

World History – Part I

North Brunswick Township Public Schools

Acknowledgements

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Course Description

This course is the first part of a two-year requirement; World History Part II is taken in the student's freshman year in high school. World History Part I focuses on developing critical and historical thinking and understanding reflective in the 2009 NJCCCS as well as the Common Core Standards for Literacy in History This course surveys the progress of human civilization as well as world geography. Early human beginnings are first studied in *Prehistory*, and continue with the examination of the great civilizations of the ancient world: *Mesopotamia, Egypt, India, the Far East, Greece, Rome, and the Middle East*. The year concludes with an in-depth look into the *Middle Ages*, including *Medieval Europe*.

Student assessment will be conducted through unit and quarterly assessments, vocabulary comprehension, note taking, writing assignments, projects and class participation. This course will also concentrate on the development of research skills. Students will be taught proper researching techniques which will culminate in the completion of a 3-5 page research paper.

***The current curriculum documents in North Brunswick Township Public Schools reflect the most recent adopted 2009 NJCCCS for Social Studies which focuses on U.S. History, World History, and Active Citizenship; please note that four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives. In addition, the integration of social studies content *and* skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content.**

In grades **5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

Please note: The Common Core State Standards for English Language Arts & Literacy in **History/Social Studies**, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school

NJCCCS: 6.2.8.1 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century: *The Beginnings of Human Society: Paleolithic and Neolithic Ages*

Topic/Course: Prehistory – Neolithic Eras/ World History Part I

Grade: 8

Date: 2012

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
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| <ul style="list-style-type: none"> • How do physical & human geography contribute to the study of history? • How can historians use archaeological clues to understand how past people lived? • How does human migration affect a region? • How do natural resources affect the course of history? • How did the development of agriculture bring about great changes to human society? | <ul style="list-style-type: none"> • Explain how the 5 themes of geography can be applied to all aspects of world history • Understand how archaeology provides historical & scientific explanations for how people of the past lived • Understand and explain basic principles of early human beginnings & migration • Understand technological changes impact the environment, including the agricultural revolution | <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> • 5 Themes of Geography/Map skills • Define unit terms • Word Wall Activities • WordSplash on Iceman (reading predictors) DI • Reading/Critical Thinking Questions on the Iceman • Interactive site of hunter-gatherers • Time line of Stone Age periods • Early Human Group illustration comparison chart • Samples of cave paintings • Comparison chart of technological innovations • Video/wkst on “Prehistoric Life” • Read the Walls/Gathering Grid on Neolithic Rev. DI • NJASK Open-Ended Responses on Neolithic Revolution <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - Textbook Chapter 1 Sections 1 & 2 - “Prehistoric Life” video - NJASK Rubrics | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions - NJASK –based Open Ended Responses - <i>Prehistoric Life</i> video analysis worksheet - Guided Reading wksts -Unit vocabulary quiz -Unit test | <p>2 ½ weeks</p> | <p>6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.B.1.b 6.2.8.C.1.a 6.2.8.C.1.b 6.2.8.D.1.a 6.2.8.D.1.b 6.2.8.D.1.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LAWHST.6-8.4 (Open-Ended)</p> |

NJCCCS: 6.2.8.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century: *Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations (4000-1000 BCE)*

