

Ancient World History

Grade 8

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

August 23, 2022

Ancient World History 8

Course Description:

Grade 8 Ancient World History is taught in five units throughout the school year using a research-inquiry based approach. The world history curriculum is a course designed to provide eighth grade students with a cross-cultural study of the development of civilization from the earliest foundations of civilization to the Renaissance. Emphasis will be placed on a thematic approach and understanding of world history. Each civilization's history will be explored throughout the year as part of a thematic curriculum focusing on human interactions with the environment, characteristics of leadership, religious beliefs and perspectives, and pursuing societal gains. Students will acquire the knowledge, skills, and perspectives that will allow them to become active citizens of America who can make informed decisions about local, national, and global issues.

Course Sequence:

Unit 1: Launching a Researcher's Life (29 Days)

Unit 2: Exploring the Impact of the Environment (39 Days)

Unit 3: Uncovering the True Meaning of Leadership (40 Days)

Unit 4: The Power of Beliefs, Religions, and Perspectives (36 Days)

Unit 5: Pursuing Societal Gains (36 Days)

Prerequisite: 7th Grade World Culture and Geography

Unit # - Overview**Content Area: Ancient World History 8****Unit Title: Unit 1: Launching a Researcher's Life****Grade Level: 8****Core Ideas:**

In this unit students will begin the year by uncovering the ways that they can pursue various topics of interest through an investigative unit. The students will examine the different roles a historian can fulfill when trying to establish the history of a civilization or culture. These roles include geographer, politician, economist, and anthropologist. These roles will be explored through a study of the Foundations of Civilization including the Neolithic and Paleolithic Ages of Ancient History.

Unit # - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSL)**

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.History
CC .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.History
CC .1.b

Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

6.2.8.History
SE. 1.a

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

6.3.8.Civics
PD. 1

Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.1

Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.2.8.CAP.10

Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.4.8.CT.2

Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

Computer Science and Design Thinking

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.ETW.4	Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
D3 1 6-8	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection
LGBTQ+ Mandate	Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of Native culture.
Amistad/ Holocaust Mandate	Explain how means of oppression change across time and culture
Amistad/ Holocaust Mandate	Determine the role of fear in systemic and overt oppression as it relates to the history of the LGBTQ+ community
Handicap Mandate	Analyze the impact of the environment and natural disasters on people with disabilities.
AAPI	Analyze the contributions of Asian-American/Pacific Islanders to Ancient World History

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SEL	<ul style="list-style-type: none"> ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others
Interdisciplinary Connection	
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.
MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused climate change over the past century
Companion Standards ELA/L	
NJLSA.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.
NJLSA.R6	Assess how point of view or purpose shapes the content and style of a text
NJLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.
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.
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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.

Unit Essential Question(s):

- How can we use our curiosities to guide our research? • How do we approach informational texts?
- What ways can we share our learning with one another? • Why is it more interesting to be interested?
- How was the introduction of agriculture a turning point in history?
- What was life like in early times, and how did it change as civilizations developed?

Unit Enduring Understandings:

- Understandings of specific and unique terms are critical in the field of history
- Archeology provides insights into the lives of early people
- Early civilizations developed organized governments, complex religions, job specialization, social classes, arts, public works, and writing
- History can be viewed through a variety of lenses depending on which perspective you are researching

Evidence of Learning

Formative Assessments:

- Quizzes
- Exit Tickets
- Homework
- Self-Reflections
- Checkpoint Questions

Summative/Benchmark Assessment(s):

- End of Unit Project - Student Generated Textbook of all civilizations that will be learned about throughout the year.
- Test

Alternative Assessments:

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- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

Resources/Materials: <ul style="list-style-type: none"> • Textbook • Texts • Online Resources 	Key Vocabulary: <ul style="list-style-type: none"> • Archeology • Anthropology • Neolithic Revolution • Paleolithic Revolution
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
How to be a historian?	Learn about the job of a historian through text	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	5 days
Role of different types of historians	Analyze different lenses and perspectives of history	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4 days
Understanding our past	Analyze the job of an archaeologist	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4 days
Methods of an archeologist	Analyze how an archaeologist completes their job	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4 days
Turning Point: Neolithic Revolution	Compare Neolithic and Paleolithic Periods	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4 days
Beginnings of Civilization	Development of early civilizations	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	8 days

