# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>I.</th>
<th>Course Synopsis</th>
<th>Page 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.</td>
<td>Philosophy &amp; Rationale</td>
<td>Page 3</td>
</tr>
<tr>
<td>III.</td>
<td>Scope &amp; Sequence</td>
<td>Page 5</td>
</tr>
<tr>
<td>IV.</td>
<td>Unit Descriptions</td>
<td>Page 10</td>
</tr>
<tr>
<td></td>
<td>RESOURCES:</td>
<td></td>
</tr>
<tr>
<td>V.</td>
<td>Course Materials</td>
<td>Page 31</td>
</tr>
<tr>
<td>VI.</td>
<td>Curriculum Differentiation</td>
<td>Page 33</td>
</tr>
</tbody>
</table>

*Meets Mandate for Personal Financial Literacy in Grades 6-8*
I. Course Synopsis
World Civilizations is a full year, chronological/thematic study of the development of Western and non-Western civilizations from approximately 5000 b.c.e. to 1500 c.e. The course examines the major themes, movements, events, as well as individuals who have shaped modern global society and values from the Neolithic Revolution through the Columbian Exchange. Students examine the evolution of both Western and non-Western cultures and beliefs which have shaped the history of society. This course incorporates challenging reading, writing, research, and presentation assignments. 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.

II. Philosophy and Rationale
Understanding ancient history and the human experience is central to helping students understand who they are. Studying the development of human society, religion and government systems helps students better understand how and why the world got to be the way it is. World history is shared knowledge that citizens, whatever their country of loyalty, need to work together on our planet in the twenty-first century. The complexity of human interrelations today means that cultural literacy must be global in range and depth. (Adapted from World History for Us All)

Themes/Units:
1. The Development of Early Human Civilization
2. The Influence of Religion on Society
3. Rise and Fall of Empires in the Classical World
4. The Post-Roman World: The Middle Ages
5. Expanding Exchanges and Encounters
6. The First Global Age
**NJ Educational Mandates**

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state.

[http://www.state.nj.us/njded/holocaust/aboutus/mandate.html](http://www.state.nj.us/njded/holocaust/aboutus/mandate.html)

The Amistad Bill (A1301), calls on—New Jersey schools to incorporate African-American history into their Social Studies curriculum. Passed by the New Jersey legislature in 2002,—The Amistad Bill created the Amistad Commission, a 22-member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state’s classrooms.


**Ten Thematic Strands of Social Studies**

I. **Culture** – A people’s way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.

II. **Time, Continuity, and Change** – The importance of understanding the past and key historical concepts, analytically and from various perspectives.

III. **People, Places, and Environments** – The complex relationship between human beings and the environments within which they live and work.

IV. **Individual Development and Identity** – The exploration of human behaviors as they relate to the development of personal identities and the various factors that impact identity formation.

V. **Individuals, Groups, and Institutions** – The impact of educational, religious, social, and political groups and institutions and the integral roles they play in people’s lives.

VI. **Power, Authority, and Governance** – The complex purposes and features of individuals and groups with respect to issues of power and government.

VII. **Production, Distribution, and Consumption** – The role of resources, their production and use, technology, and trade on economic systems.

VIII. **Science, Technology, and Society** – The significance of scientific discovery and technological change on people, the environment, and other systems.

IX. **Global Connections** – The critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.

X. **Civic Ideals and Practices** – The understanding that civic ideals and participatory citizenship are central to democracy.

*For a complete explanation of the Ten Thematic Strands, go to [www.socialstudies.org/standards/strand](http://www.socialstudies.org/standards/strand)*
II. Scope & Sequence

Unit 1: The Development of Early Human Civilization (5000 B.C.E- 1000 B.C.E.)

A. Civics, Government, and Human Rights
   - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
   - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment
   - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology
   - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
   - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives
   - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
   - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

   ○ Major Concepts: The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Unit 2: The Influence of Religion on Society

A. Civics, Government, and Human Rights
   - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
   - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
B. Geography, People, and the Environment
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
  - Major Concepts: The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.

Unit 3: The Rise and Fall of Empires in the Classical World
(1000 B.C.E. – 500 C.E.)
A. Civics, Government, and Human Rights
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
• How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives
• How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
• How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

○ Major Concepts: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.

