



Willingboro Public Schools

“Where Excellence is the Expectation”

Willingboro Public Schools Curriculum template.pending review

Revised **June, 2022**
name - Supervisor of ?

Curriculum template.pending review
(From [New Jersey Student Learning Standards](#))

<insert NJSLS Curriculum Overview Here>

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This was modeled after the NJSLS Document

Overview	Content Standards	Unit Focus
<p>Unit 1</p> <p>Ancient Rome</p>	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.3.a ● 6.2.8.CivicsHR.3.a ● 6.2.8.HistoryUP.3.b ● 6.2.8.CivicsDP.3.a: ● 6.2.8.GeoPP.3.a ● 6.2.8.EconEM.3.a ● 6.2.8.EconGE.3.a ● 6.2.8.HistoryUP.3.a ● 6.2.8.HistoryCA.3.a ● 6.2.8.HistoryCA.3.b ● 6.2.8.HistoryUP.3.c ● 6.2.8.GeoHE.4.b 	<p>During Unit 1, students will be introduced to Ancient Rome. They will learn about the physical geography, civilization, and philosophy of Ancient Rome.</p>
<p>Unit 1:</p> <p><i>Suggested Open Educational Resources</i></p>	<ul style="list-style-type: none"> ● Grade 8 (World History) National Geographic: World History, Ancient Through Early Modern Times 	
<p>Unit 2</p> <p>The Medieval World Part 1</p>	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.4.a ● 6.2.8.EconNE.4.a ● 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.b ● 6.2.8.HistoryCC.4.e ● 6.2.8.HistoryCC.4.f ● 6.2.8.HistoryCC.4.g 	<p>During Unit 2, students will be introduced to Part 1 of The Medieval World. Students will learn about kingdoms in Western Europe, feudalism, Viking invasions, and the Byzantine Empire.</p>
	<ul style="list-style-type: none"> ● Grade 8 (World History) National Geographic: World History, Ancient Through Early Modern Times 	

Overview	Content Standards	Unit Focus
<i>Suggested Open Educational Resources</i>		
<p>Unit 3</p> <p>Medieval Times Part 2</p>	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.4.a ● 6.2.8.EconNE.4.a ● 6.2.8.CivicsDP.4.a ● 6.2.8.GeoHE.4.a ● 6.2.8.GeoHE.4.c ● 6.2.8.GeoHP.4.a ● 6.2.8.GeoHP.4.b ● 6.2.8.GeoHP.4.c ● 6.2.8.GeoHE.4.b ● 6.2.8.GeoHE.4.c ● 6.2.8.HistoryCC.4.b ● 6.2.8.HistoryCC.4.c ● 6.2.8.HistoryCC.4.f ● 6.2.8.HistoryCC.4.g 	<p>During Unit 3, students will be introduced to Part 2 of the Medieval Times. Students will learn about Islam, Islamic culture, Crusades, and the impact of Black Death.</p>
<p><i>Unit 3:</i></p> <p><i>Suggested Open Educational Resources</i></p>	<ul style="list-style-type: none"> ● Grade 8 (World History) National Geographic: World History, Ancient Through Early Modern Times 	
<p>Unit 4</p> <p>The Medieval World Part 3</p>	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.4.a ● 6.2.8.EconNE.4.a ● 6.2.8.GeoHE.4.a ● 6.2.8.GeoHP.4.b ● 6.2.8.GeoGI.4.a ● 6.2.8.GeoHE.4.c ● 6.2.8.HistoryCC.4.b ● 6.2.8.HistoryCC.4.f 	<p>During Unit 4, students will be introduced to Part 3 of The Medieval World. Students will learn how landforms, climate and resources affected the history of West Africa. They will learn about the Tang Dynasty, Ming Dynasty, and characteristics of Japan’s feudal age.</p>

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> 6.2.8.HistoryCC.4.g 	
<p><i>Unit 4:</i></p> <p><i>Suggested Open Educational Resources</i></p>	<ul style="list-style-type: none"> Grade 8 (World History) National Geographic: World History, Ancient Through Early Modern Times 	

Unit 1: Ancient Rome

Overview

During Unit 1, students will be introduced to Ancient Rome. They will learn about the physical geography, civilization, and philosophy of Ancient Rome.