Topic/Course: River Valley Civilization of Mesopotamia / World History Part I

Grade: 8

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS / Common Core |
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| <ul style="list-style-type: none"> • What social, political, and economic opportunities & problems arise when cultures interact? • What causes societies to change over time? • Why is there political & social conflict? • What is government & what can it do? • Why do rules, laws & government not always preserve individual rights and the common good? • How do natural resources affect the course of history? • How do human activity & environment affect each other | <p>Understand and explain basic principles of early river valley civilizations & why people settled in these areas</p> <ul style="list-style-type: none"> • Understand how groups interact with each other through trade and use of force • Comprehend how societies are impacted by both internal & external factors • Explain why societies require rules, laws & government • Recognize how natural resources determines a group’s wealth • Understand technological changes impact the environment • Recognize how the development of religious practices affect society the environment | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Geography/Map skills • Define unit terms • Word Wall Activities • Chart <i>Rise of Cities</i> (progression: tribes to civs.). • Identify law codes • Hammurabi’s law code (open-ended NJASK responses) • Identification of early writings/ alphabets • British Museum website (webquest on Mesopotamia, Trade & Travel & Build Your Own Ziggurat) • WOD – Progress to Civilization (process from early humans – to foundations of farming & dev. Of civ) <p>MATERIALS:</p> <ul style="list-style-type: none"> - Textbook Chapter 1 Section 3 & Chapter 2 Section 2 - Netbooks for webquest - NJASK Scoric rubrics for writing | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions - vocabulary wkst/ -Guided Reading wksts - Unit quiz -Perfect 10 Differentiated Unit Assessment - DI | <p>2 ½ weeks</p> | <p>6.2.8.A.2.a 6.2.8.A.2.b 6.2.8.A.2.c 6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LAWH.6-8.2 (WOD) LAWH.6-8.4 (Open-Ended)</p> |

NJCCCS: 6.2.8.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century: *Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations (4000-1000 BCE)*

Topic/Course: River Valley Civilization of Egypt / World History Part I

Grade: 8

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections/ Cultural Diversity | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS / Common Core |
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| <ul style="list-style-type: none"> • Are there general lessons to be learned from history? • What causes areas to change over time? What social, political, and economic opportunities & problems arise when cultures interact? • Why is there political & social conflict? • What is government & what can it do? • Why do rules, laws & government not always preserve individual rights and the common good? • How do human activity & environment affect each other • How did religious beliefs & practices impact society? | <p>Understand and explain basic principles of early river valley civilizations & why people settled in these areas</p> <ul style="list-style-type: none"> • Understand how groups interact with each other through trade and use of force • Comprehend how societies are impacted by both internal & external factors • Explain why societies require rules, laws & government • Recognize how natural resources determines a group's wealth • Understand technological changes impact the environment • Recognize how the development of religious practices affect society | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Geography/Map skills • Define unit terms • Word Wall Activities • Non-Narrative text reading <i>The Egyptians</i> • Identification of early writings/ alphabets • Decipher hieroglyphics • BBC website on Mummy Maker & Pyramid Challenge • Alphabet Soup activity for Pyramid reading DI • Jigsawing on “Life in Ancient Egypt” DI • Mini Literature Circle readings based on tiered literacy levels: tiered questioning • Viewing media: “<i>Egypt</i>” video & “<i>Prince of Egypt</i>” movie – character analysis of Moses <p>MATERIALS:</p> <ul style="list-style-type: none"> - Textbook Chapter 2 Section 1 - Literature Circle Books - Time Life Egypt video - “Prince of Egypt” movie - Netbooks for website activities | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions - vocabulary wkst/ - Non-Narrative text reading with standardized multiple choice questions - Guided reading wksts - Unit vocabulary quiz - Unit Test | <p>2 ½ weeks</p> | <p>6.2.8.A.2.a 6.2.8.A.2.b 6.2.8.A.2.c 6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.5 LARH.6-8.6 LARH.6-8.10</p> |

NJCCCS: 6.2.8.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century: *Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations (4000-1000 BCE)*

Topic/Course: 1st Quarterly Assessment – Ancient Civ: Egypt/ World History Part I