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language	Gifted and Talented	Students at Risk	504Students
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	Learners	Students		
Repeat/rephrase directions as needed Allow errors Allow extended time to answer questions	Repeat/rephrase directions as needed Allow errors Allow extended time to answer questions	Provide extension activities Provide open-ended questions/assignments	Provide extended time to complete tasks Assign a peer to help student stay on task	Repeat/rephrase directions as needed Allow errors Allow extended time to answer questions

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Follow IEP accommodations/modifications	Follow IEP accommodations/modifications			
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Content Area: Ancient World History 8	
Unit Title: Unit 2: Exploring the Impact of the Environment	
Grade Level: 8	
<p>Core Ideas: Students will explore the interactions between humans and the environment. They will examine the geography of each civilization and how this influenced their overall development. Natural and manmade disasters will be explored to further understand the toll the environment has had on the development of civilizations while also seeing the impact of humans on the environment. Ultimately, students will analyze these interactions and how humans have grown from these natural events.</p>	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
6.2.8.GeoH E.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.GeoG E.2 .a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.GeoP P.3. a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.GeoH E.4 .b	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.Histor yC A.2.	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline
6.3.8.Civics PD .1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
Career Readiness, Life Literacies, and Key Skills	
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.2.8.CAP.10	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

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9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
Computer Science and Design Thinking	
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.ETW.4	Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
D3 1 6-8	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection
LGBTQ+ Mandate	Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of Native culture.
Amistad/ Holocaust Mandate	Explain how means of oppression change across time and culture
Amistad/ Holocaust Mandate	Determine the role of fear in systemic and overt oppression as it relates to the history of the LGBTQ+ community

Handicap Mandate	Analyze the impact of the environment and natural disasters on people with disabilities.
AAPI	Analyze the contributions of Asian-American/Pacific Islanders to Ancient World History
SEL	<ul style="list-style-type: none"> ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others

Interdisciplinary Connection

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.
MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused climate change over the past century

Companion Standards ELA/L

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.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.

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

Unit Essential Question(s):

- How does geography and environment impact society?
- How can we prevent future devastations and environmental concerns?
- How do we get others to take action?
- How did geography influence the development of civilization?
- How do natural features such as rivers, seas, mountains, valleys, and rainforests affect different aspects of civilization?
- How do groups and individuals interact with the environment?

Unit Enduring Understandings:

- Humans can have a positive or negative impact on the environment
- The environment can drastically impact civilizations
- Civilizations develop based on their geography and available resources
 - Humans can grow positively from natural events
 - Physical geography plays a role in encouraging or discouraging trade, cultural diffusion, and cooperation.

Formative Assessments:

- Quizzes
- Exit Tickets
- Homework
- Self-Reflections
- Checkpoint Questions

Summative/Benchmark Assessment(s):

- End of Unit Project – Feature Article written on Google Sites.
- Test

Alternative Assessments:

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

Resources/Materials:**Key Vocabulary:**

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- Textbook
- Texts
- Online Resources

- River Valleys
- Environment
- Natural Disaster

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Geography of Egypt	Examine geography of Egypt	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4 days
Geography of India	Examine geography of India	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4 days
Geography of Greece	Examine geography of Greece	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4 days
Geography of China	Examine geography of China	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4 days
Exploring Natural Disasters	Define and explain the various types of natural events that can occur in past and present day	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	6 days
Eruption of Mount Vesuvius	Learn about the destruction of the city of Pompeii. Solve the current crisis facing this historical site	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	7 days
Natural Events in History	Analyze the various natural events affecting the world in the past and today	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	10 days
Teacher Notes:			
Additional Resources:			