Essential Questions

- How did geography impact Roman civilization?
- What were the characteristics of the Roman Republic and how did they change over time?
- Why was the Roman Empire successful?
- Did the benefits of Roman expansion outweigh the costs?
- What are the origins, core beliefs and practices of Christianity?
- How did Christianity impact Roman politics and societal values?
- Why did Rome fall?
- What has been the lasting impact of ancient Roman civilization on current society?

Enduring Understandings

- The physical geography of the Italian peninsula shaped the economic, social, and political development of Roman civilization.
- Ancient Roman civilization was characterized by the following - settled agriculture, city-states, trade, a system of government with written laws, a developed culture, specialized labor, social hierarchies, and a religious system.
- Roman success was based on strong leadership, strong economy, a common culture, and favorable geographic conditions.
- Roman philosophy, architecture, math, and science have influenced modern society while many of Western civilization's symbols, metaphors, words, and idealized images, come from ancient Greco-Roman mythology.
- Roman ideas on government and law, architecture, engineering and language have greatly influenced modern western society.
- Christianity originated in Judea and was able to spread across the Roman Empire by the followers of Jesus of Nazareth with mass appeal, eventually becoming one of the world's largest religions with many denominations.
- Rome's failure was in general caused by weak leadership, which allowed for internal strife and eventually invasion by outside forces.

Unit 1 Ancient Rome

Content Standards

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

6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

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

6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

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

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

6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

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

6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

Unit 1 Ancient Rome**Content Standards****Core Ideas**

Governments have different structures which impact development (expansion) and civic participation.

Governments have protected and abused human rights (to varying degree)s at different times throughout history.

Perspectives change over time.

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

Relationships between humans and environments impact spatial patterns of settlement and movement.

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

Economic interdependence is impacted by increased specialization and trade.

An individual's perspective is impacted by their background and experiences.

Historians analyze claims within sources for perspective and validity.

Historical contexts and events shaped and continue to shape people's perspectives.

The physical and human characteristics of places and regions are connected to human identities and cultures.

Student Learning Objectives	
<p>Students will...</p> <ul style="list-style-type: none"> ● Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. ● Select and use various geographic representations to compare information about people, places, regions, and environments. ● Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. ● Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists. ● Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills. ● Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments. ● Respond to open-ended essay questions. ● Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses. ● Devise a plan for taking notes and responding to readings that are assigned in class that is effective based on text structure and the main idea of the text. 	

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes ● Distribute study guide for classroom tests. ● Provide preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. 	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time

<ul style="list-style-type: none"> • Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<ul style="list-style-type: none"> • Build on what students already know and prior experience 	
<p align="center">Gifted and Talented Students</p>		<p align="center">504 Plan</p>
<ul style="list-style-type: none"> • Utilize advanced, accelerated, or compacted content • Provide assignments that emphasize higher- level thinking skills. • Allow for individual student interest • Gear assignments to development in areas of affect, creativity, cognition, and research skills • Allow for a variety in types of resources • Provide problem-based assignments with planned scope and sequence • Utilize inquiry-based instruction • Adjust the pace of lessons • Utilize Choice Boards • Provide Problem-Based Learning • Establish flexible Grouping 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Break long assignments into smaller parts • Assist student in setting short term goals • Allow for preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments 	
<p align="center">Interdisciplinary Connections</p>		<p align="center">Computer Science and Design Thinking</p>
<p>ELA Standards</p> <ul style="list-style-type: none"> • RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). • RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of 	<p>Computer Science and Design Thinking Practices</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 2. <input type="checkbox"/> Collaborating Around Computing and Design 3. <input type="checkbox"/> Recognizing and Defining Computational Problems 4. <input type="checkbox"/> Developing and Using Abstractions 5. <input type="checkbox"/> Creating Computational Artifacts 	

specific word choices on meaning and tone, including analogies or allusions to other texts.

- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

6. Testing and Refining Computational Artifacts

7. Communicating About Computing and Design

Computer Science and Design Thinking Standards

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards**9.1 Personal Financial Literacy**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.4 Life Literacies and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Climate Change

- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● Differentiated Interactive Notebook Entries ● Student Role-Playing Activities ● Exit Slips & 3-2-1 Reflections ● Teacher-Created Quizzes ● Digital Formative Assessment Options <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher’s observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Imagine life as a well-educated plebeian in the early days of the Roman Republic. ● Write a letter to the Roman Senate demanding representation and written laws. ● Write a script for the legend about the founding of Rome - Include a list of characters and a setting. <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>
<p>Targeted Academic Vocabulary</p>	
<ul style="list-style-type: none"> ● Civilizations ● Denominations ● Idealized Images ● Roman Empire ● Roman Republic ● Social Hierarchies 	

<p>District/School Tasks</p>	<p>District/School Primary and Supplementary Resources</p>
<ul style="list-style-type: none"> See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> Grade 8 (World History) National Geographic: World History, Ancient Through Early Modern Times <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> How Climate Change and Plague Helped Bring Down the Roman Empire (Climate Change) Climate Change and the Rise of the Roman Empire (Climate Change) Rome Falls, France Rises (Diversity, Equity and Inclusion) Ancient Rome (Diversity, Equity and Inclusion) Ancient Rome Collection (Diversity, Equity and Inclusion) Slavery in Ancient Rome LGBTQ+ in the Ancient World (LGBTQ+)
<p>Instructional Best Practices and Exemplars</p>	
<p>See Appendix A for Instructional Best Practices and Exemplars</p>	
<p>Pacing Guide</p>	
<p><post link here></p>	

Unit 2: The Medieval World Part 1

Overview

During Unit 2, students will be introduced to Part 1 of The Medieval World. Students will learn about kingdoms in Western Europe, feudalism, Viking invasions, and the Byzantine Empire.

Essential Questions

- How did Germanic groups build kingdoms in Western Europe?
- Why were the Carolingian Rulers important?
- How well did feudalism establish order in Europe in the Middle Ages?
- How did Viking invasions influence both the invaders and the invaded?
- How influential was the Roman Catholic Church in medieval Europe?
- What was life like in medieval European towns?
- How did events in Europe contribute to the decline of feudalism and the rise of democratic thought?
- How did the Byzantine Empire develop over time and form its own distinctive church?

Enduring Understandings

- Charlemagne united Western Europe when he built an empire reaching across what is now France, Germany, and parts of Italy.
- Despite being known as the "Dark Ages" a new culture emerged from medieval Europe that set the groundwork for modern civilization.
- Early Medieval Europe was an agricultural society that assured stability and protection for its people through a feudal system of responsibilities and the authority of the Roman Catholic Church.
- The Vikings were Norse seafarers who raided and traded from their Northern European homelands across wide areas of northern, central, eastern and western Europe - they influenced Europe with their culture, just as they were influenced by Europe.
- The Catholic Church played a major role in all aspects of daily life during the middle ages and greatly influenced medieval government and art/architecture.
- The Byzantine Empire was the continuation of the Roman Empire in the East during the Middle Ages and continued to exist for an additional thousand years.
- The Byzantine Empire developed its own unique culture while maintaining the Greco-Roman legacy.
- Byzantine culture and its Eastern Orthodox religion spread to Eastern Europe and Russia.

Unit 2 The Medieval World Part 1

Content Standards

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

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

6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Core Ideas

Political and civil institutions impact all aspects of people's lives.

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

Unit 2 The Medieval World Part 1**Content Standards****Core Ideas**

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

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

The physical and human characteristics of places and regions are connected to human identities and cultures.

Historical events may have single, multiple, direct and indirect causes and effects.

Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Student Learning Objectives

Students will...