Grade: 8

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS / Common Core |
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| <ul style="list-style-type: none"> • Are there general lessons to be learned from history? • Why is there political & social conflict? • What is government & what can it do? • Why do rules, laws & government not always preserve individual rights and the common good? • How can context clues help in decoding word meaning? | <ul style="list-style-type: none"> • Understand and explain basic principles of early river valley civilizations & why people settled in these areas • Comprehend how societies are impacted by both internal & external factors • Explain why societies require rules, laws & government • Understand technological changes impact the environment • Recognize how the development of religious practices affect society the environment | <p><u>ACTIVITIES:</u></p> <p>- 2 ½ page reading on Ancient Egyptian life and power of pharaohs with 10 multiple choice and 1 open-ended response</p> <p><u>MATERIALS:</u></p> <p>- Assessment - LinkIt scantron sheets - NJASK Rubric for open-ended response</p> | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- critical thinking questions</p> <p>- NJASK-based open-ended response</p> | <p>1 day</p> | <p>6.2.8.A.2.b 6.2.8.A.2.c 6.2.8.B.2.a 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.d</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.5 LARH.6-8.6 LARH.6-8.10</p> <p>LAWH.6-8.4 (Open-Ended Response)</p> |

NJCCCS: 6.2.8.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century: *Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations (4000-1000 BCE) & The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)*

Topic/Course: River Valley Civilization of India / World History Part I

Grade: 8

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
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| <ul style="list-style-type: none"> • What causes areas to change over time? <p>What social, political, and economic opportunities & problems arise when cultures interact?</p> <ul style="list-style-type: none"> • What causes societies to change over time? • Why is there political & social conflict? • Why do rules, laws & government not always preserve individual rights and the common good? • How do natural resources affect the course of history? • How do human activity & environment affect each other • What impact did organized religion have on society? | <ul style="list-style-type: none"> • Understand and explain basic principles of early river valley civilizations & why people settled in these areas • Understand how groups interact with each other through trade and use of force • Comprehend how societies are impacted by both internal & external factors • Explain why societies require rules, laws & government • Recognize how natural resources determines a group’s wealth • Understand technological changes impact the environment • Recognize how the development of religious practices affect society the environment • Understand the role religion plays in society | <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> • Geography/Map skills • Define unit terms • Word Wall Activities • NJASK Open-Ended on Harappan Life • <i>Read the Walls</i> –Origins of Hindu India DI • <i>Picture Walk</i>-Aryan deities DI • Compare/contrast Hinduism/ Buddhism • Indian Empires- Webquest • <i>Tiered Questions</i> on Mauryan & Gupta Empire DI <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - Textbook Chapter 2 Section 3 & Chapter 8 Sections 1-3 - Netbooks for website activities (Indus Valley Trader Game) -World Religion video (Hinduism & Buddhism) -NJASK Rubric | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions - vocabulary wkst/ -Guided reading/gathering grid wksts - Unit vocabulary quiz -Unit Test | <p>2 ½ weeks</p> | <p>6.2.8.A.2.a 6.2.8.A.2.c 6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d</p> <p>6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.C.3.a 6.2.8.D.3.c</p> <p>6.2.8.D.4.a</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.5 LARH.6-8.6 LARH.6-8.10</p> <p>LAWH.6-8.4 (Open-Ended Response)</p> |

NJCCCS: 6.2.8.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century: *Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations (4000-1000 BCE) & The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)*