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
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<p>Repeat/rephrase directions as needed</p> <p>Allow errors</p> <p>Allow extended time to answer questions</p> <p>Follow IEP accommodations/modifications</p>	<p>Repeat/rephrase directions as needed Allow errors</p> <p>Allow extended time to answer questions</p> <p>Follow IEP accommodations/modifications</p>	<p>Provide extension activities</p> <p>Provide open-ended questions/assignments</p>	<p>Provide extended time to complete tasks</p> <p>Assign a peer to help student stay on task</p>	<p>Repeat/rephrase directions as needed Allow errors</p> <p>Allow extended time to answer questions</p>
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Content Area: Ancient World History 8	
Unit Title: Unit 3: Uncovering the True Meaning of Leadership	
Grade Level: 8	
<p>Core Ideas: Students will examine the characteristics of leadership and make connections to their own lives. This will be completed by learning about various types of leadership in ancient history including Monarchs, Governments, Dictators, and Democracies. The qualities of good and bad leadership will be analyzed and explained to understand how leadership can influence or impact a civilization.</p>	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
6.2.8.Civics PI. 3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires
6.2.8.Civics DP. 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.Histor yU P.3.b	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
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6.2.8.Histor yC C.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations
6.3.8.Civics PI. 4	6.3.8.CivicsPI.4 Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information

Career Readiness, Life Literacies, and Key Skills

9.1.12.CFR.3	9.1.12.CFR.3 Research companies with corporate governance policies supporting the common good and human right
9.2.8.CAP.4	Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Computer Science and Design Thinking

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.ETW.4	Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

D3 1 6-8	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection
LGBTQ+ Mandate	Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of Native culture.
Amistad/ Holocaust	Explain how means of oppression change across time and culture

Mandate	
Amistad/ Holocaust Mandate	Determine the role of fear in systemic and overt oppression as it relates to the history of the LGBTQ+ community
Handicap Mandate	Identify leaders in ancient world history who had disabilities and explain their impact on that society.
AAPI	Analyze the contributions of Asian-American/Pacific Islanders to Ancient World History

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SEL	<ul style="list-style-type: none"> ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others
Interdisciplinary Connection	
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.
MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused climate change over the past century
Companion Standards ELA/L	
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.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.
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RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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.

Unit Essential Question(s):

- How do we perceive a leader in different ways?
- How can we embody leadership within our own classroom community, school community, and beyond?
- How does the way a leader is chosen influence the perception of the people?
- When is power harmful?
- How did various strong rulers unite their lands and civilizations?
- How did different types of government form?

Unit Enduring Understandings:

- The purpose of government is to represent and serve the people.
- Leadership can come in a variety of forms • There are positive and negative characteristics of leadership
- It can be debated whether certain leaders in ancient history were considered effective or ineffective based on their actions
- Based on historical evidence, people have been willing to sacrifice certain beliefs for effective leadership.
- Greek democracy has had a long-lasting effect on the modern world.

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Evidence of Learning**Formative Assessments:**

- Quizzes
- Exit Tickets
- Homework
- Self-Reflections
- Checkpoint Questions

Summative/Benchmark Assessment(s):

- End of Unit Project – Student Presentations on Roman Emperors – Analysis of effectiveness of each Emperor • Test

Alternative Assessments:

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

Resources/Materials:

- Textbook
- Texts
- Online Resources

Key Vocabulary:

- Archeology
- Anthropology
- Neolithic Revolution
- Paleolithic Revolution

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
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What makes a leader?	Brainstorm and research characteristics of leadership	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days
Midland Park Rules/Code of Hammurabi	Compare the similarities and differences of the rules of Midland Park with the Code of Hammurabi	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days
Pharaohs of Egypt	Compare the achievements of the important Egyptian Pharaohs	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4 days
Empires of India	Create a timeline of major events of the Maurya and Gupta empires	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	5 days

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Mandate of Heaven	Explain the purpose of the Mandate of Heaven	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2 days
Qin Dynasty/Emperor Shi Huang Di	Explain the achievements of Emperor Qin - Determine if he was an effective leader	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	5 days
Governments of Athens and Sparta	Describe the differences between each city-state	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	5 days
Alexander the Great	Determine if he was an effective or ineffective leader	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	5 days

Roman Emperors	Compare the methods of the various Roman Emperors	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	8 days
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Teacher Notes:

Additional Resources:

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
Repeat/rephrase directions as needed Allow errors Allow extended time to answer questions Follow IEP accommodations/modifications	Repeat/rephrase directions as needed Allow errors Allow extended time to answer questions Follow IEP accommodations/modifications	Provide extension activities Provide open-ended questions/assignments	Provide extended time to complete tasks Assign a peer to help student stay on task	Repeat/rephrase directions as needed Allow errors Allow extended time to answer questions

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Content Area: Ancient World History
Unit Title: Unit 4: The Power of Beliefs, Religions, and Perspectives
Grade Level: 8
<p>Core Ideas:</p> <p>This unit places an emphasis on the various beliefs and perspectives that have helped shape people in the past and present world. Students will look at different religions, belief systems, philosophies, and perspectives and how they have caused people to view the world differently. There is a focus on how these varying beliefs can create unity while also causing tension and conflict in ancient history.</p>
Unit # - Standards

Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
6.2.8.Histor yC C.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations
6.2.8.Histor yU P.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.Histor yC C.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations
6.2.8.Civics PI. 4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations
6.2.8.Histor yC C.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.Histor yC C.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
6.3.8.Civics DP .1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body

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Career Readiness, Life Literacies, and Key Skills	
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect
Computer Science and Design Thinking	
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues

8.2.8.ITH.2	Compare how technologies have influenced society over time.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
D3 1 6-8	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection
LGBTQ+ Mandate	Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of Native culture.
Amistad/ Holocaust Mandate	Explain how means of oppression change across time and culture
Amistad/ Holocaust Mandate	Determine the role of fear in systemic and overt oppression as it relates to the history of the LGBTQ+ community
Handicap Mandate	Compare the perspectives of people with disabilities in terms of the inequalities in society.
AAPI	Analyze the contributions of Asian-American/Pacific Islanders to Ancient World History
SEL	<ul style="list-style-type: none"> ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others
Interdisciplinary Connection	
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.
MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused climate change over the past century

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Companion Standards ELA/L	
NJLSA.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.
NJLSA.R6	Assess how point of view or purpose shapes the content and style of a text
NJLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.
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.
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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.

Unit Essential Question(s):

- How do societies and people explain things we don't understand?
- How can seeing other perspectives help us to develop empathy?
- How do religions and belief systems guide people in different ways?
- How were religion and society intertwined in India and China?
- How were the Crusades a result of religious differences? • What were the long-term impacts of the Crusades?

Unit Enduring Understandings:

- Differences in beliefs have led to conflicts in the world throughout history
- The world has a better chance at unit if people understood other cultural perspectives
- Religion is one of the biggest influencers of a person's values and beliefs.
- The crusades caused a long-lasting tension between Islam and Christianity

Evidence of Learning

Formative Assessments:

- Quizzes
- Exit Tickets
- Homework
- Self-Reflections
- Checkpoint Questions

Summative/Benchmark Assessment(s):

- End of Unit Project - Create a Belief System Pamphlet/Proposal
- Test

Alternative Assessments:

- Oral Testing
- Portfolio

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- Notebook Check
- Oral Presentations

Resources/Materials: <ul style="list-style-type: none"> ● Internet ● Google Drive ● Textbook ● Texts ● Online Resources 	Key Vocabulary: <ul style="list-style-type: none"> ● Belief System ● Crusades ● Monotheism ● Polytheism
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What is a Belief System?	Explain and define the concept of a Utopia/Perfect Society	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days
Classroom Belief System	List and explain the achievements of the Chinese Golden Age	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days
Ancient Egyptian Religious Beliefs	Comprehend the levels of the hierarchy system in China	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days
Hinduism and Buddhism	Explain the achievements of the Roman Golden Age	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4 days
Confucianism and Daoism	Analyze the Roman Republic and its lasting legacy	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days
Greek Philosophers	Explain the achievements of the Golden Age in India	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days

Roots of Judaism	Explain the achievements of the Maya, Aztec, and Inca civilizations	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4 days
Rise of Christianity	Analyze the beginning of the Renaissance and how it spread	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days

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Early Christian Church	Describe the many achievements of the Renaissance and the important people of this time period	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	10 days
Beliefs of Islam	Explain and define the concept of a Utopia/Perfect Society	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days
The Crusades	List and explain the achievements of the Chinese Golden Age	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days

Teacher Notes:

Additional Resources:

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
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Repeat/rephrase directions as needed Allow errors Allow extended time to answer questions Follow IEP accommodations/modifications	Repeat/rephrase directions as needed Allow errors Allow extended time to answer questions Follow IEP accommodations/modifications	Provide extension activities Provide open-ended questions/assignments	Provide extended time to complete tasks Assign a peer to help student stay on task	Repeat/rephrase directions as needed Allow errors Allow extended time to answer questions
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Content Area: Ancient World History	
Unit Title: Unit 5: Pursuing Societal Gains	
Grade Level: 8	
Core Ideas: In this unit, students will examine how people throughout history have either taken advantage of societal offerings, or been negatively impacted by society. An emphasis will be placed on social hierarchies, and major achievements of civilizations.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
6.2.8.Histor yC C.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.Histor yC C.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.Histor yU P.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.Histor yC A.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time

6.2.8.History C.4.	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
6.2.12.History CC.2.	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations)
6.3.8.CivicsPI.	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve
Career Readiness, Life Literacies, and Key Skills	
9.1.8.CDM.1	Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information

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Computer Science and Design Thinking	
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues
8.2.8.ITH.2	Compare how technologies have influenced society over time
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
D3 1 6-8	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection
LGBTQ+ Mandate	Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of Native culture.
Amistad/Holocaust Mandate	Explain how means of oppression change across time and culture
Amistad/Holocaust Mandate	Determine the role of fear in systemic and overt oppression as it relates to the history of the LGBTQ+ community
Handicap Mandate	Compare the perspectives of people with disabilities in terms of the inequalities in society.
AAPI	Analyze the contributions of Asian-American/Pacific Islanders to Ancient World History

SEL	<ul style="list-style-type: none"> ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others
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Interdisciplinary Connection

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.
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MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused climate change over the past century
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Companion Standards ELA/L

NJLSA.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.
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NJLSA.R6	Assess how point of view or purpose shapes the content and style of a text
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NJLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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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.
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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.
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RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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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.
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Unit Essential Question(s):	Unit Enduring Understandings:
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<ul style="list-style-type: none"> ● How do people take advantage of societal offerings? ● How does society take advantage of people? ● How can conflict hurt or enhance a society? ● How did trade lead to the spread of ideas? ● How is the Roman Republic one of the greatest achievements of the ancient world? ● How did the Renaissance shape European thought, art, and religion? 	<ul style="list-style-type: none"> ● Cultural diffusion occurs as ideas are spread through trade, migration, and warfare ● Social hierarchies form within civilizations based on wealth and job specialization ● The roman republic had a lasting legacy on the modern world, especially in terms of government ● The Renaissance greatly benefited the world in terms of causing people to embrace a new world view due to innovations in art, science, and religion
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Evidence of Learning

Formative Assessments:

- Quizzes
- Exit Tickets
- Homework
- Self-Reflections
- Checkpoint Questions

Summative/Benchmark Assessment(s):

- End of Unit Project – Renaissance Fair
- Test

Alternative Assessments:

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

Resources/Materials:

- Internet
- Google Drive
- Textbook
- Texts
- Online Resources

Key Vocabulary:

- Renaissance
- Golden Age
- Pax Romana

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Defining a Utopia	Explain and define the concept of a Utopia/Perfect Society	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days
Achievements of China	List and explain the achievements of the Chinese Golden Age	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days
Social Hierarchy of China	Comprehend the levels of the hierarchy system in China	Notes/Google Slides Primary sources Articles and reading comprehension	3 days

		Discussion Questions	
The Pax Romana	Explain the achievements of the Roman Golden Age	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4 days
The Roman Republic	Analyze the Roman Republic and its lasting legacy	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days
Achievements of the Gupta Dynasty	Explain the achievements of the Golden Age in India	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days
Civilizations of the Americas	Explain the achievements of the Maya, Aztec, and Inca civilizations	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4 days
Beginning of the Renaissance and Reformation	Analyze the beginning of the Renaissance and how it spread	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3 days
Achievements of the Renaissance	Describe the many achievements of the Renaissance and the important people of this time period	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	10 days

Teacher Notes:

Additional Resources:

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
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Follow IEP accommodations/modifications	Follow IEP accommodations/modifications			
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