SL.8.1.A-D  
ELA.SL.8.2  
ELA.SL.8.5

**Social Studies**

**Disciplinary  
Practices**

6.1.2.HistorySE.3:  
Investigate the  
development of  
a local  
community  
6.1.5.GeoGI.1:  
Use multiple  
sources to  
evaluate the  
impact of the  
movement of  
people

**Interdisciplinary**

ELA.SL.8.1.A-D  
ELA.SL.8.2  
ELA.SL.8.5

**Mandate(s)**

None

will have the opportunity to expand their vocabulary as it relates to The Growth of Islam and Muhammad. Finally, students will have the opportunity to create a parallel timeline comparing major events in Muhammad's life and events taking place in another part of the world. (see example parallel timeline)

Mapping Muslim Achievements. (See History Alive): Students will analyze contributions made by Muslims and formulate opinions on the significance of each.

TCI: History Alive! [The Medieval World and Beyond](#):

Islam in Medieval Times: In this unit, students will learn about Islam, Muslim advancements, and the Crusades that affected Muslim empires in the medieval world. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of the Arabian Peninsula and its surrounding lands. Then they complete a Geography Challenge activity.

- Chapter 7: The Origins and Spread of Islam: In a Writing for Understanding activity, students explore the origins and spread of Islam by taking

on the role of Arab nomads, listening to a recording about the origins of Islam, and creating an illuminated manuscript retelling the story of the origins of Islam.

- Chapter 8: Learning About World Religions: Islam: In a Problem Solving Groupwork activity, students read, create illustrations, and make presentations to demonstrate an understanding of eight main beliefs and practices of Islam.
- Chapter 9: Muslim Innovations and Adaptations: Pairs of students visit nine stations in a Social Studies Skill Builder to read and learn about Muslim innovations and adaptations in fields such as science, geography, mathematics, philosophy, medicine, art, and literature.

<p><b><u>Social Studies</u></b> 6.2.8.CivicsDP.4.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.1. RH.6-8.2. RH.6-8.4. RST.6-8.7. RH.6-8.10. WHST.6-8.2. WHST.6-8.4. WHST.6-8.6. WHST.6-8.8. WHST.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b> None</p> <p><b><u>Interdisciplinary Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.5</p> <p><b><u>Social Studies Disciplinary Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community 6.1.5.GeoGI.1: Use multiple sources to</p>	<p>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).</p>	<p>Magna Carta Document: Students read and analyze important excerpts of the <a href="#">Magna Carta</a> and explain - " Why was the royal family upset by the signing of this document?"</p> <p>TCI: History Alive! <a href="#">The Medieval World and Beyond</a>:</p> <ul style="list-style-type: none"> <li>● Europe During Medieval Times: In this unit, students will learn about the Roman Empire, Christianity, and feudalism in medieval Europe. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of medieval Europe. Then they complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>○ Chapter 5: The Decline of Feudalism: In a Visual Discovery activity, students analyze key events in Europe between the 12th and 15th centuries to understand contributing factors to the decline of feudalism and the rise of democratic thought.</li> </ul> </li> </ul>
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<p>evaluate the impact of the movement of people</p> <p><b><u>Mandate(s)</u></b> None</p>		
<p><b><u>Social Studies</u></b> 6.2.8.GeoHE.4.a 6.2.8.GeoHE.4.c 6.2.8.GeoSV.4.a</p> <p><b><u>ELA Companion</u></b> RH.6-8.1. RH.6-8.2. RH.6-8.4. RST.6-8.7. RH.6-8.10. WHST.6-8.2. WHST.6-8.4. WHST.6-8.6. WHST.6-8.8. WHST.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.5</p> <p><b><u>Social Studies Disciplinary Practices</u></b></p>	<p>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.</p> <p>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).</p> <p>Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p>	<p>Nystrom Map activity- Silk Road: Students will identify the regions along the Silk Road, as well as the goods, religions, and diseases that traveled the road.</p> <p>TCI: History Alive! <a href="#">The Ancient World Text</a>:</p> <ul style="list-style-type: none"> <li>● Ancient China: In this unit, students will learn about ancient China's people, cultures, and ideas. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of China and complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>○ Chapter 24: The Silk Road: Students travel along a simulated Silk Road in an Experiential Exercise to learn about facing obstacles, trading products, and absorbing cultural exchanges that occurred along the Silk Road during the Han dynasty.</li> </ul> </li> </ul>