Topic/Course: River Valley Civilization of China / World History Part I

Grade: 8

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS / Common Core |
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| <ul style="list-style-type: none"> • Are there general lessons to be learned from history? • What causes areas to change over time? <p>What social, political, and economic opportunities & problems arise when cultures interact?</p> <ul style="list-style-type: none"> • Why is there political & social conflict? • What is government & what can it do? • Why do rules, laws & government not always preserve individual rights and the common good? • How do human activity & environment affect each other • What impact did organized religion have on society? | <p>Understand and explain basic principles of early river valley civilizations & why people settled in these areas</p> <ul style="list-style-type: none"> • Understand how groups interact with each other through trade and use of force • Comprehend how societies are impacted by both internal & external factors • Explain why societies require rules, laws & government • Recognize how natural resources determines a group's wealth • Understand technological changes impact the environment • Recognize how the development of religious practices affect society the environment | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Geography/Map skills • Define unit terms • Word Wall Activities • NJASK Open-Ended on Shang Dynasty • Classify Chinese dynasties • Trace Silk Road (online discussion on trade via this route) • Comparative religions (Buddism/Confucianism) • Short written response on which Chinese dynasty was the most successful & why • Student created <i>Prezi</i> on ancient Chinese society & culture • Non-Narrative text reading on the Han Dyansty <p>MATERIALS:</p> <ul style="list-style-type: none"> - Textbook Chapter 2 Section 4 & Chapter 9 Sections 1-3 -World Religion video (Confucianism) -“Mulan” movie -NJASK Rubric | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions -Non-narrative text reading with standardized multiple choice questions - online discussion of trading on Silk Road - Unit vocabulary quiz -Unit Test | <p>2 ½ weeks</p> | <p>6.2.8.A.2.a 6.2.8.A.2.c 6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d</p> <p>6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.B.3.a 6.2.8.C.3.a 6.2.8.C.3.b 6.2.8.C.3.c 6.2.8.D.3.a 6.2.8.D.3.b 6.2.8.D.3.c 6.2.8.D.3.e 6.2.8.B.4.b 6.2.8.B.4.f</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.5 LARH.6-8.6 LARH.6-8.10 LAWH.6-8.4 (Open-Ended Response)</p> |

NJCCCS: 6.2.8.3 & 6.2.8.4 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. *The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) and Expanding Exchanges and Encounters (500 CE-1450 CE)*

Topic/Course: Kingdoms and Empires of the Ancient Middle East & Africa / World History Part I

Grade: 8

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
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| <ul style="list-style-type: none"> • Are there general lessons to be learned from history? • What social, political, and economic opportunities & problems arise when cultures interact? • How is price determined? • How do natural resources affect the course of history? • How do human activity & environment affect each other? • What impact did organized religion have on society? | <ul style="list-style-type: none"> • Understand and explain basic principles of Empires of the Middle East & kingdoms of early Africa • Understand how groups interact thru trade and force • Understand and explain basic principles of the development of setting prices & the introduction of coins replacing barter system • Recognize how natural resources determines a group's wealth • Understand how technological changes impact a society • Recognize how the development of religious practices affect society the environment | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Geography/Map skills • Define unit terms • Word Wall Activities • Identify importance of early alphabets • Travel brochure of ancient trading areas (<i>optional</i>) • NJASK Open-Ended Responses (Phoenicians) • Outline readings using formal techniques • Compare/contrast aspects of four military empires of middle east • Non-Narrative text reading on the Israelites/ Critical Thinking Questions • Discuss / blog on travelling along the African caravan & its impact of global trade (viewing media: Time Life “Africa” video) <p>MATERIALS:</p> <ul style="list-style-type: none"> - Textbook Chapters 3 & 7 - Guided Reading wksts - NJASKRubric -netbooks | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions - vocabulary wkst/ -Guided Reading wksts - Unit vocabulary quiz -Travel brochure (using WORD /Clip Art) -Non-narrative text reading with standardized multiple choice questions | <p>2 ½ weeks</p> | <p>6.2.8.C.3.a 6.2.8.C.3.b 6.2.8.C.3.c</p> <p>6.2.8.B.4.b 6.2.8.B.4.c 6.2.8.B.4.h 6.2.8.C.4.d 6.2.8.D.4.a 6.2.8.D.4.j</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LAWHST.6-8.4 (Open-Ended Response)</p> |

NJCCCS: 6.2.8.3 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. *The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)*