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists.
- Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills.
- Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments.
- Respond to open-ended essay questions.
- Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses.
- Devise a plan for taking notes and responding to readings that are assigned in class that is effective based on text structure and the main idea of the text.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> Utilize modifications & accommodations delineated in the student’s IEP Provide additional manipulatives to support instruction Allow for alternative strategies to solve algorithms or tasks Provide the steps needed to complete the task Model frequently Provide repetition and practice. Use visuals to demonstrate/model the processes Restate, reread, and clarify directions/questions Ask students to restate information, directions, and assignments. Provide copy of class notes Distribute study guide for classroom tests. Provide preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Provide regular parent/ school communication Allow extended time to complete assignment Establish procedures for accommodations / modifications for assessments Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> Modify Assignments Use testing and portfolio assessment Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Allow for extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language Read aloud Build on what students already know and prior experience 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Provide preferential seating to be mutually determined by the student and teacher Allow the use of a computer to complete assignments. Establish expectations for correct spelling on assignments Provide extra textbooks for home. Provide Peer Support Increase one on one time
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> Utilize advanced, accelerated, or compacted content Provide assignments that emphasize higher- level thinking skills. Allow for individual student interest 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice 	

<ul style="list-style-type: none"> ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping 	<ul style="list-style-type: none"> ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments
<p>Interdisciplinary Connections</p>	<p>Computer Science and Design Thinking</p>
<p>ELA Standards</p> <ul style="list-style-type: none"> ● RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). ● RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. ● RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. ● W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>Computer Science and Design Thinking Practices</p> <ol style="list-style-type: none"> 8. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 9. <input type="checkbox"/> Collaborating Around Computing and Design 10. <input type="checkbox"/> Recognizing and Defining Computational Problems 11. <input type="checkbox"/> Developing and Using Abstractions 12. <input type="checkbox"/> Creating Computational Artifacts 13. <input type="checkbox"/> Testing and Refining Computational Artifacts 14. <input type="checkbox"/> Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p> <ul style="list-style-type: none"> ● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. ● 8.2.8.ITH.2: Compare how technologies have influenced society over time.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.4 Life Literacies and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Climate Change

Addressed in Unit 1

SEL Competencies

- Self - Awareness
- Self - Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● Differentiated Interactive Notebook Entries ● Student Role-Playing Activities ● Exit Slips & 3-2-1 Reflections ● Teacher-Created Quizzes ● Digital Formative Assessment Options <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher’s observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Debate the following topic: The collapse of Charlemagne's empire was inevitable. Form two teams, one to defend the idea that collapse was inevitable and one to defend the idea that the collapse could have been prevented. Allow each team time to research and develop its arguments. ● As a class, create a historical account of a medieval village under Viking attack. Have some students take on the role of Vikings, who keep records of their voyage and intentions. Others can assume the roles of clergy members, who keep the official town records. Still others can represent the villagers who recorded the raid. Have all three groups present their accounts to the class. ● Write a diary entry describing first impressions of North America from the Viking perspective.

- Write a list of recommendations of changes to improve government under the system of feudalism.
- Work in small groups to create plans for a medieval castle. Research medieval architecture, organize data, write the plans, and illustrate the finished design on poster board. Then present the finished project to the class, explaining the various aspects of the castle and your rationale.
- Research and prepare a report on one of the following: the monks of Cluny, Pope Gregory VII, and the friars. How did the reformers attempt to change the Church? How successful were they? Read reports to the class.
- As an English newspaper reporter who has just witnessed the Battle of Hastings, create a headline and an account of the battle. Illustrate your story as well.
- Imagine you have gone back in time to England during the late Middle Ages. Write a letter to a friend there explaining what you think of King John and the new Magna Carta.
- Have the class debate the issue of icons in the Byzantine Church and other Christian denominations.

Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary

- Byzantine Empire
- Carolingian Rulers
- Democracy
- Feudalism
- Germanic Groups
- Medieval Europe

<p>District/School Tasks</p>	<p>District/School Primary and Supplementary Resources</p>
<ul style="list-style-type: none"> • See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> • Grade 8 (World History) National Geographic: World History, Ancient Through Early Modern Times <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> • The Middle Ages (Diversity, Equity and Inclusion) • Middle Ages (Diversity, Equity and Inclusion) • Vikings. Vikings Everywhere • Explorers: Vikings • Slavery in Medieval Europe (Amistad) • Byzantine Empire
<p>Instructional Best Practices and Exemplars</p>	
<p>See Appendix A for Instructional Best Practices and Exemplars</p>	
<p>Pacing Guide</p>	
<p><post link here></p>	

Unit 3: Medieval Times Part 2

Overview

During Unit 3, students will be introduced to Part 2 of the Medieval Times. Students will learn about Islam, Islamic culture, Crusades, and the impact of Black Death.

Essential Questions

- How did Islam originate and what are its main beliefs and practices?
- How did the Arabs spread Islam and create an empire?
- What are the Muslim contributions to math, science, and the arts?
- What role did Islamic culture play in forming the spread of Islamic societies?
- How did the Crusades emerge and develop over time?
- How did the Crusades affect the lives of Christians, Muslims, and Jews?
- Should the Crusades be considered a positive or negative event or a combination of both?
- How did the Black Death affect Europe during the late Middle Ages?
- How was anti-Semitism prevalent in the Middle Ages? What impact did the Black Death have on anti-Semitism?

Enduring Understandings

- Islam is a monotheistic religion teaching its followers (Muslims) that there is only one God (Allah) and that Muhammad is the messenger of God.
- Islam spread to many neighboring regions by conquest and trade.
- The Muslims had many lasting achievements during the golden age in science and mathematics.
- The Crusades were a series of religious wars sanctioned by the Medieval Church that were primarily aimed at recovering the Holy Land from Muslim rule.
- The Crusades changed life in both the Middle East and in Europe for Christians, Muslims and Jews.
- Increased global contact fostered the spread and impact of the Black Death.
- The Black Death was one of the most devastating pandemics in human history and created a series of religious, social and economic upheavals that had profound effects on European history.

Unit 3 Medieval Times Part 2

Content Standards

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Unit 3 Medieval Times Part 2**Content Standards****Core Ideas**

Political and civil institutions impact all aspects of people's lives.

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

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

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

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

The physical and human characteristics of places and regions are connected to human identities and cultures.

Historical events may have single, multiple, direct and indirect causes and effects.

Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Student Learning Objectives

- Students will...
- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.
 - Select and use various geographic representations to compare information about people, places, regions, and environments.
 - Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
 - Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists.
 - Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills.
 - Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments.
 - Respond to open-ended essay questions.
 - Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses.
 - Devise a plan for taking notes and responding to readings that are assigned in class that is effective based on text structure and the main idea of the text.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes ● Distribute study guide for classroom tests. 	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time

<ul style="list-style-type: none"> • Provide preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<ul style="list-style-type: none"> • Read aloud • Build on what students already know and prior experience 	
Gifted and Talented Students		504 Plan
<ul style="list-style-type: none"> • Utilize advanced, accelerated, or compacted content • Provide assignments that emphasize higher- level thinking skills. • Allow for individual student interest • Gear assignments to development in areas of affect, creativity, cognition, and research skills • Allow for a variety in types of resources • Provide problem-based assignments with planned scope and sequence • Utilize inquiry-based instruction • Adjust the pace of lessons • Utilize Choice Boards • Provide Problem-Based Learning • Establish flexible Grouping 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Break long assignments into smaller parts • Assist student in setting short term goals • Allow for preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments 	
Interdisciplinary Connections		Computer Science and Design Thinking
<p>ELA Standards</p> <ul style="list-style-type: none"> • RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	<p>Computer Science and Design Thinking Practices</p> <ol style="list-style-type: none"> 15. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 16. <input type="checkbox"/> Collaborating Around Computing and Design 17. <input type="checkbox"/> Recognizing and Defining Computational Problems 18. <input type="checkbox"/> Developing and Using Abstractions 19. <input type="checkbox"/> Creating Computational Artifacts 	

- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

20. Testing and Refining Computational Artifacts

21. Communicating About Computing and Design

Computer Science and Design Thinking Standards

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.4 Life Literacies and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Climate Change