<p>6.1.2.HistorySE.3: Investigate the development of a local community</p> <p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate(s)</u></b> None</p>		
<p><b><u>Social Studies</u></b> 6.2.8.GeoHE.4.b 6.2.8.GeoGI.4.a 6.2.8.HistoryCC.4g</p> <p><b><u>ELA Companion</u></b> RH.6-8.1. RH.6-8.2. RH.6-8.4. RST.6-8.7. RH.6-8.10. WHST.6-8.2. WHST.6-8.4. WHST.6-8.6. WHST.6-8.8. WHST.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b></p>	<p>Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.</p> <p>Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam),</p>	<p><a href="#">Mansa Musa Ted Ed Video with related questions</a></p> <ul style="list-style-type: none"> <li>• Students will watch a Ted Ed video and complete the related video questions.</li> </ul> <p>Amistad Commision Interactive Curriculum: Students will analyze the various primary and secondary resources provided by the commission</p> <ul style="list-style-type: none"> <li>• <a href="#">Primary Resources:</a></li> <li>• <a href="#">Mansa Musa and the Great Hajj</a></li> <li>• <a href="#">Timbuktu: Center of Knowledge</a></li> </ul> <p>TCI: History Alive! <a href="#">The Medieval World and Beyond:</a></p> <ul style="list-style-type: none"> <li>• Europe During Medieval Times: In this unit, students will learn about the Roman Empire, Christianity, and feudalism in medieval Europe. Use the assessment as a pre-test to gauge</li> </ul>

<p>None</p> <p><b><u>Interdisciplinary</u></b> <b><u>Interdisciplinary</u></b> ELA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.5</p> <p><b><u>Social Studies</u></b> <b><u>Disciplinary</u></b> <b><u>Practices</u></b> 6.1.2.HistorySE.3: Investigate the development of a local community 6.1.5.GeoGl.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate(s)</u></b> Amistad</p>	<p>Europe and the Americas over time.</p>	<p>students' prior knowledge. Students are introduced to the geography of medieval Europe. Then they complete a Geography Challenge activity.</p> <ul style="list-style-type: none"> <li>○ Chapter 13: The Influence of Islam on West Africa: In a Social Studies Skill Builder, students work in pairs to learn about various Islamic influences during the Middle Ages and use this knowledge to identify Islamic influences on West Africa today.</li> </ul>
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**Social Studies**

6.2.8.GeoHE.4.b  
6.2.8.HistoryCC.4.f

**ELA Companion**

RH.6-8.1.  
RH.6-8.2.  
RH.6-8.4.  
RST.6-8.7.  
RH.6-8.10.  
WHST.6-8.2.  
WHST.6-8.10.

**Career Readiness**

**Life Literacies &  
Key Skills**

None

**Interdisciplinary**

ELA.SL.8.1.A-D  
ELA.SL.8.2  
ELA.SL.8.5

**Social Studies  
Disciplinary  
Practices**

6.1.2.HistorySE.3:  
Investigate the  
development of  
a local  
community  
6.1.5.GeoGI.1:  
Use multiple  
sources to  
evaluate the  
impact of the

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

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).

Villages-Towns- Cities: Pear Deck lesson showing the growth of European cities towards the Higher Middle Ages/Renaissance.

TCI: History Alive! The Medieval World and Beyond:

- Europe During Medieval Times: In this unit, students will learn about the Roman Empire, Christianity, and feudalism in medieval Europe. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of medieval Europe. Then they complete a Geography Challenge activity.
  - Chapter 4: Life in Medieval Towns: In a Problem Solving Groupwork activity, students create six dramatizations to learn about aspects of life in medieval European towns.