Topic/Course: Ancient Greece / World History Part I

Grade: 8

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
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| <ul style="list-style-type: none"> • Are there general lessons to be learned from history? • What is government & what can it do? • Why do rules, laws & government not always preserve individual rights and the common good? • How can citizens & groups participate effectively in the democratic process? • How much influence do individuals have in changing history? • How does classical literature such as mythology impact society? • Which features of classical cultures were copied & continue to impact our lives today? | <ul style="list-style-type: none"> • Understand and explain basic principles & effects of Ancient Greek civilization • Recognize how natural resources determines a group's wealth and global development • Explain why societies require rules, laws & government • Understand and explain basic principles of the development of early democracy & its impact on today's societies • Comprehend the basic ideas of Greek mythology & their origins • Understand the impact certain individuals had on art, philosophy and technological advancements | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Geography/Map skills • Define unit terms • Word Wall Activities • <i>Read the Walls</i>/gathering grid – Aegean Civ. DI • NJASK Open-Ended Resp. (Mycenaean Civ) • Non Narrative text reading on Trojan War • Comp/contrast poster or blog on Sparta & Athens • Venn diagram – Amer/Athenian democracy • Excerpts of Greek mythology – reading analysis • Mock Olympic games • Gov't. "debates" on ancient and real world topics (in-class &/or online via blog) • Identification of prominent people (philosophers, historians, scientists) & their contributions to society: <i>word clouds simultaneous round table: DI</i> • Viewing media: Time Life Greece video | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions - unit vocabulary quiz - Guided Reading wksts - NJASK Open-Ended Responses - online blogging/discussion - Non-narrative text reading with standardized multiple choice questions - Unit tests - | <p>4 weeks</p> | <p>6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.A.3.d 6.2.8.A.3.e 6.2.8.B.3.a 6.2.8.B.3.b 6.2.8.C.3.a 6.2.8.C.3.b 6.2.8.C.3.c 6.2.8.D.3.a 6.2.8.D.3.d 6.2.8.D.3.f</p> <p>6.3.8.D.1 (citizenship)</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LAWHST.6-8.4</p> |

NJCCCS: 6.3.8. Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Topic/Course: 2nd Quarterly Assessment – Citizenship/ World History Part I

Grade: 8

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS / Common Core |
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| <ul style="list-style-type: none"> • What is government & what can it do? • How can citizens & groups participate effectively in the democratic process? • What does it mean to persuade someone? | <ul style="list-style-type: none"> • Explain why societies require rules, laws & government • Apply writing skills to respond to a persuasive prompt that includes the construction of a four-five paragraph essay showing mastery of student insight, detail and understanding of task | <p><u>ACTIVITIES:</u></p> <p>- students will respond to persuasive prompt : <i>In many countries around the world, and in many ancient societies, citizens are /were required to serve in the military. In the United States, this is a voluntary act. What is your opinion? Should the United States require citizens to serve in the military?</i></p> <p><i>Write a 4-5 paragraph essay to your state representative persuading him or her to agree with your point of view.</i></p> <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - Writing Assessment - NJASK Rubric for essay writing | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- Persuasive Essay</p> | <p>1 day</p> | <p>6.3.8.A.1</p> <p>LAWH.6-8.1 (Specific - Content Argument writing)</p> |

NJCCCS: 6.2.8.3 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. *The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)*

