

# RIVER DELL REGIONAL SCHOOL DISTRICT



Content: The development of early empires to the modern era

Course: World History Grade 8

Alignment: 2020 NJSLS

BOE born on date: September 2022

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## Introduction

World Civilizations is a full year, chrono-thematic study of the development of Western and non-Western civilizations from approximately 600 B.C.E. to 1914 C.E. The course examines the major themes, movements, and events, as well as individuals who have shaped modern global society and values from the Roman Empire through the Modern Era. Students examine the evolution of both Western and non-Western cultures and beliefs which have shaped the history of society. Students will develop an increased depth of understanding of the development of global society throughout history. The goal is to provide learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

### **Mission:**

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

### **Vision:**

Students develop an understanding that humankind has a history to be investigated and the human past encompasses an endowment of collective knowledge that has evolved around the globe. The curriculum explores the main developments within major societies, encouraging students to think explicitly about the aims of world history education and about the knowledge and understandings that they achieve from it. Students are guided to relate subject matter to larger patterns of historical meaning and significance as they investigate the global past from early empires to today, including different eras and world regions. (Adapted from World History for Us All)

### **Scope and Sequence:**

The course is organized around 8 units that are designed to establish the critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale. The sequence of units highlights the importance of understanding the past and key historical concepts, from various perspectives to combine civic ideals and participatory citizenship

#### Overall:

- Unit 1: Civics (9 weeks)
- Unit 2: Rise and Fall of Roman Empire (3 weeks)
- Unit 3: Rise of Christian Kingdoms (3 weeks)
- Unit 4: Medieval Europe (3 weeks)
- Unit 5: China in the Middle Ages (3 weeks)

- Unit 6: Korea and Japan in the Middle Ages (3 weeks)
- Unit 7: Rise of Islamic Empires (3 weeks)
- Unit 8: The Age of Exploration and Trade (3 weeks)
- Unit 9: The Americas (3 weeks)

## Technology

Technology integration is the seamless and effective use of 21<sup>st</sup> Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

### Standards 8.1 Computer Science

- Computer Science, previously a strand entitled ‘Computational Thinking: Programming’ in standard 8.2 of the 2014 NJSL-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

### Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

## New Jersey Administrative Code Summary and Statues:

*The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.*

### Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSL, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (*This will be modified based off of content*)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of

the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

## Unit I: Civics (9 weeks)

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Core Ideas	<ul style="list-style-type: none"><li>• Political and civil institutions impact all aspects of people’s lives.</li><li>• Governments have different structures which impact development (expansion) and civic participation.</li><li>• Civic participation and deliberation are the responsibility of every member of society</li><li>• The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</li><li>• In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</li><li>• The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</li></ul>		
Essential Questions	<ul style="list-style-type: none"><li>• What is democracy?</li><li>• How are democracy and community related?</li><li>• Can student activism make a difference?</li><li>• How does Congress Work?</li><li>• What Rights Does the Bill of Rights Protect?</li><li>• What happens in the absence of government?</li><li>• Why do we have rules &amp; laws; and what would happen if we didn’t?</li><li>• Why is authority needed? What are the obligations of authority?</li><li>• Why is respect for authority conditional?</li></ul>		
Enduring Understanding	<ul style="list-style-type: none"><li>• Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.</li><li>• Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process</li><li>• Distinctions between a citizen’s rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.</li><li>• An essential premise of representative democracy is the willingness of citizens to place a high premium on their own personal responsibility for participation in social decision-making.</li><li>• Governments exist and are instituted for specific purposes and employ a variety of organizational structures to pursue their objectives.</li><li>• Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.</li></ul>		
Practice	<ul style="list-style-type: none"><li>• Presenting Arguments and Explanations</li><li>• Engaging in Civil Discourse and Critiquing Conclusions</li></ul>		
Performance Expectations	<ul style="list-style-type: none"><li>• Students understand different definitions of democracy and consider democracy's relationship to their own communities and cultures.</li><li>• Students will be able to explain what bills of rights are and how they have evolved</li><li>• Students will be able to explain the conflicting points of view that led to the development of parties and the roles that political parties have played in the American constitutional system, and evaluate, take, and defend positions on the importance of political parties today.</li></ul>		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

<p>6.3.8.CivicsPI.3 6.3.8.CivicsPI.4 6.3.8.CivicsPD.2 6.3.8.CivicsDP.2 6.3.8.CivicsDP.3 6.3.8.CivicsPR.4 6.3.8.CivicsPR.6 6.3.8.CivicsPR.7 6.3.8.CivicsHR.1 6.3.8.EconET.1 WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6. RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10</p>	<ul style="list-style-type: none"> <li>• Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</li> <li>• 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.</li> <li>• Use evidence and quantitative data to propose or defend a public policy related to climate change.</li> <li>• : Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</li> <li>• Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.</li> <li>• Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</li> <li>• Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</li> <li>• Compare how ideas become laws at the local, state, and national level.</li> <li>• Construct an argument as to the source of human rights and how they are best protected.</li> </ul>	<ul style="list-style-type: none"> <li>• Democratic Values — Liberty, Equality, Justice</li> <li>• Evaluate, take, and defend positions about the kinds of rights protected by the U.S. Constitution and Bill of Rights</li> <li>• Develop public policy: review what public policy is and then apply the GRADE policy analysis tool to a state-level policy issued in NJ early in the COVID-19 pandemic</li> <li>• iCivics public policy analysis</li> <li>• First amendment case analysis</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.ushistory.org/gov/1d.asp">https://www.ushistory.org/gov/1d.asp</a></li> <li>• <a href="http://www.Lnadmarckcases.org">www.Lnadmarckcases.org</a></li> <li>• <a href="https://www.crf-usa.org/images/pdf/Public-Policy-A-Crash-Course-in-Real-Time-Lesson.pdf">https://www.crf-usa.org/images/pdf/Public-Policy-A-Crash-Course-in-Real-Time-Lesson.pdf</a></li> <li>• <a href="https://www.icivics.org/curriculum/politics-and-public-policy?back-ref-search=&amp;back-ref-filter=grades%3A41572">https://www.icivics.org/curriculum/politics-and-public-policy?back-ref-search=&amp;back-ref-filter=grades%3A41572</a></li> <li>• <a href="https://firstamendmentmuseum.org/teacher-resources/lesson-plans/">https://firstamendmentmuseum.org/teacher-resources/lesson-plans/</a></li> </ul>
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	<ul style="list-style-type: none"><li>Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</li></ul>			
Key Vocabulary	Government, Culture, elections, citizenship, economic rights, negative rights, personal, political rights, delegated powers, political party, political spectrum, political candidates, voting rights, voting history, electoral process, campaigning, political campaigns, incumbency, primaries, caucuses			
Evidence of Learning	Students will demonstrate mastery of the content and skills through Projects and essays			
Interdisciplinary Connections	WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6. RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10			
Diversity, Equity, & Inclusion	Diversity in the classroom will be openly discussed and celebrated, to create an open, safe space in which students feel free to express different ideas, opinions, and worldviews.			
Career Readiness, Life Literacies, and Key Skills	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.			
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
Social Emotional Learning	SOCIAL AWARENESS: <ul style="list-style-type: none"><li>Understanding and expressing gratitude</li><li>Identifying diverse social norms, including unjust ones</li><li>Recognizing situational demands and opportunities</li><li>Understanding the influences of organizations/systems on behavior</li></ul>			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment



	<ul style="list-style-type: none"> <li>• Provide translated notes and key vocabulary terms</li> <li>• Provide images of key vocabulary terms and concepts</li> <li>• Word banks</li> <li>• Bilingual dictionaries</li> <li>• Assistive translator technology</li> <li>• Sentence frames</li> <li>• Simplified notes</li> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Display reminders</li> <li>• Checklist of materials and tasks (printed out or digitally accessible)</li> <li>• Timelines and Calendar for benchmark goals for assignments/assessments /short-term goals (Planner Microsoft)</li> <li>• Assistive technology (dictation, immersive reader, etc...)</li> <li>• Flash cards</li> <li>• Teacher notes</li> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with extra problem sets that challenge and involve higher level thinking</li> <li>• Inquiry lead discussions and activities</li> <li>• More complex tasks and projects</li> <li>• Higher level questioning and techniques</li> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit II: Fall of Roman Empire (3 Weeks)

<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>Historians analyze claims within sources for perspective and validity</li> <li>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</li> <li>Perspectives change over time.</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How did the early Roman civilizations contribute to the building of the Roman Republic?</li> <li>How did the Roman Republic transform itself into an empire?</li> <li>How has Roman culture affected the development of Western civilization?</li> <li>How did the structure of the Roman republic influence modern political systems?</li> <li>What made the Roman conquests an empire?</li> </ul>		
<b>Enduring Understanding</b>	Understanding the economic, political, and social conditions in the empires of the classical age can give us insight into ourselves today. These empires have a legacy throughout history and the modern world.		
<b>Practice</b>	Developing claims and using evidence Presenting Arguments and Explanations		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>List and describe the characteristics and attributes of the Roman Empire.</li> <li>Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).</li> <li>Develop a claim supported by evidence about the extent to which the fall of Rome reflected swift and abrupt changes.</li> <li>Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</li> <li>Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</li> <li>Compare how technologies have influenced society over time.</li> <li>Explain how the development and use of technology influences economics and political, social, and cultural issues.</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
6.2.8CivicsDP.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.c 6.2.8.HistoryCA.3.b 6.2.8.CivicsPI.3.a WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6. RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10	<ul style="list-style-type: none"> <li>Assess a variety of positions on a controversial issue.</li> <li>Interpret and evaluate a variety of primary and secondary sources.</li> <li>Clarify a problem, an issue or an inquiry.</li> <li>Identify factors that influence the decline of world civilizations.</li> <li>Plan, revise, and deliver an oral presentation.</li> <li>Locate and describe historical events on maps.</li> <li>Engage in close reading of historical resources to construct domain knowledge, including primary, secondary and tertiary sources.</li> <li>Learn that there are different theories about why Rome fell and even if Rome fell.</li> <li>Compare and contrast classical civilizations as they relate to power, wealth, and equality.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Caesar Reading</li> <li>5 Good Emperors Reading</li> <li>Achieve 3000-Roman Engineering and Ingenuity</li> <li>Achieve 3000-Ancient Rome's Radical Dr.</li> <li>Document Analysis –Roman Empire and Christianity</li> <li>Analyzing Roman Culture</li> <li><a href="#">The Gupta Empire article</a> (<a href="#">Web view</a>)</li> <li>Essay: <a href="#">The Gupta Empire essay question</a> (<a href="#">Web view</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Ch 8 Units 4-8</li> <li>Stanford History Education Group: Reading Like a Historian:               <ul style="list-style-type: none"> <li><a href="#">“ Why Did the Roman Empire Persecute Christians?”</a></li> <li><a href="#">Roman Empire and Christianity.pptx</a></li> </ul> </li> <li>Primary Sources: Inquiry Activity- World History</li> <li>Analyzing Sources: Roman Science and Technology (on-line text)</li> <li><a href="#">Fall of Roman Empire- Explained in 13 Minutes</a></li> <li><a href="#">Illustrated History of the Roman Empire FAQ</a></li> <li><a href="#">Fall of Rome: Decline of the Roman Empire</a></li> </ul>

	<ul style="list-style-type: none"><li>Determine common factors that contributed to the decline and fall of the Roman Empire.</li></ul>			
Key Vocabulary	Civil War, Republic, Legions, Consuls, Tribunes, Dictator, Civic Duty, Latifundia, Patricians, Plebians, Triumvirate, Proconsul, Pax Romana, Aqueducts, Hammurabi Code, Justinian Code, dynasty, empire, legacy, merchant			
Evidence of Learning	<ul style="list-style-type: none"><li><a href="#">Fall of Roman Empire- primary analysis</a></li><li><a href="#">Reading- Asoka</a></li><li><a href="#">Unit 1 Project</a></li><li><a href="#">Justinian's Code</a></li></ul>			
Interdisciplinary Connections	WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6. RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10			
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking.			
Career Readiness, Life Literacies, and Key Skills	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.			
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
Social Emotional Learning	Communicating effectively • Developing positive relationships • Demonstrating cultural competency • Practicing teamwork and collaborative problem-solving • Resolving conflicts constructively • Resisting negative social pressure • Showing leadership in groups • Seeking or offering support and help when needed			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"><li>Provide translated notes and key vocabulary terms</li><li>Provide images of key vocabulary terms and concepts</li><li>Word banks</li><li>Bilingual dictionaries</li><li>Assistive translator technology</li><li>Sentence frames</li><li>Simplified notes</li></ul>	<ul style="list-style-type: none"><li>Display reminders</li><li>Checklist of materials and tasks (printed out or digitally accessible)</li><li>Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li></ul>	<ul style="list-style-type: none"><li>Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>Students are allowed time and a half on assessments</li><li>Provide the student with frequent check-ins during class-time work</li></ul>	<ul style="list-style-type: none"><li>Provide students with extra problem sets that challenge and involve higher level thinking</li><li>Inquiry lead discussions and activities</li><li>More complex tasks and projects</li></ul>

	<ul style="list-style-type: none"> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Assistive technology (dictation, immersive reader, etc....)</li> <li>• Flash cards</li> <li>• Teacher notes</li> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Higher level questioning and techniques</li> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit III: Rise of Christian Kingdoms (4 Weeks)

<b>Core Ideas</b>	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.		
<b>Essential Questions</b>	Explain the major ideas behind the beginnings of Christianity		
<b>Enduring Understanding</b>	The decline and fall of the Western Roman Empire set the stage for the Middle Ages in Europe. The Eastern Roman Empire centered in Constantinople became the Byzantine Empire. The rise and spread of Islam and increased power of the Catholic Church would ultimately lead to the Crusades. The bubonic plague would drastically affect the population and way of life twice during this time.		
<b>Practice</b>	Seeking Diverse Perspectives		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
6.2.8.HistoryCC.4.f 6.2.8.HistoryUP.3.c 6.2.8.CivicsPI.4.a 6.2.8.HistoryUP.3.c WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6. RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10	<ul style="list-style-type: none"> <li>Relate Roman treatment of Early Christians to other marginalize groups.</li> <li>Explain Christian beliefs.</li> <li>Detail how Christianity evolved over time.</li> <li>Explain why reasons why Rome accepts Christianity.</li> <li>Detail the hierarchy of the Church.</li> <li>To detail the events that cause the split in Christianity and relate to events today.</li> <li>Discern ways that Byzantine Empire became wealthy.</li> <li>To explain the impact of the Justinian Code.</li> <li>Engage in close reading of historical resources to construct domain knowledge, including primary, secondary and tertiary sources.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Map of World Religious Beliefs</a> (<a href="#">Web view</a>)</li> <li>EdPuzzle: Rise of Christianity</li> <li><a href="#">DBQ: Early Christianity</a></li> <li><a href="#">Nearpod activity: Christianity in the Roman Empire</a></li> <li>Story of God with Morgan Freeman-video excerpts</li> <li>Ancient Greece and "Rome: Rip, Western Roman Empire"</li> <li><a href="#">Peter Reading</a></li> <li>Textbook readings/activities: <a href="#">World History Voices and Perspectives</a></li> <li>Parable Project</li> <li><a href="#">Justinian's Code</a></li> </ul>	<ul style="list-style-type: none"> <li>World History Voices and Perspectives: Chapter 9: The Rise of Christian Kingdom</li> <li><a href="#">Christianity Document-Based Question</a> (<a href="#">Web view</a>)</li> <li>Reading: Why Didn't Christianity Die in the 1<sup>st</sup> Century? <a href="#">Christianity - reading</a> (<a href="#">Web view</a>)</li> <li><a href="#">DBQ RUBRIC</a> (<a href="#">Web view</a>)</li> <li>Why Did Christianity Take hold in the Ancient World?" <a href="#">Essay- Christianity</a> (<a href="#">Web view</a>)</li> </ul>
<b>Key Vocabulary</b>	Resurrection, Messiah, Cooperate, Disciple, Gospels, Parables, Interpret, Apostles, Salvation, Catacombs, martyrs, Hierarchy, Laity, Legal, Mosaics, Saints, Icons,		
<b>Evidence of Learning</b>	<ul style="list-style-type: none"> <li><a href="#">Peter: Reading</a>;</li> <li><a href="#">Early Christianity PPT</a>;</li> <li><a href="#">Hinduism and Buddhism</a>;</li> <li><a href="#">Bubonic Plague 1347-1353</a> (<a href="#">Web view</a>)</li> </ul>		
<b>Interdisciplinary Connections</b>	WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6. RH.6-8.1		

	RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10			
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking.			
Career Readiness, Life Literacies, and Key Skills	9.4.8.CI.3 Examine challenges that may exist in the adoption of new ideas.			
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
Social Emotional Learning	Integrating personal and social identities; Identifying personal, cultural, and linguistic assets; Identifying one’s emotions			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"><li>• Provide translated notes and key vocabulary terms</li><li>• Provide images of key vocabulary terms and concepts</li><li>• Word banks</li><li>• Bilingual dictionaries</li><li>• Assistive translator technology</li><li>• Sentence frames</li><li>• Simplified notes</li><li>• Reduced homework</li><li>• Simplified word problems</li><li>• Graphic organizers</li><li>• Matched sentences or procedures with pictures</li><li>• Alternative presentation options</li><li>• 1-2 sentence short responses</li><li>• Shortened written assignments</li></ul>	<ul style="list-style-type: none"><li>• Display reminders</li><li>• Checklist of materials and tasks (printed out or digitally accessible)</li><li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li><li>• Assistive technology (dictation, immersive reader, etc...)</li><li>• Flash cards</li><li>• Teacher notes</li><li>• Graphic organizer</li><li>• Clear parameters and student workspace</li><li>• Timer to monitor task and duration</li><li>• Study guides</li><li>• Guided notes</li><li>• Choices for alternative assignments</li><li>• Students are asked to come for extra help to review/retake</li></ul>	<ul style="list-style-type: none"><li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>• Students are allowed time and a half on assessments</li><li>• Provide the student with frequent check-ins during class-time work</li><li>• Scaffolding assignments</li><li>• Chunking of materials</li><li>• Allow for errors</li><li>• Pre-teach materials</li><li>• Supply teacher demo</li><li>• Rephrase of questions and directions</li><li>• Visual cues or signs</li><li>• Small group assistance or collaboration</li><li>• Partner or group work on skill development</li></ul>	<ul style="list-style-type: none"><li>• Provide students with extra problem sets that challenge and involve higher level thinking</li><li>• Inquiry lead discussions and activities</li><li>• More complex tasks and projects</li><li>• Higher level questioning and techniques</li><li>• Student demoing and explanation</li><li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li><li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li></ul>

	<ul style="list-style-type: none"> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<p>assessment and homework assignments</p> <ul style="list-style-type: none"> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit IV: Medieval Europe (3 Weeks)

<b>Core Ideas</b>	<p>The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology</p> <p>The environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How did geography shape life in Europe after the fall of Rome?</li> <li>• How did Germanic groups build kingdoms in Western Europe?</li> <li>• How did the Catholic Church influence life in early medieval Europe?</li> <li>• How did Europeans try to bring order to their society after the fall of Charlemagne's empire?</li> <li>• How did most Europeans live and work during the Middle Ages?</li> <li>• How did increased trade change life in medieval Europe?</li> <li>• How was the king's power strengthened and the limit in medieval England?</li> <li>• How did the cities of Kiev and Moscow become centers of powerful Slavic States?</li> <li>• How did the kings of France increase their power?</li> <li>• What were the effects of the Crusades?</li> <li>• What types of learning and art developed during the Middle Ages?</li> <li>• How did the Catholic Church affect the lives of medieval Europeans?</li> </ul>		
<b>Enduring Understanding</b>	<p>The Middle Ages bridged the ancient world to the modern world. Life during the 1000 years was difficult for most people. The church provided structure and guidance to many people. During this period, kingdoms formed that would become European countries. New ideas and institutions emerged that would have lasting effects on the modern world.</p>		
<b>Practice</b>	<p>Developing Questions and Planning Inquiry; Gathering and Evaluating Sources</p>		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).</li> <li>• 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.</li> <li>• Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</li> <li>• Determine which events led to the rise and eventual decline of European feudalism.</li> <li>• Assess the demographic, economic, and religious impact of the plague on Europe.</li> <li>• 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.</li> <li>• 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.</li> <li>• Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.</li> <li>• Explain ethical issues that may arise from the use of new technologies.</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
6.2.8.CivicsDP.4.a 6.2.8.GeoHE.4.a 6.2.8.GeoHE.4.c 6.2.8.HistoryCC.4.a 6.2.8.HistoryCC.4.c 6.2.8.HistoryCC.4.d 6.2.8.HistoryCC.4.f WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6	<ul style="list-style-type: none"> <li>• Read and discuss the specifics of the role of the Catholic Church.</li> <li>• Examine the physical and psychological effects of the bubonic plague in western Europe in the 14th century.</li> <li>• Engage in close reading of historical resources to construct domain knowledge, including primary, secondary and tertiary sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Magna Carta Reading</li> <li>• Black Death Reading</li> <li>• <a href="#">PBL: Manor Life Compared to Today</a></li> <li>• <a href="#">Joan of Arc- Reading</a></li> <li>• Essay Writing The Church and Peasant Life</li> <li>• Essay Writing The Black Death and Magna Carta</li> <li>• <a href="#">Document Analysis: Hundred Year's War</a></li> <li>• State Test Reading and Writing Chivalry</li> </ul>	<ul style="list-style-type: none"> <li>• World History Voices and Perspectives: Chapter 11</li> <li>• <a href="#">Teacher's Guide to the Middle Ages</a></li> <li>• <a href="#">Daily Life in a Medieval Town (Web view)</a></li> <li>• <a href="#">Plague Doctor Assessment</a></li> <li>• <a href="#">Plague Doctor Rubric</a></li> <li>• <a href="#">Role of Catholic Church- reading (Web view)</a></li> </ul>



RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10	<ul style="list-style-type: none"> <li>• Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).</li> <li>• 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.</li> <li>• Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</li> <li>• Determine which events led to the rise and eventual decline of European feudalism.</li> <li>• Assess the demographic, economic, and religious impact of the plague on Europe.</li> <li>• 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.</li> <li>• 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.</li> <li>• Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.</li> <li>• Explain ethical issues that may arise from the use of new technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Medieval Europe Understanding the Black Death</li> <li>• Medieval Europe Had Wild Criminals</li> <li>• Medieval Europe: English Princess Found</li> <li>• Analyzing Sources: Lie in Feudal Europe</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Role of Catholic Church- organizer (Web view)</a></li> <li>• <a href="#">Crusades WebQuest (Web view)</a></li> </ul>
<b>Key Vocabulary</b>	Fjords, Missionary, Concordat, Feudalism, Vassal, Fief, Knight, Chivalry, Guild, Habeas Corpus, Grand Jury, Trial Jury, Crusade, Scholasticism, Vernacular Hersey, Anit-Semitism, Famine, Plague, Reconquista.		
<b>Evidence of Learning (Examples Need)</b>	<ul style="list-style-type: none"> <li>• <a href="#">State Test Chivlary, Essay Writing Magna Carta,</a></li> <li>• <a href="#">Magna Carta Reading;</a></li> <li>• <a href="#">Crusades WebQuest (Web view)</a></li> </ul>		

	<ul style="list-style-type: none"><li><a href="#">Charlemagne- Emperor Of the Romans</a></li></ul>			
Interdisciplinary Connections	WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10			
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking.			
Career Readiness, Life Literacies, and Key Skills	9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.			
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
Social Emotional Learning	Communicating effectively • Developing positive relationships • Demonstrating cultural competency • Practicing teamwork and collaborative problem-solving • Resolving conflicts constructively • Resisting negative social pressure • Showing leadership in groups • Seeking or offering support and help when needed			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"><li>Provide translated notes and key vocabulary terms</li><li>Provide images of key vocabulary terms and concepts</li><li>Word banks</li><li>Bilingual dictionaries</li><li>Assistive translator technology</li><li>Sentence frames</li><li>Simplified notes</li><li>Reduced homework</li><li>Simplified word problems</li><li>Graphic organizers</li></ul>	<ul style="list-style-type: none"><li>Display reminders</li><li>Checklist of materials and tasks (printed out or digitally accessible)</li><li>Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li><li>Assistive technology (dictation, immersive reader, etc...)</li><li>Flash cards</li><li>Teacher notes</li><li>Graphic organizer</li><li>Clear parameters and student workspace</li></ul>	<ul style="list-style-type: none"><li>Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>Students are allowed time and a half on assessments</li><li>Provide the student with frequent check-ins during class-time work</li><li>Scaffolding assignments</li><li>Chunking of materials</li><li>Allow for errors</li><li>Pre-teach materials</li><li>Supply teacher demo</li></ul>	<ul style="list-style-type: none"><li>Provide students with extra problem sets that challenge and involve higher level thinking</li><li>Inquiry lead discussions and activities</li><li>More complex tasks and projects</li><li>Higher level questioning and techniques</li><li>Student demoing and explanation</li><li>Provide opportunities for students to set personal</li></ul>

	<ul style="list-style-type: none"> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<p>goals, keep records and monitor their own learning progress</p> <ul style="list-style-type: none"> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit V: China in the Middle Ages (3 Weeks)

<b>Core Ideas</b>	Historical events and developments are shaped by social, political, cultural, technological, and economic factors. The production and consumption of goods and services influences economic growth, well-being and quality of life.		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What challenges did the geography of the Mongol Empire present for travelers?</li> <li>How did China rebuild its empire after years of wars?</li> <li>Why did Buddhism become popular in Tang China?</li> <li>How did Confucian ideas shape China's government?</li> <li>How did innovations reflect the value of medieval Chinese society?</li> <li>Why were Mongols able to build a vast empire so quickly?</li> <li>How did the Mongols rule the Chinese?</li> <li>How did the Ming rulers bring peace and prosperity to China?</li> <li>How did Chinese contact with the outside world change during the Ming dynasty?</li> </ul>		
<b>Enduring Understanding</b>	Five different dynasties ruled China between 600CE and 1644 CE. Each dynasty had unique characteristics and made lasting contributions to the world. The Mongol Empire at its greatest size was one of the largest empires in the world. China had a well-developed civilization that had formed in East Asia. However, it also had connections to societies in other parts of Asia and Europe.		
<b>Practice</b>	Engaging in Civil Discourse and Critiquing Conclusions		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</li> <li>Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies</li> <li>Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).</li> <li>Analyze an existing technological product that has been repurposed for a different function.</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
6.2.8.GeoGI.4.a 6.2.8.GeoSV.4.a 6.2.8.HistoryCC.4.b 6.2.8.GeoHE.4.c 6.2.8.GeoHP.4.b 6.2.8.History WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6. RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10	<ul style="list-style-type: none"> <li>Engage in close reading of historical resources to construct domain knowledge, including primary, secondary and tertiary sources.</li> <li>Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</li> <li>Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</li> </ul>	<ul style="list-style-type: none"> <li>State Test Essay Kublai Khan</li> <li><a href="#">DBQ: Impact of the Mongols</a></li> <li>Kublai Khan Reading</li> <li>Tang Dynasty Reading</li> <li>Song Dynasty Reading</li> <li>Chinese Inventions Reading</li> <li>Reading: Ancient China was a World Changer</li> <li>Reading: A Really Great Wall</li> <li>Map Analysis <a href="#">Geography of China ppt</a> (<a href="#">Web view</a>)</li> <li><a href="#">Reading: Tang &amp; Song Dynasties</a> (<a href="#">Web view</a>)</li> <li><a href="#">Genghis Khan</a> (<a href="#">Web view</a>)</li> </ul>	<ul style="list-style-type: none"> <li>World History Voices and Perspectives Ch 13</li> <li>Text Resource: On-line: Analyzing Sources-Achievements of the Tang and Song</li> <li><a href="#">Great Wall of China</a> (<a href="#">Web view</a>)</li> <li><a href="#">Video: Geography of China Follow Along</a> (<a href="#">Web view</a>)</li> <li><a href="#">How Barbaric Were the "Barbarians"? </a> (<a href="#">Web view</a>)</li> <li><a href="#">You be the Historian</a> (<a href="#">Web view</a>)</li> </ul>

	<ul style="list-style-type: none"><li>Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</li><li>Analyze an existing technological product that has been repurposed for a different function.</li></ul>		
Key Vocabulary	Neo-Confucianism, Census, Barbarian, Orthodoxy, Convert, Steppes, Regime, Barbarian		
Evidence of Learning	<ul style="list-style-type: none"><li><a href="#">Tang and Song DBQ; Map - Physical features of China;</a></li><li><a href="#">One Pager: Tang &amp; Song Dynasties;</a></li><li><a href="#">Project: Autopsy of a Civilization</a></li><li><a href="#">Genghis Khan Video Reflection</a> (<a href="#">Web view</a>)</li></ul>		
Interdisciplinary Connections	WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6. RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10		
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking.		
Career Readiness, Life Literacies, and Key Skills	9.4.8.Cl.3: Examine challenges that may exist in the adoption of new ideas.		
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.		
Social Emotional Learning	Communicating effectively • Developing positive relationships • Demonstrating cultural competency • Practicing teamwork and collaborative problem-solving • Resolving conflicts constructively • Resisting negative social pressure • Showing leadership in groups • Seeking or offering support and help when needed		
Differentiation			

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> <li>• Provide translated notes and key vocabulary terms</li> <li>• Provide images of key vocabulary terms and concepts</li> <li>• Word banks</li> <li>• Bilingual dictionaries</li> <li>• Assistive translator technology</li> <li>• Sentence frames</li> <li>• Simplified notes</li> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Display reminders</li> <li>• Checklist of materials and tasks (printed out or digitally accessible)</li> <li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li> <li>• Assistive technology (dictation, immersive reader, etc...)</li> <li>• Flash cards</li> <li>• Teacher notes</li> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with extra problem sets that challenge and involve higher level thinking</li> <li>• Inquiry lead discussions and activities</li> <li>• More complex tasks and projects</li> <li>• Higher level questioning and techniques</li> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>

## Unit VI: Korea and Japan in the Middle Ages (3 Weeks)

<b>Core Ideas</b>	Economic interdependence is impacted by increased specialization and trade.		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How did Korea build a Civilization?</li> <li>How did Chinese culture influence the Yi dynasty?</li> <li>How did Prince Shotoku reform Japan's government?</li> <li>How did Chinese ways influence Japan during the Nara period?</li> <li>How were the Japanese affected by their country's growing wealth?</li> </ul>		
<b>Enduring Understanding</b>	Korea and Japan were greatly affected by China, their neighbor to the west. While China influenced both areas, Korea and Japan developed their own cultures based on their traditions and the unique way each on adapted Chinese practices.		
<b>Practice</b>	Developing a claim using evidence.		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</li> <li>Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</li> <li>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.</li> <li>Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</li> <li>Examine a malfunctioning tool, product, or system and propose solutions to the problem.</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
6.2.8.EconNE.4.a 6.2.8.GeoHE.4.b 6.2.8.GeoHE.4.a 6.2.8.CivicsPI.4.a WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6. RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10	<ul style="list-style-type: none"> <li>Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</li> <li>Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</li> <li>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.</li> <li>Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</li> </ul>	<ul style="list-style-type: none"> <li>Japan Economy Reading</li> <li>Fujiwara Clan Reading</li> <li>Japan Warriors Reading</li> <li>Reading: The Beauty of Yabusame</li> <li>Japanese Feudalism PBL</li> <li>Venn Diagram: Reviewing Korea and Japan in the Middle Ages (on-line text resource)</li> <li><a href="#">EdPuzzle Geography of Japan</a></li> <li><a href="#">Middle Ages: JFeudalism in Japan and Europe</a></li> </ul>	<ul style="list-style-type: none"> <li>World History Voices and Perspectives: Chapter 14</li> <li>Text resource: Analyzing Sources-Japanese Arts</li> <li>Document Analysis "What did ancient Chinese philosophers think was the ideal form of government?" <a href="#">Confucianism and Daoism Original Documents.docx</a></li> <li><a href="#">Medieval and Early Modern Korean - Museum exhibit resources</a></li> <li><a href="#">The Geography of Medieval Japan video</a></li> </ul>

	<ul style="list-style-type: none"><li>Examine a malfunctioning tool, product, or system and propose solutions to the problem.</li></ul>			
Key Vocabulary	Peninsula, Shogun, celadon, tactic, Confucianism, samurai, sect, martial arts, vassals, tanka, Koryo Kingdom, archipelago, isolated, animism, censors, civil service			
Evidence of Learning	<a href="#">Japan Economy Reading</a> <a href="#">Japanese Feudalism Project</a> <a href="#">Fujiwara Reading</a> <a href="#">Japanese Warriors Reading</a>			
Interdisciplinary Connections	WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10			
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking.			
Career Readiness, Life Literacies, and Key Skills	9.4.8.Cl.3: Examine challenges that may exist in the adoption of new ideas.			
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
Social Emotional Learning	Communicating effectively • Developing positive relationships • Demonstrating cultural competency • Practicing teamwork and collaborative problem-solving • Resolving conflicts constructively • Resisting negative social pressure • Showing leadership in groups • Seeking or offering support and help when needed			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment



	<ul style="list-style-type: none"> <li>• Provide translated notes and key vocabulary terms</li> <li>• Provide images of key vocabulary terms and concepts</li> <li>• Word banks</li> <li>• Bilingual dictionaries</li> <li>• Assistive translator technology</li> <li>• Sentence frames</li> <li>• Simplified notes</li> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Display reminders</li> <li>• Checklist of materials and tasks (printed out or digitally accessible)</li> <li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li> <li>• Assistive technology (dictation, immersive reader, etc...)</li> <li>• Flash cards</li> <li>• Teacher notes</li> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with extra problem sets that challenge and involve higher level thinking</li> <li>• Inquiry lead discussions and activities</li> <li>• More complex tasks and projects</li> <li>• Higher level questioning and techniques</li> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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## Unit VII: The Rise of Islamic Empires (3 Weeks)

<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>Human rights can be protected or abused in various societies.</li> <li>The physical and human characteristics of places and regions are connected to human identities and cultures.</li> <li>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</li> <li>Perspectives change over time.</li> <li>Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</li> <li>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Where, how, and by who was Islam founded? What do followers of Islam believe?</li> <li>How did geography facilitate the rapid expansion of Islam and Muslim rule?</li> <li>How did key turning points in Islamic history affect and influence the spread of Islam? How did Islamic civilization contribute to and build western civilization?</li> <li>How were the values of Islam reflected in the lives of Muslims?</li> <li>How do the achievements of Muslims influence our lives today?</li> <li>How do artifacts reveal what people value?</li> </ul>		
<b>Enduring Understanding</b>	Islam, which emerged on the Arabian Peninsula in the early 600's C.E., has become the second largest religion in the world. Muslims- or followers of Islam- formed a complex and rich culture.		
<b>Practice</b>	<ul style="list-style-type: none"> <li>Developing Claims and Using Evidence</li> <li>Gathering and Evaluating Sources</li> <li>Seeking Diverse Perspectives</li> <li>Presenting Arguments and Explanations</li> </ul>		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of classical civilizations.</li> <li>Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).</li> <li>Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</li> </ul>		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.2.8.CivicsHR.2.a 6.2.8.GeoHE.2.a 6.2.8.GeoPP.3.b 6.2.8.HistoryUP.3.b 6.2.8.CivicsPI.4.a 6.2.8.HistoryCC.4.g 6.2.8.HistoryUP.3.c 6.2.8.GeoHP.4.a WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6. RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10	<ul style="list-style-type: none"> <li>Understand how geography facilitated the rapid expansion of Islam and Muslim rule.</li> <li>Identify key turning points in Islamic history and how they affected the influence and spread of Islam.</li> <li>Analyze the cultural and scientific achievements of Islamic civilization and how they impacted western civilization.</li> <li>Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of classical civilizations.</li> <li>Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Islam Webquest</a></li> <li>Islam Essay empire</li> <li>Five Pillar project</li> <li>Muslim Empire Achievements research</li> <li>Global Connections – pg. 427</li> <li>“Who was Muhammad?” reading (pg. 433)</li> <li><a href="#">2022 Tour of Hagia Sophia (Web view)</a></li> <li><a href="#">Five Pillars of Faith reading/activity</a>*Choose a Perspective</li> <li>A Christian or Muslim Crusader</li> <li>Create a Crusade</li> <li>Recruitment poster</li> <li>Roundtable Discussion- Share the Muslim achievements that impacted the world</li> </ul>	<ul style="list-style-type: none"> <li>World History Voices and Perspectives - Chapter 12</li> <li>Teacher Background Reading <a href="#">Islam overview (Web view)</a></li> <li><a href="#">Islamic Golden Age</a></li> <li><a href="#">Five Pillars of Faith (Web view)</a></li> <li><a href="#">Sample Lesson Plans for Islamic Civilization</a></li> </ul>

	<p>and equality then and now (i.e., political, economic, and social).</p> <ul style="list-style-type: none"><li>Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</li><li>Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</li></ul>		
Key Vocabulary	Makkah, Medina, Sasanian Empire, Damascus, Arabian Peninsula, Cortoba, Baghdad, Muhammad, cultural diffusion, oasis, monotheism, caravans, sheik, Quran, Shariah, caliph, caliphate, Umayyads, sultan, dynasty, Golden Age, 5 Pillars , Mecca , Medina , Quran , Caliph , Sunni ,Shia ,Hajj		
Evidence of Learning (Examples Need)	<a href="#">Muslim Achievements</a> <a href="#">Islam Essay</a> <a href="#">Five Pillars of Faith analysis</a> <a href="#">Muslim Achievements Project- You Choose Islam Quiz</a> ( <a href="#">Web view</a> ) <a href="#">Skit rubric</a> ( <a href="#">Web view</a> )		
Interdisciplinary Connections	WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6. RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10		
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking.		
Career Readiness, Life Literacies, and Key Skills	9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.		
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.		
Social Emotional Learning	Communicating effectively • Developing positive relationships • Demonstrating cultural competency • Practicing teamwork and collaborative problem-solving • Resolving conflicts constructively • Resisting negative social pressure • Showing leadership in groups • Seeking or offering support and help when needed		
Differentiation			

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> <li>• Provide translated notes and key vocabulary terms</li> <li>• Provide images of key vocabulary terms and concepts</li> <li>• Word banks</li> <li>• Bilingual dictionaries</li> <li>• Assistive translator technology</li> <li>• Sentence frames</li> <li>• Simplified notes</li> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Display reminders</li> <li>• Checklist of materials and tasks (printed out or digitally accessible)</li> <li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li> <li>• Assistive technology (dictation, immersive reader, etc...)</li> <li>• Flash cards</li> <li>• Teacher notes</li> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with extra problem sets that challenge and involve higher level thinking</li> <li>• Inquiry lead discussions and activities</li> <li>• More complex tasks and projects</li> <li>• Higher level questioning and techniques</li> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>

Unit VIII: The Age of Exploration and Trade (3 Weeks)			
<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>Chronological sequencing helps us track events over time as well as events that took place at the same time.</li> <li>Economic interdependence is impacted by increased specialization and trade.</li> <li>Economic interdependence is impacted by increased specialization and Trade.</li> <li>Analyze historical sources and evidence provide an understanding of different points of view about historical events.</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How did European exploration originate and expand</li> <li>Why were the Spanish conquistadors able to defeat much larger indigenous populations?</li> </ul>		
<b>Enduring Understanding</b>	When Europeans began to sail away from their coastlines in search of new lands, wealth, and new markets, they knew little about what they would find. Their exploration began new global connections and expanded trade networks. These Europeans also forced great suffering on the peoples of some parts of the world.		
<b>Practice</b>	<ul style="list-style-type: none"> <li>Developing Claims</li> <li>Using Evidence</li> <li>Gathering and Evaluating Sources</li> <li>Seeking Diverse Perspectives</li> <li>Presenting Arguments and Explanations</li> </ul>		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>Explain the ambitions and new technologies used by explorers between 1400and 1700</li> <li>Identify the directions in which Europeans explored</li> <li>Describe the Spanish conquest and origin of slavery in the Americas</li> <li>Explain which leaders promoted European exploration of the world</li> <li>Analyze why it was important for the explorers of the Americas to use information they learned from earlier explorers.</li> <li>Summarize how trade changed the world</li> </ul>		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.2.8.GeoHE.4.a 6.2.8.GeoHP.4.b 6.2.8.GeoHP.4.c 6.2.8.HistoryCC.4.b 6.2.8.HistoryCC.4.g WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6. RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10	<ul style="list-style-type: none"> <li>Describe the causes of the Age of Exploration.</li> <li>Identify the major trade routes and countries involved in exploration. Identify the achievements of the major explorers.</li> <li>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.</li> <li>Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of classical civilizations.</li> <li>Evaluate the importance and enduring legacy of the major</li> </ul>	<ul style="list-style-type: none"> <li>Reading/Map Analysis/Video <a href="#">The Columbian Exchange</a> (<a href="#">Web view</a>)</li> <li><a href="#">Atlantic Slave Trade</a> (<a href="#">Web view</a>)</li> <li>Reading: <a href="#">The Mapmaker's Best Friend</a> (<a href="#">Web view</a>)</li> <li>Research &amp; Analysis <a href="#">Explorers - Video excerpts</a> (<a href="#">Web view</a>)</li> <li><a href="#">Primary Source analysis</a></li> <li><a href="#">Image analysis</a> (<a href="#">Web view</a>)(<a href="#">Web view</a>)</li> <li>Activity <a href="#">Age of Exploration</a> (<a href="#">Web view</a>)</li> </ul>	<ul style="list-style-type: none"> <li>World History Voices and Perspectives Chapter 17</li> <li><a href="#">PBL ideas</a> (<a href="#">Web view</a>)</li> <li><a href="#">Study Guide</a> (<a href="#">Web view</a>)</li> </ul>

	achievements of the people living in the Americas over time.		
Key Vocabulary	Conquistador, smallpox, cash crop, mercantilism, commerce, entrepreneur, cottage industry, Henry the Navigator, Vasco de Gama, Aztec empire, Inca Empire, Strait of Magellan, Amerigo Vespucci.		
Evidence of Learning	<ul style="list-style-type: none"><li>• EdPuzzle: Age of Exploration or Age of Exploitation?</li><li>• Benchmark, Forms quizzes, Gallery Walk About Age of Exploration Technology</li><li>• Exploration Roundtable (pg 617)</li><li>• Reporting on Portuguese Sea Exploration (pg 621)</li><li>• Creating a Live Stream About Columbus’s First Voyage</li><li>• <a href="#">Alien Encounters Project</a></li><li>• <a href="#">Explorers PBL</a></li><li>• Students examine the trade routes of the Medieval World using an <a href="#">interactive map</a> on Afro-Eurasian Trade Circles.</li><li>• Reading: "The Mapmaker's Best Friend" to appreciate what was accomplished historically through Ptolemy and compare some Medieval maps. <a href="#">Mapmaker's Best Friend</a></li><li>• <a href="#">Hispanic Exploration</a></li></ul>		
Interdisciplinary Connections	WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10		
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking.		
Career Readiness, Life Literacies, and Key Skills	9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.		
Computer Science and Design Thinking	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.		
Social Emotional Learning	Communicating Effectively: Students will learn to develop their listening skills, eye contact, and taking turns to speak. They will practice their active listening as they conduct interviews of Cortez and Maliintzin.		
Differentiation			

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> <li>• Provide translated notes and key vocabulary terms</li> <li>• Provide images of key vocabulary terms and concepts</li> <li>• Word banks</li> <li>• Bilingual dictionaries</li> <li>• Assistive translator technology</li> <li>• Sentence frames</li> <li>• Simplified notes</li> <li>• Reduced homework</li> <li>• Simplified word problems</li> <li>• Graphic organizers</li> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Display reminders</li> <li>• Checklist of materials and tasks (printed out or digitally accessible)</li> <li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li> <li>• Assistive technology (dictation, immersive reader, etc...)</li> <li>• Flash cards</li> <li>• Teacher notes</li> <li>• Graphic organizer</li> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Scaffolding assignments</li> <li>• Chunking of materials</li> <li>• Allow for errors</li> <li>• Pre-teach materials</li> <li>• Supply teacher demo</li> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with extra problem sets that challenge and involve higher level thinking</li> <li>• Inquiry lead discussions and activities</li> <li>• More complex tasks and projects</li> <li>• Higher level questioning and techniques</li> <li>• Student demoing and explanation</li> <li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online</li> </ul>

				courses, and independent study
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## Unit IX: The Americas (3 Weeks)

<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>The geographical connection between the Americas and Afro Eurasia, which broke apart after 15,000 B.C.E.</li> <li>The wide variety of ecosystems, landforms, and rivers, especially the Amazon, that characterize the Americas.</li> <li>The nomadic lives of the first peoples of the Americas, who lived in small groups.</li> <li>How growing and trading crops helped early Americans form more complex societies.</li> <li>How the Aztec admired the Maya and the Toltec and borrowed much from their cities and cultures.</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</li> <li>How did the process of colonization affect both Europeans and the indigenous people of the Americas?</li> <li>What were the motivations of the European explorers and colonists to come to the New World?</li> <li>What ideas and discoveries made exploration possible?</li> <li>What advantages allowed Europeans to colonize the Americas?</li> <li>How did colonization lead to the development of economic concepts like insurance, warranties, credit and debt?</li> <li>How did colonial expansion impact the evolution of traditional and nontraditional careers regionally, nationally, and globally?</li> </ul>		
<b>Enduring Understanding</b>	The European conquest of the Americas ushered in a new global age that changed the course of history throughout the world.		
<b>Practice</b>	<ul style="list-style-type: none"> <li>Developing Claims and Using Evidence</li> <li>Gathering and Evaluating Sources</li> </ul>		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empire's relationships with other parts of the world.</li> <li>Elaborate on the cultures of the Indigenous peoples</li> </ul>		
<b>NJ Standards</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Resources/Materials</b>
6.2.8GeoHP.4. a 6.2.8GeoHP.4. b 6.2.8GeoHP.4. c 6.2.8.GeoHE.4.c WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6. RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10	<ul style="list-style-type: none"> <li>Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empire's relationships with other parts of the world.</li> <li>Elaborate on the cultures of the Indigenous peoples.</li> </ul>	<ul style="list-style-type: none"> <li>Twitter Feud (Anthony)</li> <li>Various Readings on Mayas, Aztecs (Anthony)</li> <li>PBL: Planning an Early Americas Feast- students work in small groups to plan a feast celebrating the foods and arts of the Maya, Aztec, and Inca cultures. Each student will research their civilization and produce a poster, digital piece that reflects a schedule of events, a description &amp; images of food/entertainment</li> <li>Researching the Ancestors of Early Americans</li> <li>Analyzing Points of Views on Achievements</li> <li>Virtual Field Trip to Machu Pichu</li> <li><a href="#">Early Ancient Civilizations project</a> (Web view)</li> <li><a href="#">Atlantic Slave Trade</a> (Web view)</li> </ul>	<ul style="list-style-type: none"> <li>World History Voices and Perspectives_Chapter 10</li> <li><a href="#">Image analysis</a> (Web view)</li> <li><a href="#">Explorers - Video excerpts</a> (Web view)</li> <li><a href="#">The Columbian Exchange</a> (Web view)</li> </ul>
<b>Key Vocabulary</b>	Isthmus, maize, Olmecs, Toltecs, Chavin, Mache, Nazca, Maya, alliance, Inca, quipu, Machu Picchu, labret, Montezuma		
<b>Evidence of Learning</b>	<a href="#">Latin American Civilizations</a> , <a href="#">Twitter Feud</a> ,		

	<a href="#">Tenochtitlan Reading</a> <a href="#">Aztec Warfare Reading</a>			
<b>Interdisciplinary Connections</b>	WHST.6-8.1 WHST.6-8.2 WHST.6-8.5 WHST.6-8.6 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.8 RH.6-8.10			
<b>Diversity, Equity, &amp; Inclusion</b>	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking.			
<b>Career Readiness, Life Literacies, and Key Skills</b>	9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.			
<b>Computer Science and Design Thinking</b>	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.ITH.2: Compare how technologies have influenced society over time.			
<b>Social Emotional Learning</b>	Building Empathy: As students examine the cultures, prompt them to consider the different reasons that the sites offer significance for both the people living in the region today and tourists from other parts of the world. Explore why people feel a connection to a place even though their own ancestors did not interact with the culture.			
Differentiation				
<b>Resources/Materials</b>	<b>ELL (English Language Learners)</b>	<b>Special Education</b>	<b>At Risk</b>	<b>Enrichment</b>
	<ul style="list-style-type: none"><li>• Provide translated notes and key vocabulary terms</li><li>• Provide images of key vocabulary terms and concepts</li><li>• Word banks</li><li>• Bilingual dictionaries</li><li>• Assistive translator technology</li><li>• Sentence frames</li><li>• Simplified notes</li><li>• Reduced homework</li><li>• Simplified word problems</li><li>• Graphic organizers</li></ul>	<ul style="list-style-type: none"><li>• Display reminders</li><li>• Checklist of materials and tasks (printed out or digitally accessible)</li><li>• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)</li><li>• Assistive technology (dictation, immersive reader, etc...)</li><li>• Flash cards</li><li>• Teacher notes</li><li>• Graphic organizer</li></ul>	<ul style="list-style-type: none"><li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li><li>• Students are allowed time and a half on assessments</li><li>• Provide the student with frequent check-ins during class-time work</li><li>• Scaffolding assignments</li><li>• Chunking of materials</li><li>• Allow for errors</li><li>• Pre-teach materials</li><li>• Supply teacher demo</li></ul>	<ul style="list-style-type: none"><li>• Provide students with extra problem sets that challenge and involve higher level thinking</li><li>• Inquiry lead discussions and activities</li><li>• More complex tasks and projects</li><li>• Higher level questioning and techniques</li><li>• Student demoing and explanation</li><li>• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress</li></ul>

	<ul style="list-style-type: none"> <li>• Matched sentences or procedures with pictures</li> <li>• Alternative presentation options</li> <li>• 1-2 sentence short responses</li> <li>• Shortened written assignments</li> <li>• Modified tests</li> <li>• Provide notes when student request</li> <li>• Reduce project workload</li> <li>• Short summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Clear parameters and student workspace</li> <li>• Timer to monitor task and duration</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Choices for alternative assignments</li> <li>• Students are asked to come for extra help to review/retake assessment and homework assignments</li> <li>• Students are allowed time and a half on assessments</li> <li>• Provide the student with frequent check-ins during class-time work</li> <li>• Visual cue or signs</li> <li>• Rephrase of questions and directions</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> </ul>	<ul style="list-style-type: none"> <li>• Rephrase of questions and directions</li> <li>• Visual cues or signs</li> <li>• Small group assistance or collaboration</li> <li>• Partner or group work on skill development</li> <li>• Assistance by instructional videos or curated videos online</li> <li>• Guide with options for student goal setting</li> <li>• Use of timer or a clock to monitor time of student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple assessments given in different domains, that showcase student interests, strengths, and needs</li> <li>• Use multiple approaches to accelerate learning within and outside of the school setting</li> <li>• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting</li> <li>• Use individualized learning options such as mentorships, internships, online courses, and independent study</li> </ul>
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