<p>movement of people</p> <p><b><u>Mandate(s)</u></b></p> <p>None</p>		
<p><b><u>Social Studies</u></b> 6.2.8.GeoHE.4.c</p> <p><b><u>ELA Companion</u></b></p> <p>RH.6-8.1. RH.6-8.2. RH.6-8.3. RH.6-8.4. RH.6-8.5. RH.6-8.6. RST.6-8.7. RST.6-8.8. RST.6-8.9. RH.6-8.10. WHST.6-8.1. WHST.6-8.2. WHST.6-8.3. WHST.6-8.4. WHST.6-8.5. WHST.6-8.6. WHST.6-8.8. WHST.6-8.10.</p> <p><b><u>Career Readiness, Life Literacies &amp; Key Skills</u></b></p> <p>None</p> <p><b><u>Social Studies Disciplinary Practices</u></b></p>	<p>Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p>	<p><a href="#">World Leaders: Genghis Khan</a>: Students will read an article on Genghis Khan and answer text dependent questions and will be given a writing prompt in which they will have to use text evidence for support.</p> <p><a href="#">MesoAmerica Map Activity</a>: Students will plot and label a map of the Americas.</p> <p><a href="#">Mayan DBQ</a></p> <ul style="list-style-type: none"> <li>Students will read and analyze documents that discuss the major lasting achievements of the Maya.</li> </ul> <p>The Rise of Maya Civilization (History Alive): Students are introduced to the civilization of the Classic Maya. Students explore Maya adaptation to life in the rainforest, social and political systems, and cultural achievements of the Classic era.</p> <p>TCI: History Alive! <a href="#">The Medieval World and Beyond</a>:</p> <ul style="list-style-type: none"> <li>Europe During Medieval Times: In this unit, students will learn about the Roman Empire, Christianity, and feudalism in medieval Europe. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of</li> </ul>

<p>6.1.2.HistorySE.3: Investigate the development of a local community</p> <p>6.1.5.GeoGl.1: Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Interdisciplinary</u></b> LA.SL.8.1.A-D ELA.SL.8.2</p> <p><b><u>Mandate(s)</u></b> None</p>		<p>medieval Europe. Then they complete a Geography Challenge activity.</p> <ul style="list-style-type: none"> <li>○ Chapter 5: The Decline of Feudalism: In a Visual Discovery activity, students analyze key events in Europe between the 12th and 15th centuries to understand contributing factors to the decline of feudalism and the rise of democratic thought.</li> <li>● Civilizations of the Americas: Students are introduced to the geography of Mexico, Central America, and South America as an introduction to learning about the Maya, Aztec, and Inca empires in the Americas. <ul style="list-style-type: none"> <li>○ Chapter 22: In a Response Group activity, students use a Sacred Round to solve problems related to four aspects of Mayan culture.</li> </ul> </li> </ul>
<p><b><u>Social Studies</u></b> 6.2.8.EconNE.4.a 6.2.8.HistoryCC.4 a 6.2.8.HistoryCC.4 a</p> <p><b><u>ELA Companion</u></b> RH.6-8.1. RH.6-8.2. RH.6-8.4. RST.6-8.7.</p>	<p>Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p> <p>Determine which events led to the rise and eventual decline of European feudalism.</p>	<p><a href="#">Feudalism vs Manorialism</a></p> <ul style="list-style-type: none"> <li>● Students will view Google Slides presentation and then complete a Venn diagram that compares/contrasts the two systems.</li> </ul> <p><a href="#">Medieval Japan Foldable</a></p> <ul style="list-style-type: none"> <li>● Students will research information on Japan's past and present government, culture, and religion and create a foldable which includes that information.</li> </ul>

RH.6-8.10.  
WHST.6-8.2.  
WHST.6-8.10.