Topic/Course: Ancient Roman Culture: Republic & Empire / World History Part I

Grade: 8

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS / Common Core |
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| <ul style="list-style-type: none"> • How are past events related to the present? • What causes areas to change over time? • Why do rules, laws & government not always preserve individual rights and the common good? • How can citizens & groups participate effectively in the democratic process? • How much influence do individuals have in changing history? • Which features of classical cultures were copied & continue to impact our lives today? • What impact did organized religion have on society? | <ul style="list-style-type: none"> • Understand and explain the fundamentals & effects of ancient Roman civilization rise & decline • Understand and explain basic principles of the development of early democracies & its impact on today’s societies • Explain why societies require rules, laws & government • Comprehend the basic ideas of the Roman law code & its origins • Recognize how natural resources determines a group’s wealth • Understand the role religion plays in society | <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> • Geography/Map skills • Define unit terms • Word Wall Activities • Label political/physical maps • Etruscan Picture Walk DI • Read excerpts of Romulus/Remus myth • Debate as Plebeians & Patricians (citizenship) • Interpret <i>Tables of Roman Law</i> • Readings on Julius Caesar/ NJASK Open-Ended Response • Analyze Roman architecture – Picture Walk DI • Primary source reading on destruction of Pompeii • Readings on Constantine & rise of Christianity • Toga clothesline– main idea strategy activity DI • Viewing media: “Roman City” • Cause/Effect chart on Roman Empire decline • Stations activity (Roman Republic or Pax Romana) • Viewing media – TNT mini series “Julius Caesar” (character analysis) <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - Text Chapter 6 Sections 1 –5 - netbooks - videos | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions -Guided Reading wksts - NJASK Open-Ended Responses -unit vocabulary quiz -unit tests | <p>4 weeks</p> | <p>6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.C.3.c 6.2.8.D.3.a 6.2.8.D.3.c 6.2.8.D.3.d 6.2.8.D.3.e 6.2.8.D.3.f</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.7 LARH.6-8.10</p> <p>LAWHST.6-8.4 (Open-Ended Response)</p> |

NJCCCS: 6.2.8.2 and 6.2.8.3 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. **8.1.8.1 Technology**

Topic/Course: Research Paper – Ancient Civilizations / World History Part I

Grade: 8

Date: 2010

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS / Common Core |
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| <ul style="list-style-type: none"> • Are there general lessons to be learned from history? • Whose point of view matters? • How do you locate legitimate sources? • What is the difference between a primary and secondary source? • How are present events related to past events? • How do human activity & environment affect each other? | <ul style="list-style-type: none"> • Comprehend that there are varying perspectives on the meaning of historical events • Recognize credible & questionable sources of information about historical events • Examine how historians establish justifiable timelines to connect significant events • Understand and explain a basic thesis statement proven by factual information on given topic • Understand and explain basic principles of the development of a MLA formatted research paper • Explain importance of topic using supporting details from sources | <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> • Note-Card use • Exploring URL sites • LMC research time • Develop a thesis statement and topic sentences • Proper outline format • MLA format for Works Cited using online Works Cited Generator site • Distinguishing fact from opinion • Peer editing • Teacher-student writing conferences • Computer Lab – MS WORD formatting <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - LMS Research Guide - Thesis development wkst - Source wkst - Encyclopedias - Internet - Primary & Secondary source books - Research Folder | <p>ESL – use of text readings, notes, shortened requirements such as page length, citations, sources</p> <p>SpEd. –extra time, preferential seating</p> | <p>- 3-5 page typed/double-spaced research paper proving a thesis statement using factual text from documented sources</p> <p>- use of MS WORD applications to correctly format all aspects of the paper</p> | <p>3 weeks</p> | <p>6.2.8.2 6.2.8.3 (will vary on independent topics presented by teacher)</p> <p>8.1.8.A.1 8.1.8.D.1</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.6 LARH.6-8.9</p> <p>LAWHST.6-8.1 LAWHST.6-8.5 LAWHST.6-8.6 LAWHST.6-8.7 LAWHST.6-8.8 LAWHST.6-8.9</p> |

NJCCCS: LA.6-8.W.CCR.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content **6-8.WHST.6-8.2** - [Grade Level Standard] - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Topic/Course: 3rd Quarterly Assessment – Citizenship/ World History Part I

Grade: 8

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections/ Cultural Diversity | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS / Common Core |
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| <ul style="list-style-type: none"> • How can one explain point of view and create an original work • How can personal knowledge and ideas be used effectively to explain situation or a quotation • How will creating personal connections enhance one’s writing? | <ul style="list-style-type: none"> • Demonstrate ability to respond to an explanatory prompt and create an essay reflective of student insight, supporting detail and command of mechanics. | <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> - students will respond to explanatory prompt: <p><i>“You cannot escape the responsibility of tomorrow by evading today” – Abraham Lincoln</i></p> <p><i>Write an essay explaining what the quotation means to you. Use details and examples in your essay.</i></p> <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - Writing Assessment - NJASK Rubric for essay writing | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- Explanatory Essay</p> | <p>1 day</p> | <p>LAWH.6-8.2.a LAWH.6-8.2.b LAWH.6-8.2.c LAWH.6-8.2.d LAWH.6-8.2.e LAWH.6-8.2.f</p> |