Unit 4: The Post-Roman World: The Middle Ages in Europe (400 C.E.- 1400 C.E.)
A. Civics, Government, and Human Rights
• How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
• How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment
• How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology
• How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
• How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives
• How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
• How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
○ Major Concepts: Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Unit 5: Expanding Exchanges and Encounters  
A. Civics, Government, and Human Rights  
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?  
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment  
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology  
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?  
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives  
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?  
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

○ Major Concepts: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.

Unit 6: The First Global Age  
A. Civics, Government, and Human Rights  
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
• How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment
• How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology
• How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
• How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives
• How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
• How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

  o Major Concepts: European exploration has dramatic consequences for the indigenous people of the Americas and leads to the Columbian Exchange and globalization.
UNIT ONE: THE DEVELOPMENT OF EARLY HUMAN CIVILIZATIONS

STATE STANDARDS
NJSL 6.2.8.C.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
NJSL 6.2.8.D.1.b Describe how the development of both written and unwritten languages Impacted human understanding, development of culture, and social structure.
NJSL 6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar. Forms of government and legal structures.
NJSL 6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
NJSL 6.2.8.B.2.b Compare and contrast physical and political maps of early river valley Civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
NJSL 6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
NJSL 6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
NJSL 6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.
NJSL 6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
NJSL 6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
NJSL RH.8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science
NJSL RH.8.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
NJSL RH.8.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
NJSL WHST.8.1 Write arguments focused on discipline-specific content.
NJSL WHST.8.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s
capacity to link other information and to display information flexibly and dynamically.

**NJSLS WHST.8.9** Draw evidence from information texts to support analysis, reflection, and research.

**NJSLS 9.1.8.B.5** Explain the effect of the economy on personal income, individual and family security, and consumer decisions.

**NJSLS 9.1.8.F.1** Explain how the economic system of production and consumption may be a means to achieve significant societal goals.

**NJSLS CRP1** Act as a responsible and contributing citizen and employee.

**NJSLS CRP2** Apply appropriate academic and technical skills.

**NJSLS CRP4** Communicate clearly and effectively and with reason.

**NJSLS CRP6** Demonstrate creativity and innovation.

**NJSLS CRP7** Employ valid and reliable research strategies.

**NJSLS CRP8** Utilize critical thinking to make sense of problems and persevere in solving them

**NJSLS 8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools

**NJSLS 8.1.8.A.3** Use and/or develop a simulation that provides an environment to solve a real world problem or theory

**NJSLS 8.1.8.A.4** Graph and calculate data with a spread sheet and present a summary of the results

**NJSLS 8.1.8.E.1** Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems

**NJSLS 8.1.8.F.1** Explore a local issue, by using digital tools to collect and analyze data to find a solution and make an informed decision

**BIG IDEAS/COMMON THREADS**

Human beings developed the ability to produce food through controlled agriculture and domestication. This led to sustained, sedentary settlements that ultimately would grow into some of the worlds first great civilizations. These cultures would spring up close to or in river-valleys and were the pre-cursor to the world’s first empires.

**ENDURING UNDERSTANDING**

The Neolithic Revolution was the single most important event in human history as it has led to every other achievement/advancement since.

**SUGGESTED ASSESSMENTS**

- Document analysis
- Graphic Organizer
- Multiple Choice/Short Answer Quizzes
- Multiple Choice/Essay Tests
- Film Guides
- Debates/speeches
- Unit specific projects

**ESSENTIAL QUESTIONS**
1. How did humans progress from bands of hunter-gatherers to the great civilizations of the ancient world?
2. How do technological advancements transform the economic, political, and social fiber of given societies?
3. Why did ancient civilizations develop in river valleys?
4. What were the social, political, and economic characteristics of early civilizations?
5. How do powerful personalities change the world?
6. How do ideas change the world and why are those ideas adopted?
7. What forms of language and writing existed in early civilizations?
8. What effect does the economy on personal income, individual and family security, and consumer decisions?
9. How can the economic system of production and consumption be a means to achieve significant societal goals?
10. What is the interrelationships between natural resources and humans?

LEARNING OBJECTIVES
Students will be able to…
- Explain how the agricultural revolution impacted social structure.
- Describe how and why was early man able to migrate out of Africa and populate the world, and how the location in which they settled impacted their development.
- Explain how the agricultural revolution led to population growth and the development of civilizations.
- Describe the impact of technological advancements on hunter/gather and agrarian societies.
- Compare the relative lengths of time humans were hunter/gatherers and farmers.
- Explain how archaeological discoveries help us understand life prior to written records.
- Develop understanding through research about a problem and make a claim to support a solution.
- Work as a contributing member of a team to achieve specific outcomes.
- Show respect for divergent points of view by acknowledging them.
- Recognize how digital media impacts a person’s perspective.
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- Apply technology to enhance meaning, communication and productivity.
- What is the interrelationships between natural resources and humans?

Modified Learning Objectives
Students will be able to…
- Understand how civilizations developed from their origins
- Understand the differences in rulers of different civilizations
- Define the class structures of different civilizations
SUGGESTED LEARNING ACTIVITIES
- 15-minute documentary to make contemporary relevance
- Class discussion on the role of personalities in changing history
- Analysis of early writing systems including the emergence of the alphabet
- Analysis of key historical figures and their arguments
- Discussion on Hammurabi’s Code and societal law
- The role of religion in government through a broad historical lens
- The role of religion and taxation
- Analysis of the symbolic significance of art in world history
- Discussion on the connections between politics, religion, economics and war in river valley civilizations
- Discuss the connection between natural resources and human development

DIFFERENTIATED LEARNING ACTIVITIES
- Guided notes
- Retake options on assessments
- Graphic organizers and concept maps

Modifications for IEP, ELL, G & T, and At Risk students
- Reading resources will be provided to accommodate different reading levels, as needed.
- Students will be given options on types of products that will show mastery of a specific skill, as needed
- Learning modules will contain learning resources, including but not limited to OneNote, videos, primary sources, PowerPoint and Movie-maker as needed.
- Tests will be modified as needed.
DIFFERENTIATED RESOURCES

- Achieve 3000
- *History Alive* features like read aloud, and vocabulary assist
- Ed puzzle
SOCIAL STUDIES GRADE 8 CURRICULUM
UNIT TWO: THE INFLUENCE OF RELIGION ON SOCIETY

STATE STANDARDS
NJSLs 6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
NJSLs 6.2.8.D.3.d 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.
NJSLs 6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
NJSLs 6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
NJSLs 6.2.8.D.4.a 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.
NJSLs RH.8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
NJSLs RH.8.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
NJSLs RH.8.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
NJSLs WHST.8.1 Write arguments focused on discipline-specific content.
NJSLs WHST.8.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link other information and to display information flexibly and dynamically.
NJSLs WHST.8.9 Draw evidence from information texts to support analysis, reflection, and research.
NJSLs 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
NJSLs 9.1.8.B.8 Develop a system for keeping and using financial records.
NJSLs CRP1 Act as a responsible and contributing citizen and employee.
NJSLs CRP2 Apply appropriate academic and technical skills.
NJSLs CRP4 Communicate clearly and effectively and with reason.
NJSLs CRP6 Demonstrate creativity and innovation.
NJSLs CRP7 Employ valid and reliable research strategies.
NJSLs CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
NJSLs 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
NJSLs 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
NJSLS 8.1.8.A.4  Graph and calculate data with a spread sheet and present a summary of the results
NJSLS 8.1.8.E.1  Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems
NJSLS 8.1.8.F.1  Explore a local issue, by using digital tools to collect and analyze data to find a solution and make an informed decision

BIG IDEAS/COMMON THREADS
Religion has unified and divided civilizations for thousands of years and had a significant impact on the history of the world.

ENDURING UNDERSTANDING
Understanding the different world religions helps promote tolerance in society towards all human beings.

SUGGESTED ASSESSMENTS
- Document analysis
- Graphic Organizer
- Multiple Choice/Short Answer Quizzes
- Multiple Choice/Essay Tests
- Film Guides
- Debates/speeches
- Unit specific projects

ESSENTIAL QUESTIONS
1. How has religion impacted the development of human civilization?
2. How does religion affect the development of a society’s art, architecture, engineering, and philosophy?
3. How do religious beliefs affect social and political structures?
4. What are the different kinds of belief systems?
5. How can religion both unite and divide populations?
6. What are the ways religious beliefs can spread?
7. How can different points of view create conflict and change?
8. What is the relationship of cultural traditions and historical influences on financial practice?
9. How do societies develop a system for keeping and using financial records

LEARNING OBJECTIVES
Students will be able to…
- Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- Compare 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.

- Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 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.
- Evaluate the relationship of cultural traditions and historical influences on financial practice.
- Develop a system for keeping and using financial records

**SUGGESTED LEARNING ACTIVITIES**

- Reads and analyzes primary sources
- Analyzes the differences and similarities of the world’s religions
- Understands how monotheistic and polytheistic religions are structured
- Reviews current information to look at the growth and relevance of religion in the modern world
- Interview a member or leader from a religion other than theirs
- Connect current events to religious beliefs today.
- Appreciate the role of religion in the changing world
- Debating the historical impact religious beliefs have had on history
- Minute speeches on the history and beliefs of specific religion
- Create a new society and develop a financial system to support that society

**Modifications for IEP, ELL, G & T, and At Risk students**

- Reading resources will be provided to accommodate different reading levels, as needed.
- Students will be given options on types of products that will show mastery of a specific skill, as needed
- Learning modules will contain learning resources, including but not limited to OneNote, videos, primary sources, PowerPoint and Movie-maker as needed.
- Tests will be modified as needed.
SOCIAL STUDIES GRADE 8 CURRICULUM
UNIT THREE: THE RISE AND FALL OF EMPIRES IN THE CLASSICAL WORLD

STATE STANDARDS

NJSLS 6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

NJSLS 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structure classical civilizations.

NJSLS 6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

NJSLS 6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

NJSLS 6.2.8.A.3.e 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.

NJSLS 6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

NJSLS 6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

NJSLS 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

NJSLS 6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

NJSLS 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

NJSLS 6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

NJSLS 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

NJSLS RH.8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

NJSLS RH.8.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
NJSLS WHST.8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
NJSLS WHST.8.1 Write arguments focused on discipline-specific content.
NJSLS WHST.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLS WHST.8.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link other information and to display information flexibly and dynamically.
NJSLS WHST.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of idea, avoiding plagiarism and following a standard format for citation.
NJSLS 9.1.8.A.4 Relate earning power to quality of life across cultures
NJSLS 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on Financial practice.
NJSLS 9.1.8.D.5 Explain the economic principle of supply and demand.
NJSLS 9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
NJSLS CRP1 Act as a responsible and contributing citizen and employee.
NJSLS CRP2 Apply appropriate academic and technical skills.
NJSLS CRP4 Communicate clearly and effectively and with reason.
NJSLS CRP6 Demonstrate creativity and innovation.
NJSLS CRP7 Employ valid and reliable research strategies.
NJSLS CRP8 Utilize critical thinking to make sense of problems and persevere in solving them
NJSLS 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools
NJSLS 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory
NJSLS 8.1.8.A.4 Graph and calculate data with a spread sheet and present a summary of the results
NJSLS 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems
NJSLS 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to find a solution and make an informed decision

BIG IDEAS/COMMON THREADS
The great civilizations of the classical age are case studies in the reasons that cause both the rise and fall of empires. These factors can be applied to how we govern ourselves in the modern world.
ENDURING UNDERSTANDING
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.

SUGGESTED ASSESSMENTS
- Document analysis
- Graphic Organizer
- Multiple Choice/Short Answer Quizzes
- Multiple Choice/Essay Tests
- Film Guides
- Debates/speeches
- Unit specific projects

ESSENTIAL QUESTIONS
1. What are the different ways empires spread culture?
2. What lessons from the fall of empires in the classical age can we apply to society today?
3. What were the similarities and differences in the social, religious, economic and government structures of these empires?
4. What is the lasting legacy of each of these great empires throughout history?
5. Why did the first empires decline, and how did new empires rise to take their place?
6. How did the geography and availability of natural resources influence the development of Greece and Rome?
7. How did the geography and availability of natural resources lead to the development and demise of Greek city-states?
8. What was the impact of expanding land and sea trade routes through the Mediterranean Basin, India and China?
9. How did the development of uniform currency facilitate trade in classical civilizations?
10. How did classical civilizations use technology and innovation to enhance agricultural/manufacturing outputs and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor?
11. How did the social hierarchies in Greece and Rome differ? What common factors contributed to the decline and fall of the Roman Empire, Gupta India and Han China?
12. How is earning power related to quality of life across cultures?
13. What is the economic principle of supply and demand?
14. What is the relationship of cultural traditions and historical influences on Financial practice?
15. How does the economic system of production and consumption act as a means to achieve significant societal goals?
LEARNING OBJECTIVES

Students will be able to…

- Explain the similarities and differences in the methods used by rulers of India, China and Rome.
- Compare and contrast the rights and responsibilities of free men, women, slaves and foreigners in classical civilizations.
- Explain the basic concepts and principles of Athenian democracy and the Roman Republic and how they are reflected in the American governmental system.
- Compare the roles and responsibilities of Athenian and Spartan citizens to those of American citizens and explain the view of citizens of Athens, Sparta and America regarding principles of liberty and equality.
- Describe some similarities between the ancient Roman legal system and the American system.
- Explain how the geography and availability of natural resources led to the development and demise of Greek city-states.
- Describe the impact of expanding land and sea trade routes through the Mediterranean Basin, India and China.
- Explain how the development of uniform currency facilitated trade in classical civilizations.
- Identify how classical civilizations used technology and innovation to enhance agricultural/manufacturing outputs and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- Compare and contrast how the social hierarchies in Greece and Rome differed.
- Compare the golden ages of Greece and Rome as well as compare and identify some of their most significant achievements.
- Explain the major ideas behind the beginnings of Christianity.
- Analyze the extent to which religion and mythology shaped the values of Greece and Rome.
- Relate earning power to quality of life across cultures.
- Evaluate the relationship of cultural traditions and historical influences on financial practice.
- Explain the economic principle of supply and demand.
- Explain how the economic system of production and consumption may be a means to achieve significant societal goals.

SUGGESTED LEARNING ACTIVITIES

- “What if” debates to theorize how history changes if events have different results.
- Compare and contrast the Roman Republic and the U.S. Republic.
- Comparative study of immigration during the late Roman Empire to immigration in the modern world and U.S.
- Discuss the extent to which power corrupts.
- Analyze the role of women in the ancient world.
- Analyze the exploitation of populations and resources by the Roman, Persian, Han and Gupta empires.
• Determine the contributions from these empires that have had a lasting impact on the world throughout history
• Create a list of historical reasons why each great empire ultimately declined and fell
• Compare and contrast the trading systems of the Roman Republic and the U.S. Republic
• Discuss how economics impacted political systems like theocracies and republics differently

Modifications for IEP, ELL, G & T, and At Risk students
• Reading resources will be provided to accommodate different reading levels, as needed.
• Students will be given options on types of products that will show mastery of a specific skill, as needed
• Learning modules will contain learning resources, including but not limited to OneNote, videos, primary sources, PowerPoint and Movie-maker as needed.
• Tests will be modified as needed.
STATE STANDARDS

NJSLS 6.2.8.D.4.d Determine which events led to the rise and eventual decline of European Feudalism.
NJSLS 6.2.8.D.4.f Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
NJSLS 6.2.8.B.4.d 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.
NJSLS 6.2.8.C.4.b Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
NJSLS 6.2.8.D.4.c Assess the demographic, economic, and religious impact of the plague on Europe.
NJSLS 6.2.8.D.4.b 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.
NJSLS RH.8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
NJSLS RH.8.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
NJSLS WHST.8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
NJSLS WHST.8.1 Write arguments focused on discipline-specific content.
NJSLS WHST.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLS WHST.8.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link other information and to display information flexibly and dynamically.
NJSLS WHST.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of idea, avoiding plagiarism and following a standard format for citation.
NJSLS 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
NJSLS 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.
NJSLS 9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.
NJSLS CRP1 Act as a responsible and contributing citizen and employee.
NJSLS CRP2 Apply appropriate academic and technical skills.
NJSLS CRP4 Communicate clearly and effectively and with reason.
NJSLS CRP6 Demonstrate creativity and innovation.
NJSLS CRP7 Employ valid and reliable research strategies.
NJSLS CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

NJSLS 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools
NJSLS 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory
NJSLS 8.1.8.A.4 Graph and calculate data with a spreadsheet and present a summary of the results
NJSLS 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems
NJSLS 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to find a solution and make an informed decision

BIG IDEAS/COMMON THREADS
The decline and fall of the Western Roman Empire changed the course of history in Europe and around the Mediterranean Sea.

ENDURING UNDERSTANDING
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 period.

SUGGESTED ASSESSMENTS
- Document analysis
- Graphic Organizer
- Multiple Choice/Short Answer Quizzes
- Multiple Choice/Essay Tests
- Film Guides
- Debates/speeches
- Unit specific projects

ESSENTIAL QUESTIONS
1. What are the enduring legacies of the Roman Empire?
2. What factors led to the rise of Islam in the Middle East?
3. How did the Bubonic Plague affect life in Europe?
4. How does Europe’s geographic, political and social situation give rise to the Feudal system?
5. What were the causes and effects of the Crusades?
6. How influential and powerful was the Roman Catholic Church in medieval Europe?
7. How did the Byzantine Empire develop and form its own distinctive church?
8. What was life like in medieval European towns?
9. How did events in Europe contribute to the decline of feudalism and the rise of democratic thought?
10. What are the different ways that workers can improve earning power through the acquisition of new knowledge and skills?
11. What are the implications of legal and ethical behaviors when making financial decisions?
12. How do business, government, and consumer fiscal responsibility to the economy relate to personal finance?

LEARNING OBJECTIVES
Students will be able to…
- Define Feudalism and how it changed the social, political and economic fabric of Europe after the Fall of Rome.
- Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.
- 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.
- Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
- Assess the demographic, economic, and religious impact of the plague on Europe.
- Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- Examine the implications of legal and ethical behaviors when making financial decisions.
- Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

SUGGESTED LEARNING ACTIVITIES
- Create a graphic organizer detailing the causes and effects of The Crusades
- Create a map of Europe which graphically shows how it changed during the Middle Ages
• Analyze medieval art to show how it was influenced by religious beliefs
• Explain how the plague affected life in Europe
• Demonstrate through a poster or visual one or more of the lasting legacies of the Roman Empire
• Critical analysis of the reigns of Justinian and Charlemagne
• Analyze the Magna Carta and the principles of rule of law
• Analyze the rise of skilled trades and their influence on international trade
• Connect how people earned a living in the Middle Ages to how they earn a living in the modern era.
• Discuss how law impacts financial practices by comparing different countries in Europe

Modifications for IEP, ELL, G & T, and At Risk students
• Reading resources will be provided to accommodate different reading levels, as needed.
• Students will be given options on types of products that will show mastery of a specific skill, as needed
• Learning modules will contain learning resources, including but not limited to OneNote, videos, primary sources, PowerPoint and Movie-maker as needed.
• Tests will be modified as needed.
SOCIAL STUDIES GRADE 8 CURRICULUM
UNIT FIVE: EXPANDING EXCHANGES AND ENCOUNTERS

STATE STANDARDS
NJSLS 6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
NJSLS 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.
NJSLS 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
NJSLS 6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
NJSLS 6.2.8.C.4.a 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).
NJSLS 6.2.8.D.4.e Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
NJSLS 6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
NJSLS RH.8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
NJSLS RH.8.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
NJSLS WHST.8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
NJSLS WHST.8.1 Write arguments focused on discipline-specific content.
NJSLS WHST.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLS WHST.8.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link other information and to display information flexibly and dynamically.
NJSLS WHST.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of idea, avoiding plagiarism and following a standard format for citation.
NJSLS 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
NJSLS 9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
NJSLS CRP1 Act as a responsible and contributing citizen and employee.
NJSLS CRP2 Apply appropriate academic and technical skills.
NJSLS CRP4 Communicate clearly and effectively and with reason.
NJSLS CRP6 Demonstrate creativity and innovation.
NJSLS CRP7 Employ valid and reliable research strategies.
NJSLS CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

NJSLS 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools
NJSLS 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory
NJSLS 8.1.8.A.4 Graph and calculate data with a spread sheet and present a summary of the results
NJSLS 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems
NJSLS 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to find a solution and make an informed decision

BIG IDEAS/COMMON THREADS
The political developments, economic activity, technological achievements and cultural advancements of the empires in Asia and the Americas had lasting impact on world history.

ENDURING UNDERSTANDING
The Empires of the medieval period in Asia and the Americas were responsible for some unique ideas and concepts that still influence the modern world today.

SUGGESTED ASSESSMENTS
- Document analysis
- Graphic Organizer
- Multiple Choice/Short Answer Quizzes
- Multiple Choice/Essay Tests
- Film Guides
- Debates/speeches
- Unit specific projects

ESSENTIAL QUESTIONS
- What unique political ideas developed in medieval China
- What were the beliefs and practices of the Samurai?
- Was feudalism in Japan similar to European feudalism?
- How did the Mongols rule the people they conquered?
• What were the people of the Americas like prior to 1492?
• What were the most important achievements of the Mayans, Aztecs and Inca?
• How did Buddhism, Taoism and Confucianism affect life in China?
• What role did geography play in shaping the expansion of certain peoples into new territories?
• What is the relationship of cultural traditions and historical influences on financial practice?
• How did the economic system of production and consumption serve to achieve significant societal goals?

LEARNING OBJECTIVES
Students will be able to…
• 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.
• 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.
• Assess the demographic, economic, and religious impact of the plague on Europe.
• Determine which events led to the rise and eventual decline of European feudalism.
• Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
• Evaluate the relationship of cultural traditions and historical influences on financial practice.
• Explain how the economic system of production and consumption may be a means to achieve significant societal/religious goals.

SUGGESTED LEARNING ACTIVITIES
• Graphic organizer comparing and contrasting feudalism in Japan and Europe
• Persuasive essay on open-door vs. closed door foreign policy
• Self-help brochure using Samurai practices in the modern day
• Create a map of the great civilizations of the Americas prior to 1492
• Charts/Tables on the cultural similarities and differences of the Aztecs, Mayas and Inca civilizations
• Research how economic systems of production and consumption influences European expansion into the new world.

 Modifications for IEP, ELL, G & T, and At Risk students
• Reading resources will be provided to accommodate different reading levels, as needed.
• Students will be given options on types of products that will show mastery of a specific skill, as needed.
• Learning modules will contain learning resources, including but not limited to OneNote, videos, primary sources, PowerPoint and Movie-maker as needed.
• Tests will be modified as needed.
SOCIAL STUDIES GRADE 8 CURRICULUM
UNIT SIX: THE FIRST GLOBAL AGE

STATE STANDARDS
NJSLS 6.2.8.C.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society.
NJSLS 6.2.8.D.1.a Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
NJSLS 6.2.8.D.1.d Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
NJSLS 6.2.8.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
NJSLS 6.2.8.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
NJSLS 6.2.8.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
NJSLS RH.8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
NJSLS RH.8.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
NJSLS WHST.8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
NJSLS WHST.8.1 Write arguments focused on discipline-specific content.
NJSLS WHST.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLS WHST.8.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link other information and to display information flexibly and dynamically.
NJSLS WHST.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of idea, avoiding plagiarism and following a standard format for citation.
NJSLS 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
NJSLS 9.1.8.A.4 Relate earning power to quality of life across cultures.
NJSLS 9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.
NJSLS 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
NJSLS 9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.
NJSLS 9.1.8.G.1 Explain why it is important to develop plans for protecting current and future personal assets against loss.
NJSLS 9.1.8.G.2 Determine criteria for deciding the amount of insurance protection needed.
NJSLS 9.1.8.G.3 Analyze the need for and value of different types of insurance and the impact of deductibles.
NJSLS 9.1.8.G.4 Evaluate the need for different types of extended warranties.

BIG IDEAS/COMMON THREADS
The European conquest of the Americas ushered in a new global age that changed the course of history throughout the world.

ENDURING UNDERSTANDING
The Columbian Exchange had a global impact on people’s lives throughout the world in every aspect of life.

SUGGESTED ASSESSMENTS
- Document analysis
- Graphic Organizer
- Multiple Choice/Short Answer Quizzes
- Multiple Choice/Essay Tests
- Film Guides
- Debates/speeches
- Unit specific projects

ESSENTIAL QUESTIONS
1. What were the results of the Columbian Exchange?
2. How did the process of colonization affect both Europeans and the indigenous people of the Americas?
3. What were the motivations of the European explorers and colonists to come to the New World?
4. What ideas and discoveries made exploration possible?
5. What advantages allowed Europeans to colonize the Americas?
6. How did colonization lead to the development of economic concepts like insurance, warranties, credit and debt?
7. How did colonial expansion impact the evolution of traditional and nontraditional careers regionally, nationally, and globally?
8. What are the ways that workers can improve earning power through the acquisition of new knowledge and skills?
9. How does earning power relate to quality of life across cultures?
10. How does the demand for certain skills determine an individual's earning power?
11. What is the relationship of cultural traditions and historical influences on financial practice?
12. What are the appropriate financial institutions to assist with meeting various personal financial needs and goals?
13. Explain why it is important to develop plans for protecting current and future personal assets against loss.
14. What are the criteria for deciding the amount of insurance protection needed?
15. What is the need for and value of different types of insurance and the impact of deductibles?
16. What is the need for different types of extended warranties?

LEARNING OBJECTIVES
Students will be able to…
- Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
- Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- Relate earning power to quality of life across cultures.
- Relate how the demand for certain skills determines an individual’s earning power.
- Evaluate the relationship of cultural traditions and historical influences on financial practice.
- Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.
- Explain why it is important to develop plans for protecting current and future personal assets against loss.
- Determine criteria for deciding the amount of insurance protection needed.
- Analyze the need for and value of different types of insurance and the impact of deductibles.
- Evaluate the need for different types of extended warranties.

SUGGESTED LEARNING ACTIVITIES
- Columbian Exchange food project
- Cause and Effect graphic organizer on European Exploration
- Video analysis of Spanish conquest of Mexico
- Compare and contrast the different Conquistador stories
- Conquistador criminal and civil trial debates
• Compare and contrast cultural traditions and historical influences on financial systems, earning power and the demand for certain skills during the first global age and the current global age.
• Research the concept of insurance and its role in financial systems

Modifications for IEP, ELL, G & T, and At Risk students
• Reading resources will be provided to accommodate different reading levels, as needed.
• Students will be given options on types of products that will show mastery of a specific skill, as needed
• Learning modules will contain learning resources, including but not limited to OneNote, videos, primary sources, PowerPoint and Movie-maker as needed.
• Tests will be modified as needed.

RESOURCES
V. Course Materials
• Text resources:
  o History Alive!
  o Leveled readings
  o Primary Source documents
• Online resources:
  o Quia
  o Sheppard Software
  o Eduplace Maps
  o One Note
• Reading resources:
  o The Last Queen of France by Evelyn Lever
  o Brunelleschi’s Dome by Ross King
  o At Home by Bill Bryson
  o My Autobiography by Charlie Chaplin
  o Born a Crime by Trevor Noah
- The Butchering Art by Lindsey Fitzharris

- I am Malala by Malala Yousafzai

- A Brief History of Nearly Everything by Bill Bryson

- Elizabeth’s London: Everyday Life in Elizabethan London by Liza Picard

- Child Soldiers in Africa by Alcinda Honwana

- Video resources:
  - Guns, Germs and Steel
  - Michael Wood Documentaries
  - Crash Course by John Green
  - Documentaries (YouTube)
  - The French Revolution (History Channel)
  - Invictus
  - Empires: Napoleon PBS
VI. Curriculum Differentiation

Examples of Modifications and Differentiation

Sample Differentiation Strategies and Techniques that apply to Social Studies

Sample Resources:
- CanDo Descriptors - https://www.wida.us/standards/CAN_DOs/
- Colorin Colorado - http://www.colorincolorado.org/educators/
- WIDA - https://www.wida.us/

For English Language Learners
Please refer to the following link:
http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
as mentioned on the NJDOE website.