Addressed in Unit 1

SEL Competencies

- **Self - Awareness**

- Self - Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● Differentiated Interactive Notebook Entries ● Student Role-Playing Activities ● Exit Slips & 3-2-1 Reflections ● Teacher-Created Quizzes ● Digital Formative Assessment Options <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher’s observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Imagine you are a follower of Muhammad during his lifetime. Create a flier to be put in town to announce the next time Muhammad would be speaking. Include all information and encourage all people to attend. ● Compare and contrast how Islam & Christianity emerged by completing a Venn diagram and flow chart Create a poster that summarizes and illustrates the 5 Pillars of Faith in the Islamic religion. ● Research and organize a presentation of Arab contributions. Topics: science, mathematics, medicine, philosophy and the arts. Decide what form the presentation will take and what role each student will take. Make sure students include the impact of these contributions on their lives. ● Debate the following topic in class: Did the Crusades help or hurt western civilization? <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>
Targeted Academic Vocabulary	
<ul style="list-style-type: none"> ● Anti-Semitism 	

- Crusades
- Empire
- Islamic Culture
- Middle Ages
- Monotheistic Religion

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> • See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> • Grade 8 (World History) National Geographic: World History, Ancient Through Early Modern Times <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> • The Rise of Islamic Empires and States (Diversity, Equity and Inclusion) • List of Rulers in the Islamic World • Chronology of the Islamic World • Early Islamic Influence in Asia (AAPI) • Anti-Semitism in Medieval Europe (Holocaust) • Black Death
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Unit 4: The Medieval World Part 3

Overview

During Unit 4, students will be introduced to Part 3 of The Medieval World. Students will learn how landforms, climate and resources affected the history of West Africa. They will learn about the Tang Dynasty, Ming Dynasty, and characteristics of Japan's feudal age.

Essential Questions

- How did the landforms, climate, and resources affect the history of West Africa?
- Why did areas in Africa become centers of commerce?
- How did trade routes help to establish powerful city states within Africa?
- How did Islam influence the development of Medieval Africa?
- How did the Tang dynasty reunify China?
- How did the Song deal with threats from the north?
- What were the effects of the Mongol invasion and the rise of the Ming dynasty on China?
- What internal and external factors shaped Japan's civilizations?
- What characterized Japan's feudal age?

Enduring Understandings

- The continent of Africa includes varied kinds of terrain.
- Each region in Africa has a different climate and provides different resources for people who live there.
- Ghana, Mali, Songhai and Great Zimbabwe were great empires within ancient Africa.
- The Tang dynasty began China's Golden Age, which increased Chinese territory and Chinese culture and trade flourished.
- The Song dynasty expanded the merit system and promoted the spread of knowledge.
- The Mongols established a vast empire under the leadership of Genghis Khan that included China.
- Chinese inventions such as paper, fireworks, compass, paper money, and gunpowder have all had a major effect on the world today.
- Japan's limited natural resources affected its history.
- Samurai and shoguns took control away from the Japanese emperor and closed Japan to outsiders.
- The Japanese developed an economic system of feudalism in which poor people are legally bound to work for wealthy landowners.

Unit 4 The Medieval World Part 3

Content Standards

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Unit 4 The Medieval World Part 3

Content Standards

6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Core Ideas

Political and civil institutions impact all aspects of people's lives.

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

The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology

The environmental characteristics of places and production of goods influences the spatial patterns of world trade.

The physical and human characteristics of places and regions are connected to human identities and cultures.

Historical events may have single, multiple, direct and indirect causes and effects.

Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Student Learning Objectives
<p>Students will...</p> <ul style="list-style-type: none"> ● Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. ● Select and use various geographic representations to compare information about people, places, regions, and environments. ● Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. ● Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists. ● Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills. ● Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments. ● Respond to open-ended essay questions. ● Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses. ● Devise a plan for taking notes and responding to readings that are assigned in class that is effective based on text structure and the main idea of the text.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes 	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time

<ul style="list-style-type: none"> • Distribute study guide for classroom tests. • Provide preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<ul style="list-style-type: none"> • Use gestures, facial expressions and body language • Read aloud • Build on what students already know and prior experience 	
Gifted and Talented Students		504 Plan
<ul style="list-style-type: none"> • Utilize advanced, accelerated, or compacted content • Provide assignments that emphasize higher- level thinking skills. • Allow for individual student interest • Gear assignments to development in areas of affect, creativity, cognition, and research skills • Allow for a variety in types of resources • Provide problem-based assignments with planned scope and sequence • Utilize inquiry-based instruction • Adjust the pace of lessons • Utilize Choice Boards • Provide Problem-Based Learning • Establish flexible Grouping 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Break long assignments into smaller parts • Assist student in setting short term goals • Allow for preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments 	
Interdisciplinary Connections		Computer Science and Design Thinking
<p>ELA Standards</p> <ul style="list-style-type: none"> • RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	<p>Computer Science and Design Thinking Practices</p> <ul style="list-style-type: none"> 22. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 23. <input type="checkbox"/> Collaborating Around Computing and Design 24. <input type="checkbox"/> Recognizing and Defining Computational Problems 25. <input type="checkbox"/> Developing and Using Abstractions 	

- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

- 26. Creating Computational Artifacts
- 27. Testing and Refining Computational Artifacts
- 28. Communicating About Computing and Design

Computer Science and Design Thinking Standards

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards**9.1 Personal Financial Literacy**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.4 Life Literacies and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Climate Change**Addressed in Unit 1****SEL Competencies**

- **Self - Awareness**
- **Self - Management**

- Social Awareness
- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● Differentiated Interactive Notebook Entries ● Student Role-Playing Activities ● Exit Slips & 3-2-1 Reflections ● Teacher-Created Quizzes ● Digital Formative Assessment Options <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher’s observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Divide students into three groups and ask them to pretend they are members of Arab caravans visiting the empires of Ghana, Mali, and Songhai. Direct them to record their impressions of the journey, including their journey across the Sahara, in the form of journal entries. Read the entries to the class. ● Create an advertisement promoting the aspect of society you believe most improved the economy of medieval China. ● Create a scroll containing four Chinese discoveries or inventions that you believe have had the greatest influence on the modern world. ● Write a letter, as a visitor to Japan, in which they describe the similarities and differences between Japan and their home culture. ● Learn the social customs of the Heian aristocracy. Then, write a diary entry about life during the Heian period. ● After research, create a poster on the training, armor and code of behavior for Japanese Samurai warriors. <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>

Targeted Academic Vocabulary
<ul style="list-style-type: none"> • Feudal Age • Feudalism • Merit System • Mongol Invasion • Tang Dynasty • Terrain

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> • See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> • Grade 8 (World History) National Geographic: World History, Ancient Through Early Modern Times <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> • West Africa (Amistad) • Cultures of West Africa (Amistad) • Ancient West African History (Amistad) • Trade in the Tang Dynasty (AAPI) • China’s Influence and the Role of Women (AAPI & SEL) • A Dramatic Conflict: Korea, Japan and China (AAPI) • Feudalism in Medieval Japan (AAPI)
Instructional Best Practices and Exemplars	
<p>See Appendix A for Instructional Best Practices and Exemplars</p>	
Pacing Guide	
<p><post link here></p>	

Appendix A: Instructional Best Practices and Exemplars

Appendix A: Instructional Best Practices and Exemplars: Unit 1

Appendix A: Instructional Best Practices and Exemplars: Unit 2

Appendix A: Instructional Best Practices and Exemplars: Unit 3

Appendix A: Instructional Best Practices and Exemplars: Unit 4

Appendix B: Exemplars and Explanations

Appendix B: Instructional Exemplars and Explanations: Unit 1

Appendix B: Instructional Exemplars and Explanations: Unit 2

Appendix B: Instructional Exemplars and Explanations: Unit 3

Appendix B: Instructional Exemplars and Explanations: Unit 4

Appendix C:
**<subject> Classroom Philosophy, Schedule, Structure, and
Expectations**