NJCCCS: 6.2.8.3 & 6.2.8.4 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. *The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) and Expanding Exchanges and Encounters (500 CE-1450 CE)*

Topic/Course: Byzantium & Islamic Culture / World History Part I

Grade: 8

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS / Common Core |
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| <ul style="list-style-type: none"> • Are there general lessons to be learned from history? • Why is there political & social conflict? • Why do rules, laws & government not always preserve individual rights and the common good? • How much influence do individuals have in changing history? • How have people worked to combat instances of prejudice, cruelty & discrimination? | <ul style="list-style-type: none"> • Understand and explain basic principles of the development of resurrecting an empire in a new location & its impact on other societies • Recognize how natural resources determines a group’s wealth • Explain why societies require rules, laws & government • Comprehend the basic ideas of the 5 Pillars of Islam • Recognize impact of religion on societies • Analyze role of religion to unify expanded territories | <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> • Geography/Map skills • Define unit terms • Word Wall Activities • Label political/physical maps • Non-Narrative text reading on foundations of Byzantium • Identify Justinian law code; NJASK Open-Ended Resp. • Create illuminated manuscript • Analyze mosaics • Create self-mosaic in Byzantine art form • Comp/Contrast Slavic groups • Identify Cyrillic alphabet • Identify & explain the 5 Pillars of Islam; NJASK Open-Ended Response • Examine Islamic art , architecture & influence – <i>Picture Walk-DI</i> <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - Text Chapters 10 & 11 - paper/glue/oaktag for mosaic project - NJASK rubric | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions - vocabulary wkst/ quiz -Guided Reading questions -Byzantine self-portrait mosaics - NJASK open-ended response - Unit tests | <p>2 weeks</p> | <p>6.2.8.C.3.a 6.2.8.D.3.e 6.2.8.D.3.f</p> <p>6.2.8.A.4.a 6.2.8.B.4.a 6.2.8.B.4.d 6.2.8.B.4.g 6.2.8.C.4.e 6.2.8.D.4.b 6.2.8.D.4.c 6.2.8.D.4.h 6.2.8.D.4.i 6.2.8.D.4.j</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LAWHST.6-8.1 LAWHST.6-8.2</p> |

NJCCCS: 6.2.8.4 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. *Expanding Exchanges and Encounters (500 CE-1450 CE)*

Topic/Course: Middle Ages – Rise of European Monarchy / World History Part I

Grade: 8

Date: 2010

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS |
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| <ul style="list-style-type: none"> •How are past events related to the present? • What changes of the Middle Ages impact modern society? • How did both religion and secular authority contribute to the building of kingdom, nation, and empires? •What were the social, economic and political roles of the church within Medieval society? | <ul style="list-style-type: none"> • Understand and explain basic principles & effects of feudalism & manorialism • Understand and explain how European areas interact with each other thru trade and use of force • Explain why societies require rules, laws & government • Explain the power of the Medieval church and its lasting effect on the spread of Christianity throughout Europe | <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> • Geography/Map skills • Define unit terms • Word Wall Activities • Label political/physical maps • Timeline of Middle Ages • <i>Read the Walls</i>/Gathering Grid on Frankish Empire - DI • NJASK Open-Ended Resp. (Charlemagne) • Identify parts of castle • Diary account of lord, lady, peasant (writing exercise – online blogging is optional) • Identify role of Medieval Church in daily life/ critical thinking questions (<i>tiered questioning can be used</i>) • Create family tree of first English monarchy • <i>Stations</i> – Rise of England (foundations of Parliament & Magna Carts) • Webquest: Black Death plague <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> -Text Ch 12 - netbooks - <i>Life in the Middle Ages</i> video series - NJASK rubrics | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions - vocabulary wkst/ quiz -Guided Reading wksts -Journal entries - NJASK Open-Ended Resp. - Unit tests | <p>3 weeks</p> | <p>6.2.8.A.4.a 6.2.8.A.4.b 6.2.8.A.4.c 6.2.8.B.4.a 6.2.8.B.4.e 6.2.8.C.4.a 6.2.8.C.4.c 6.2.8.D.4.b 6.2.8.D.4.c 6.2.8.D.4.d 6.2.8.D.4.e 6.2.8.D.4.f 6.2.8.D.4.k 6.2.8.D.4.j 6.2.8.E.4.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LAWHST.6-8.1 LAWHST.6-8.4</p> |