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

**Career Readiness,**

**Life Literacies &**

**Key Skills**

None

**Interdisciplinary**

LA.SL.8.1.A-D

ELA.SL.8.2

ELA.SL.8.5

ELA.SL.8.5.6

**Social Studies**

**Disciplinary**

**Practices**

6.1.2.HistorySE.3:

Investigate the development of a local community

6.1.5.GeoGI.1:

Use multiple sources to evaluate the impact of the movement of people

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on

**Black Plague**

- Students will use a deck of cards to simulate various roles within medieval society and trade with other students to avoid the Black Plague.

TCI: History Alive! [The Medieval World and Beyond](#):

- Europe During Medieval Times: In this unit, students will learn about the Roman Empire, Christianity, and feudalism in medieval Europe. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of medieval Europe. Then they complete a Geography Challenge activity.
  - Chapter 2: The Development of Feudalism in Western Europe: Students assume the roles of peasants, knights, lords, and a monarch to understand the various inter-connections, responsibilities, and vassal-lord relationships that defined European feudal society.
  - Chapter 5: The Decline of Feudalism: In a Visual Discovery activity, students analyze key events in Europe between the 12th and 15th centuries to understand contributing factors to the

individuals, communities, and regions.

6.1.2.HistoryCA.1:

Make an evidence-based argument about how and why communities change over time (e.g., locally, nationally, globally).

6.1.2.CivicsPD.1:

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

**Mandate(s)**

None

decline of feudalism and the rise of democratic thought.

- Japan During Medieval Times: In this unit, students will learn about medieval Japan's influences and developments. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of Japan and its surrounding areas. Then they complete a Geography Challenge activity.
  - Chapter 19: The Influence of Neighboring Cultures on Japan: In a Social Studies Skill Builder, students create playing cards to study the influences of India, China, and Korea on the development of Japanese culture and play a game to learn about cultural diffusion in medieval Japan.
  - Chapter 20: Heian-kyo: The Heart of Japan's Golden Age: In a Writing for Understanding activity, students learn about aristocratic life and the cultural accomplishments of Japan during the Heian period by "visiting" the home of a Japanese aristocrat. They learn how a Japanese aristocrat might act in certain situations and then write a diary entry



		<p>describing a day in the life of a Heian noble.</p> <ul style="list-style-type: none"> <li>○ Chapter 21: The Rise of the Warrior Class in Japan: In an Experiential Exercise, students learn about the rise of a warrior class and the pivotal role these samurai played from the end of the 12th century to the 19th century.</li> </ul>
<p><b><u>Social Studies</u></b> 6.2.8.HistoryCC.4 b 6.2.8.HistoryCC.4 d</p> <p><b><u>ELA Companion</u></b> RH.6-8.1. RH.6-8.2. RH.6-8.4. RST.6-8.7. RH.6-8.10. WHST.6-8.2. WHST.6-8.10.</p> <p><b><u>Career Readiness.</u></b> <b><u>Life Literacies &amp; Key Skills</u></b> None</p> <p><b><u>Interdisciplinary</u></b> LA.SL.8.1.A-D ELA.SL.8.2 ELA.SL.8.5 ELA.SL.8.5.6</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p><b><u>Crusades Comic Book</u></b>: Students select one of the first four Crusades and create a story or comic and detail the events in comic book format using <a href="#">storyboard that</a>.</p> <p>TCI: History Alive! <a href="#">The Medieval World and Beyond</a>:</p> <ul style="list-style-type: none"> <li>● Islam in Medieval Times: In this unit, students will learn about Islam, Muslim advancements, and the Crusades that affected Muslim empires in the medieval world. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of the Arabian Peninsula and its surrounding lands. Then they complete a Geography Challenge activity. <ul style="list-style-type: none"> <li>○ Chapter 10: From the Crusades to New Muslim Empires: In a Writing for Understanding activity, students research the causes, events, and effects of the Crusades. They then write an</li> </ul> </li> </ul>

<p><b><u>Social Studies</u></b>  <b><u>Disciplinary</u></b>  <b><u>Practices</u></b>  6.1.2.HistorySE.3:  Investigate the development of a local community</p> <p>6.1.5.GeoGI.1:  Use multiple sources to evaluate the impact of the movement of people</p> <p><b><u>Mandate(s)</u></b>  None</p>		<p>article that explains how the Crusades affected Christians, Muslims, and Jews.</p>
<p><b><u>Social Studies</u></b>  6.2.8.HistoryCC.4  c</p> <p><b><u>ELA Companion</u></b>  RH.6-8.1.  RH.6-8.2.  RH.6-8.4.  RST.6-8.7.  RH.6-8.10.  WHST.6-8.2.  WHST.6-8.10.</p> <p><b><u>Career Readiness.</u></b>  <b><u>Life Literacies &amp;</u></b>  <b><u>Key Skills</u></b>  None</p>	<p>Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p>	<p>Comparing Two Codes (see History Alive): Students will examine various situations and determine what the outcome would be under Justinian law and present day law .</p> <p>TCI: History Alive! <a href="#">The Medieval World and Beyond</a>:</p> <ul style="list-style-type: none"> <li>• Europe During Medieval Times: In this unit, students will learn about the Roman Empire, Christianity, and feudalism in medieval Europe. Use the assessment as a pre-test to gauge students' prior knowledge. Students are introduced to the geography of medieval Europe. Then they complete a Geography Challenge activity.</li> </ul>

<p><b><u>Interdisciplinary</u></b> LA.SL.8.1.A-D</p> <p><b><u>Mandate(s)</u></b> Amistad Holocaust AAPI LGBTQIA+ &amp; PwD Climate Change</p>		<ul style="list-style-type: none"> <li>○ Chapter 6: The Byzantine Empire: In a Visual Discovery activity, students examine images that represent Constantinople, Justinian's rule, the development of the Eastern Orthodox Church, and the schism between Roman Catholic and Eastern Orthodox Christians in 1054.</li> </ul>
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<p><b>Integrated accommodations and modifications for the following students:</b></p> <ul style="list-style-type: none"> <li>● Special Education</li> <li>● ELL</li> <li>● At Risk</li> <li>● Gifted and Talented</li> <li>● 504</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At-Risk Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for 504 Students</a></li> </ul>
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**Assessments**

<p><b><u>Benchmark</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">World History General Knowledge Inventory</a></li> </ul>
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<p><b><u>Summative</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">TCI Chapter 2 Assessment</a></li> <li>● <a href="#">TCI Chapter 4 Assessment</a></li> <li>● <a href="#">TCI Chapter 5 Assessment</a></li> <li>● <a href="#">TCI Chapter 6 Assessment</a></li> <li>● <a href="#">TCI Chapter 7 Assessment</a></li> <li>● <a href="#">TCI Chapter 8 Assessment</a></li> <li>● <a href="#">TCI Chapter 9 Assessment</a></li> </ul>
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- [TCI Chapter 10 Assessment](#)
- [TCI Chapter 13 Assessment](#)
- [TCI Chapter 19 Assessment](#)
- [TCI Chapter 20 Assessment](#)
- [TCI Chapter 21 Assessment](#)
- [TCI Chapter 22 Assessment](#)

### **Alternative/Project Based**

#### Quest: Freedom vs. Security

Students will discuss the question: Is it worth trading freedom for security. They will need to use their knowledge of European feudalism as well as evidence from sources to make convincing arguments to answer yes or no to the questions. (Alternative Assessment)

#### Quest: Growth of Muslim Empires

Students will create an illustrated timeline of events related to Muslim empires that formed, expanded, and affected other empires and dynasties.

#### Mayan DBQ

Students will use documents to write a five-paragraph essay that outlines the major lasting achievements of the Maya. (Analytical Writing Benchmark Assessment: See pre-assessment in Unit 2)

#### TCI! Geography Alive: Indigenous Cultures: The Survival of the Maya of Mesoamerica Activity

In a Problem Solving Groupwork activity, students create and perform dramatizations about five aspects of life in a highland Maya village to learn how they have preserved their traditional ways of life while adapting to modern society.

#### Unlocking Samurai Secrets Breakout EDU

The Mongols are invading Japan, and it will take a unified force to stop them. All classes of feudal Japan must work together to overcome the Mongol threat. The samurai have locked up their secret to military success in the large box to keep them safe until help comes. Learn about Japan's feudal hierarchy and unlock the samurai secrets before time runs out!

#### Life-sized Samurai Project

Students will create a life size samurai in groups. They outline a student in their group and make him have armor, a sword and a helmet like a samurai would have worn. In the background they need to write the samurai codes (bushido) and a haiku about the Mongols they defeated.

### **Track 1A Assessment Adaptation (replacement):**

Crusades Symposium (History Alive)

Students will explore the various perspectives of the Crusades through role simulation. During a panel discussion they will debate what motivated people to participate and the impact of the Crusades on their people. Following the symposium, students will discuss the causes and effects of the Crusades.

### **Formative**

- All formative assessments are located in the Learning Activities section above and are labeled with an **(FA)**

### **Instructional Resources**

#### Central and South American Empires article

- Citation: *Central and South American Empires* [ushistory.org]. (2008-2022). USHistory.org. Retrieved July 8, 2022, from <https://www.ushistory.org/civ/11.asp>

#### ABC-Clio MesoAmerica article

- Citation: Blackwell, A.H. (2022). Mesoamerica. *World History: Ancient and Medieval Eras*. Retrieved July 7, 2022, from <https://ancienthistory.abc-clio.com/Search/Display/601306>

#### Khan Academy: The Five Pillars of Islam

- Citation: Macaulay, E. (n.d.). *The Five Pillars of Islam (article)* | Islam. Khan Academy. Retrieved July 8, 2022, from <https://www.khanacademy.org/humanities/ap-art-history/introduction-cultures-religions-ap-ah/islam-apah/a/the-five-pillars-of-islam>

#### PBS Learning resource on the 5 Pillars of Islam

- Citation: *The Five Pillars of Islam*. (2008). PBS LearningMedia. Retrieved July 8, 2022, from <https://ny.pbslearningmedia.org/resource/islam08.socst.world.glob.lppillars/the-five-pillars-of-islam/>

National Geographic Mini-Book - The Islamic World

- Citation: National Geographic Learning. (2007). *The Islamic World: World History A.d. 600-1500*. Cengage Learning.

### [Feudal Japan: The Age of the Warrior article](#)

- Citation: *Feudal Japan: The Age of the Warrior* [ushistory.org]. (2008-2022). USHistory.org. Retrieved July 8, 2022, from <https://www.ushistory.org/civ/10c.asp>

### [ABC-Clio Medieval Japan article](#)

- Citation: Cook, B. A. (2022). Women warriors in ancient and medieval Japan. *World History: Ancient and Medieval Eras*. Retrieved July 7, 2022, from <https://ancienthistory.abc-clio.com/Search/Display/1300147>

### [National Geographic Mini-Book - The Middle Ages](#)

- Citation: National Geographic Learning. (2007). *The Middle Ages: A.D. 450-1450*. Cengage Learning.

### [ABC-Clio Middle Ages article](#)

- Citation: Sizgorich, T. (2022). Middle Ages. *World History: Ancient and Medieval Eras*. Retrieved July 7, 2022, from <https://ancienthistory.abc-clio.com/Search/Display/614382>

### [Mansa Musa Ted Ed video](#)

- Citation: Africanus, L., Musa's, M., & Suleyman, M. (2015, May 12). *Mansa Musa, one of the wealthiest people who ever lived - Jessica Smith*. TED-Ed. Retrieved July 8, 2022, from <https://ed.ted.com/lessons/mansa-musa-one-of-the-wealthiest-people-who-ever-lived-jessica-smith>

### [Amistad Commission Interactive Curriculum](#)

- Citation: *The Amistad Commission Website*. (2022). Amistad System™. Retrieved July 8, 2022, from <http://www.njamistadcurriculum.net>

### [Introduction to Muhammad and the Faith of Islam](#)

- Citation: *Muhammad and the Faith of Islam* [ushistory.org]. (2008-2022). USHistory.org. Retrieved July 8, 2022, from <https://www.ushistory.org/civ/4i.asp>

### [World Leaders: Genghis Khan](#)

- Citation: Khan, G. (2017, April 27). *Genghis Khan - Children, Descendants & Quotes - Biography*. bio. Biography. Retrieved July 8, 2022, from <https://www.biography.com/dictator/genghis-khan>

### [TCI: History Alive! The Medieval World and Beyond:](#)

- Citation: *TCI: History Alive!* (2022). *The Medieval World and Beyond*. Retrieved July 8, 2022, from <https://subscriptions.teachtci.com/teacher/programs/256>
  - Chapter 2: The Development of Feudalism in Western Europe: Students assume the roles of peasants, knights, lords, and a monarch to understand the various inter-connections, responsibilities, and vassal-lord relationships that defined European feudal society. **(IR#2)**
  - Chapter 4: Life in Medieval Towns: In a Problem Solving Groupwork activity, students create six dramatizations to learn about aspects of life in medieval European towns. **(IR#4)**
  - Chapter 5: The Decline of Feudalism: In a Visual Discovery activity, students analyze key events in Europe between the 12th and 15th centuries to understand contributing factors to the decline of feudalism and the rise of democratic thought. **(IR#5)**
  - Chapter 6: The Byzantine Empire: In a Visual Discovery activity, students examine images that represent Constantinople, Justinian's rule, the development of the Eastern Orthodox Church, and the schism between Roman Catholic and Eastern Orthodox Christians in 1054. **(IR#6)**
  - Chapter 7: The Origins and Spread of Islam: In a Writing for Understanding activity, students explore the origins and spread of Islam by taking on the role of Arab nomads, listening to a recording about the origins of Islam, and creating an illuminated manuscript retelling the story of the origins of Islam. **(IR#7)**
  - Chapter 8: Learning About World Religions: Islam: In a Problem Solving Groupwork activity, students read, create illustrations, and make presentations to demonstrate an understanding of eight main beliefs and practices of Islam. **(IR#8)**
  - Chapter 9: Muslim Innovations and Adaptations: Pairs of students visit nine stations in a Social Studies Skill Builder to read and learn about Muslim innovations and adaptations in fields such as science, geography, mathematics, philosophy, medicine, art, and literature. **(IR#9)**
  - Chapter 10: From the Crusades to New Muslim Empires: In a Writing for Understanding activity, students research the causes, events, and effects of the Crusades. They then write an article that explains how the Crusades affected Christians, Muslims, and Jews. **(IR#10)**
  - Chapter 13: The Influence of Islam on West Africa: In a Social Studies Skill Builder, students work in pairs to learn about various Islamic influences during the Middle Ages and use this knowledge to identify Islamic influences on West Africa today. **(IR#13)**
  - Chapter 19: The Influence of Neighboring Cultures on Japan: In a Social Studies Skill Builder, students create playing cards to study the influences of

India, China, and Korea on the development of Japanese culture and play a game to learn about cultural diffusion in medieval Japan. **(IR#19)**

- Chapter 20: Heian-kyo: The Heart of Japan's Golden Age: In a Writing for Understanding activity, students learn about aristocratic life and the cultural accomplishments of Japan during the Heian period by "visiting" the home of a Japanese aristocrat. They learn how a Japanese aristocrat might act in certain situations and then write a diary entry describing a day in the life of a Heian noble. **(IR#20)**
- Chapter 21: The Rise of the Warrior Class in Japan: In an Experiential Exercise, students learn about the rise of a warrior class and the pivotal role these samurai played from the end of the 12th century to the 19th century. **(IR #21)**
- Chapter 22: The Maya: In a Response Group activity, students use a Sacred Round to solve problems related to four aspects of Mayan culture. **(IR #22)**