NJCCCS: 6.2.8.4 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century: *Expanding Exchanges and Encounters (500 CE-1450 CE)*

Topic/Course: 4th Quarterly Assessment – The Crusades/ World History Part I

Grade: 8

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS / Common Core |
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| <ul style="list-style-type: none"> •Are there general lessons to be learned from history? • Are conflicts between nations and/or people inevitable? •Do belief systems unite or divide people? •How were the Crusades both a success and a failure? | <ul style="list-style-type: none"> • Identify & explain the importance of religion in classical society •Identify & determine the causes and results of the Crusades •Explain how the Crusades affected the role of the Church as well as Italian city-states & east/west relations | <p><u>ACTIVITIES:</u></p> <p>- 2 ½ page reading on the Crusades paraohs with 10 multiple choice and 1 open-ended response</p> <p><u>MATERIALS:</u></p> <p>- Assessment - LinkIt scantron sheets - NJASK Rubric for open-ended response</p> | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- critical thinking questions</p> <p>- NJASK-based open-ended response</p> | <p>1 day</p> | <p>6.2.8.D.4.b 6.2.8.D.4.c 6.2.8.D.4.d</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.5 LARH.6-8.6 LARH.6-8.10</p> <p>LAWH.6-8.4 (Open-Ended Response)</p> |

NJCCCS: 6.2.8.4 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. *Expanding Exchanges and Encounters (500 CE-1450 CE)*

Topic/Course: MesoAmericas / World History Part I

Grade: 8

Date: 2010

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | PACING | NJCCCS |
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| <ul style="list-style-type: none"> • How are past events related to the present? • What changes of the Middle Ages impact modern society? • How did both religion and secular authority contribute to the building of kingdom, nation, and empires? • What were the social, economic and political roles of the church within Medieval society? | <ul style="list-style-type: none"> • Understand and explain basic principles & effects of feudalism & manorialism • Understand and explain how European areas interact with each other thru trade and use of force • Explain why societies require rules, laws & government • Explain the power of the Medieval church and its lasting effect on the spread of Christianity throughout Europe | <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> • Geography/Map skills • Define unit terms • Word Wall Activities • Label political/physical maps • Timeline of Middle Ages • <i>Read the Walls</i>/Gathering Grid on Frankish Empire - DI • NJASK Open-Ended Resp. (Charlemagne) • Identify parts of castle • Diary account of lord, lady, peasant (writing exercise – online blogging is optional) • Identify role of Medieval Church in daily life/ critical thinking questions (<i>tiered questioning can be used</i>) • Create family tree of first English monarchy • <i>Stations</i> – Rise of England (foundations of Parliament & Magna Carta) • Webquest: Black Death plague <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> -Text Ch 12 - netbooks - <i>Life in the Middle Ages</i> video series - NJASK rubrics | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions - vocabulary wkst/quiz -Guided Reading wksts -Journal entries - NJASK Open-Ended Resp. - Unit tests | <p>1 week</p> | <p>6.2.8.B.4.h 6.2.8.C.4.b 6.2.8.D.4.j</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |