

Board Approval Date:**Course Title:** Grade 8 Ancient World History**Course Description:** This course will explore the history of assorted early societies, including cultures, politics, and religions. Some of the regions we will cover include: Mesopotamia, Egypt, China, and the Mayan Empire. These areas were significant in the development of cultures. Elements of these cultural societies still exist today.**Course Sequence & Pacing**

Estimated Number of Blocks	Semester 1 Marking Period 1 Eras 1 & 2 Era 1. The Beginnings of Human Society Origins of Civilization (Prehistory- 4000 BCE) Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)	Estimated Number of Blocks	Semester 1 Marking Period 3 Eras 1 & 2 Era 1. The Beginnings of Human Society Origins of Civilization (Prehistory- 4000 BCE) Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)
7 blocks	Unit 1 - Human Origins The Distant Past Humans Spread Out Developing Complex Cultures New Ways of Life The Rise of Civilizations	7 blocks	Unit 1 - Human Origins The Distant Past Humans Spread Out Developing Complex Cultures New Ways of Life The Rise of Civilizations
10 blocks	Unit 2 - Civilizations and Peoples of the Fertile Crescent Civilization Emerges in Mesopotamia	10 blocks	Unit 2 - Civilizations and Peoples of the Fertile Crescent Civilization Emerges in Mesopotamia

	<p>The First Empires The Assyrian and Persian Empire The Phoenicians Origins of Judaism Beliefs in Judaism Early History of the Jewish People</p>		<p>The First Empires The Assyrian and Persian Empire The Phoenicians Origins of Judaism Beliefs in Judaism Early History of the Jewish People</p>
7 blocks	<p>Unit 3 - Ancient Egypt & Kush Egypt Under the Pharaohs Achievements of Egyptian Civilization Egypt & Kush</p>	7 blocks	<p>Unit 3 - Ancient Egypt & Kush Egypt Under the Pharaohs Achievements of Egyptian Civilization Egypt & Kush</p>
10 blocks	<p>Unit 4 - Early Civilizations of India The Indus Valley Civilization India's Vedic Age Origins and Beliefs of Hinduism Origins and Beliefs of Buddhism The Maurya Empire Begins Asoka's Rule The Guptas Empire</p>	10 blocks	<p>Unit 4 - Early Civilizations of India The Indus Valley Civilization India's Vedic Age Origins and Beliefs of Hinduism Origins and Beliefs of Buddhism The Maurya Empire Begins Asoka's Rule The Guptas Empire</p>
10 blocks	<p>Unit 5 - Early Civilizations of China The Huang Valley The Zhou Dynasty Chinese Belief System The Unification of China The Han Dynasty Expands Han Society and Achievements</p>	10 blocks	<p>Unit 5 - Early Civilizations of China The Huang Valley The Zhou Dynasty Chinese Belief System The Unification of China The Han Dynasty Expands Han Society and Achievements</p>
Estimated Number of Blocks	<p>Semester 2 Marking Period 2 Eras 3 & 4</p>	Estimated Number of Blocks	<p>Semester 2 Marking Period 4 Eras 3 & 4</p>

	<p>Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)</p> <p>Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE) The emergence of empires (i.e., Asia, Africa, Europe and the Americas)</p>		<p>Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)</p> <p>Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE) The emergence of empires (i.e., Asia, Africa, Europe and the Americas)</p>
12 Blocks	<p>Unit 6 - Ancient Greece</p> <p>The Early years of Greek Civilization Democracy in Athens Oligarchy in Sparta Ancient Greek Society and Economic Expansion Warfare in Ancient Greece Ancient Greek Beliefs and Arts Ancient Greek Learning Alexander and the Hellenistic World</p>	10 Blocks	<p>Unit 6 - Ancient Greece</p> <p>The Early years of Greek Civilization Democracy in Athens Oligarchy in Sparta Ancient Greek Society and Economic Expansion Warfare in Ancient Greece Ancient Greek Beliefs and Arts Ancient Greek Learning Alexander and the Hellenistic World</p>
14 Blocks	<p>Unit 7 - Ancient Rome</p> <p>The Roman Republic Rises Government of the Republic Society in the Republic The Republic Struggles The Roman Empire Begins Origins of Christianity Beliefs of Christianity Roman Culture and Its Legacy The Decline of the Roman Empire The Byzantine Empire Rises Byzantine Religion and Culture</p>	14 Blocks	<p>Unit 7 - Ancient Rome</p> <p>The Roman Republic Rises Government of the Republic Society in the Republic The Republic Struggles The Roman Empire Begins Origins of Christianity Beliefs of Christianity Roman Culture and Its Legacy The Decline of the Roman Empire The Byzantine Empire Rises Byzantine Religion and Culture</p>
6 Blocks	Unit 8 : Life in Medieval Christendom	6 Blocks	Unit 8 : Life in Medieval Christendom

	<p>The Early Middle Ages in Europe Christianity Spreads Feudalism and the Manor Economy Rival Towns and Trade The Church and Medieval Culture</p>		<p>The Early Middle Ages in Europe Christianity Spreads Feudalism and the Manor Economy Rival Towns and Trade The Church and Medieval Culture</p>
6 Blocks	<p>Unit 9: Struggle in Medieval Europe Conflict between People and Monarchs England Takes Shape The Crusades The Reconquista</p>	6 Blocks	<p>Unit 9: Struggle in Medieval Europe Conflict between People and Monarchs England Takes Shape The Crusades The Reconquista</p>
6 Blocks	<p>Unit 10: The Islamic World and South Asia Origins of Islam Beliefs of Islam Expansion of the Muslim World Achievements of Islamic Civilization India after the Fall of Gupta</p>	6 Blocks	<p>Unit 10: The Islamic World and South Asia Origins of Islam Beliefs of Islam Expansion of the Muslim World Achievements of Islamic Civilization India after the Fall of Gupta</p>

Stage 1 Desired Results

Unit Title #: Unit 1- Human Origins

Unit Summary:

Era 1. Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.

Unit Learning Targets

NJSLS Standards:

6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies

- 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
- 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
- 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (CS & DT):

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

Interdisciplinary Connections ELA, Math, VPA, etc

- RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

<p>Unit Essential Questions:</p> <ol style="list-style-type: none"> 1. How much does geography shape people’s lives? 2. How do societies preserve order? 3. How does Geography influence the growth of a civilization? 4. How do innovations change how we live? 	<p>Unit Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Early humans used the natural environment to adapt to a harsh world. 2. The world's first empires and the world's first religion sprung up in the Fertile Crescent 3. Geography influenced the development of civilizations. 4. Changes in science and technology continually affect society.
<p>Students will know:</p> <ul style="list-style-type: none"> ● A primary source is an account of an event by someone who took part in or witnessed the event. ● A secondary source is information gathered by someone who did not take part in or witness an event. ● How prehistoric people learned to adapt to their environment, use tools, fire, and language. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain how scientists use fossils and artifacts to draw conclusions about early humans ● Discuss how archaeological evidence indicates that human life began in africa ● Explain how people lived by the gathering and hunting way of life

- Understand the difference between BC and BCE, and AD and CE.
- Vocabulary terms that define periods of time.

Topic 1 Vocabulary:

anthropology, archaeologist, prehistory, fossil, geologist, artifact, hunter gatherer, culture, agriculture, evidence, conclude, domesticate, nomad, populate, revolution, animism, migration, environment, adapt, complex, network, potential, revolution, reliable, surplus, specialization, economy, benefit, accumulate, civilization, resource, religion, social class, manage, specialization.

- Identify the new skills that hunter gatherer societies developed in order to survive
- Discuss what the existing evidence reveals about how much societies became more complex
- Explain how humans learned to modify their environment
- Analyze why some humans developed agriculture while others lived as herders.
- Explain how farming helped people develop specialized skills.

Stage 2 Assessment Evidence

Summative Assessments:

- The Beginnings of Human Society Common Assessment
- Mesopotamian Gallery Walk
- Narrative essay of the different groups of people over three different time periods.

Formative Assessments:

- Cave Art Analysis
- Neolithic Village Plan
- Reading Comprehension Quizzes - Mesopotamia
- Brainpop Video Quizzes - Mesopotamia

Common Benchmark Assessments: ERA 1 Common Assessments

Alternative Assessments:

- Survivor Day 1 and Day 2- Stations- Water, Food, and Shelter

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
6.2.8.GeoPP.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.	<ul style="list-style-type: none"> ● Research the life and village sites during the Neolithic Era ● Create a plan and drawing of a Neolithic village ● Collect photos of reconstruction and sites. 	<i>1 block</i>
6.2.8.GeoPP.1.b	Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.	<ul style="list-style-type: none"> ● Using maps label the migratory patterns. ● Research where some of the first humans existed. ● Compare and contrast language of the Homo Sapiens and modern day human-beings. ● Write a narrative essay on the different groups of people from three different time periods. (hunter gatherer, herder and farmer) 	<i>1 block</i>
6.2.8.HistoryCC.1.a	Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).	<ul style="list-style-type: none"> ● Complete graphic organizer on agriculture in Mesopotamia ● Complete PECS chart for civilization- (Geography, Religion, Achievements, Political Structure, Economy and Social Structure) 	<i>1 block</i>
6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.	<ul style="list-style-type: none"> ● Explore ancient innovations. ● Team Challenge: Write three inventions that are most important in your life today. Vote as a class to see what inventions have the most impact on our society today. Discuss Reasoning and debate 	<i>1 block</i>
6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.	<ul style="list-style-type: none"> ● Create a timeline to understand BCE(BC) and CE(AD) ● Analyze what order means for human societies 	<i>1 block</i>

- Mesopotamia

Venn Diagrams

- Compare and Contrast Old Stone Age and New Stone Age

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
MyWorld Interactive World History text and online
Map Skills, timelines
- Use of assisted technology
MyWorld Interactive World History online
FM Stereo
Earbuds for low level readers-Snap and Read
Brainpop Transcripts and closed captions during videos
- Use of prompts
Compare and Contrast
Sentence starters
Note-taking Skills
- Modification of content and student products
Gallery Walk simplified
- Testing accommodations
Small group meeting
- Authentic assessments
3 paragraph modified essay- Religion, Civilization Emerge

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
Leveled Reading for Reading Comprehension
- Higher-order thinking skills

Creating your own Mesopotamian inventions for peer review

Enrichment Questions

- Interest-based content
Choice Based Google Slides Activity on religions
- Student-driven instruction
Choice topics for research topics-Mesopotamia stations activity
- Real-world problems and scenarios
Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach

- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Unit 2-Civilizations and Peoples of the Fertile Crescent

Unit Summary: Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)
 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 Learning Targets

NJSLS Standards:

- 6.2.8.CivicsPI.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations

6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

6.2.8.GeoGE.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.

6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.

6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline

6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (CS & DT):

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

Interdisciplinary Connections ELA, Math, VPA, etc

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Holocaust & Amistad: *Early Slavery and the Social Pyramid*

Unit Essential Questions:

1. What conditions were necessary for the world's first civilization to develop in Mesopotamia?
2. Why did the Code of Hammurabi play an important role in shaping Mesopotamia?
3. What was the first civilization to develop in Mesopotamia?
4. Would America's founding fathers have approved of Hammurabi's system?

Unit Enduring Understandings:

1. Valley of Tigris/Euphrates Rivers were the site of the world's first civilizations.
2. Laws were established to create social order
3. The Sumerians developed the first civilization in Mesopotamia.
4. Babylonians made many advances that helped society develop

<p>5. How did the beliefs of city states differ and influence society? How did their religious beliefs influence daily life?</p> <p>6. How did Judaism differ from other world religions?</p>	<p>5. Modern people can learn about cultures by studying religion through primary sources (i.e. Epic of Gilgamesh)</p> <p>6. Monotheism, attributed to Abraham, became the foundation of Judaism, Christianity and Islam. The Hebrews were the first to become monotheists.</p>
<p>Students will know:</p> <ul style="list-style-type: none"> ● Rivers supported the growth of civilization in the Fertile Crescent and other parts of the world. ● Mesopotamians invented farming techniques that led to the growth of cities. ● Sumerians organized into city-states and advanced their society/developed social order. ● Religion (polytheism) played a role in nearly every aspect of Sumerian society. ● Sumerian culture produced many important contributions in the areas of writing, technology, math, science, and art. ● The Epic of Gilgamesh is a primary source document which gives us information about Sumerian society. ● Code of Hammurabi was the world’s first law code. ● Invasions of Mesopotamia changed the region’s culture. <p>Unit 2 Vocabulary: Fertile Crescent, Mesopotamia, irrigate, city-state, barter, polytheism, ziggurat, cuneiform, distinct, prosper, empire, ally, cultural trait, Hammurabi's Code, rule of law, cavalry, standing army, tribute, currency, stele, elite, reform, import, export, navigation, colony, cultural diffusion, alphabet, assembly, profit, monotheism, ethics, Torah, covenant, Exodus, commandment, prophet, rabbi, Talmud, righteousness, justice, Sabbath, judge, exile, Diaspora, synagogue, commission, reject</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain how civilization developed in Mesopotamia and how the fertile land supported this development ● Analyze the impact that civilization in Mesopotamia had on the surrounding environment ● Explain what priests and kings held great power in the city states of Sumer ● Identify the achievements of the Sumerians in technology writing, and the arts ● Explain how Sargon formed the world’s first empire in Mesopotamia ● Understand how people's lives changed when the Babylonian empire conquered Sumer ● Describe the lasting impact of the Babylonian emperor Hamurabi’s legal code ● Explain how Assyrian armies conquered their vast empire ● Analyze how the Persian empire balanced local self-government with central power ● Describe how the cultures of Mesopotamia created a rich cultural tradition. ● Analyze how contact, trade and other links grew among the societies of Mesopotamia and the eastern Mediterranean. ● Describe how the Phoenicians spread their culture over a wide area

	<ul style="list-style-type: none"> ● Explain the important contribution Phoenicians made to the development of writing ● Explain how the Israelites belief in one god developed into a religion known as Judaism ● Describe how the environment shaped the Jewish religion ● Understand why Abraham and Moses are important figures in Judaism ● Understand how early Judaism supported individuals, rulers, and societies. ● Analyze how the religious and ethical teachings of Judaism are reflected in society today
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Stage 2 Assessment Evidence

Summative Assessments:
Mesopotamia Common Assessment

Formative Assessments:
Create a digital Assessment folder for staff only.

- Reading Comprehension Quizzes
- Brainpop Video Quizzes
- Gallery Walk - Sumarians, Babylonians, Phoenicians, Assyrians

Common Benchmark Assessments: Era 2 Common Assessments

Alternative Assessments:
Essay on the of the development of monotheism in Chirsitianity

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> (Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)	<i>Timeframe</i> (Days or Weeks)

6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	<ul style="list-style-type: none"> Analyze Hammurabi’s Code and an Eye for an Eye. Rank the laws in which you agree or disagree and discuss your rankings with your peers Quest: Are harsh punishments necessary for a safe society? Investigate Quest Connections 	2 blocks
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.	<ul style="list-style-type: none"> Analyze the social pyramid of Mesopotamia Analyze the exile of the Jews 	1 block
6.2.8.GeoHE.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	<ul style="list-style-type: none"> Discuss why civilizations developed around river valleys. Analyze the cause & Effect chart of the rise of Mesopotamia 	½ block
6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).	<ul style="list-style-type: none"> Compare and Contrast political and physical maps of Mesopotamia & Iraq. 	½ block
6.2.8.GeoGE.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.	<ul style="list-style-type: none"> Research technological inventions in Mesopotamia. 	½ block

6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	<ul style="list-style-type: none"> • Compare and contrast polytheism and monotheism • Examine primary and secondary sources 	1 block
6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.	<ul style="list-style-type: none"> • Analyze the many forms of language including cuneiform and pictographs and Rosetta Stone 	1 block
6.2.8.HistoryCA.2.a	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	<ul style="list-style-type: none"> • Explore the Interactive map of Sumer and Fertile Crescent 	½ block
6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	<ul style="list-style-type: none"> • Writer’s Workshop: Write a narrative essay on what life was like for people in Mesopotamia and their achievements. 	3 blocks

**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation	
My World Interactive: World History Early Ages Material and supplies Chapters: <u>Topic 2: Civilizations and Peoples of the Fertile Crescent</u> Lesson 1: Civilization Emerges in Mesopotamia Lesson 2: The First Empires Lesson 3: The Assyrian and Persian Empire Lesson 4: The Phoenicians Lesson 5: Origins of Judaism Lesson 6: Beliefs in Judaism	Scaffolded texts and ELL texts online Scaffolded online texts with text tools and features.

Lesson 7: Early History of the Jewish People

Actively Learn:

- *What environmental factors helped civilizations grow? What impact did civilizations have on the surrounding environment?*
- *Stories From The Stone Age - video*
- *Cause-Effect: Mesopotamia*

BrainPop

-Archaeology
-Agricultural Revolution
-Sumerians

My World Interactive: Active Journal

Graphic Organizers

Create a timeline
Note Taking-Page 70
Map Skills-Geographical places in India and China

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
*MyWorld Interactive World History text and online
Map Skills, timelines*
- Use of assisted technology
MyWorld Interactive World History online

FM Stereo

Earbuds for low level readers-Snap and Read

Brainpop Transcripts and closed captions during videos

- Use of prompts

Quest on harsh punishments

Sentence starters

Note-taking Skills

PECS Charts

- Modification of content and student products

Gallery Walk simplified

- Testing accommodations

Small group meeting

- Authentic assessments

3 paragraph modified essay- Mesopotamia

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons

Leveled Reading for Reading Comprehension

- Higher-order thinking skills

Creating your own Mesopotamian inventions for peer review

Enrichment Questions

- Interest-based content

- Debate punishments in ancient civilizations

- Student-driven instruction

Choice topics for research topics-Mesopotamia stations activity

- Real-world problems and scenarios

Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts

- Picture Word Inductive Model (PWIM)

- Talk Read- Talk Write

- My World (World History)Multiple Language Resources

- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 2 Desired Results

Unit Title #: Unit 3 Ancient Egypt & Kush

Unit Summary:

Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) 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 Learning Targets

NJSLS Standards:

- 6.2.8.CivicsPI.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.GeoGE.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.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (CS & DT):

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

Interdisciplinary Connections ELA, Math, VPA, etc

- RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Holocaust & Amistad: *Early Slavery and the Social Pyramid*

Unit Essential Questions:

1. What makes a great leader?
2. Why was the Nile important to ancient Egyptians?
3. How was Egyptian society organized?
4. What role did the afterlife play in the lives of ancient Egyptians?
5. Who was the greatest ruler of ancient Egypt?
6. Why was trade important?

Unit Enduring Understandings:

1. Egypt and Kush were ruled by kings known as pharaohs, who helped build Egypt into one of the world's greatest civilizations.
2. The Nile River provided irrigation and a surplus of food for society to thrive.
3. Egyptian society held the Pharaoh at the top of society with servants and slaves at the bottom of society.
4. The afterlife served was very important to Egyptian religion
5. Hatshepsut, Thut, and Ramses II were all great Egyptian rulers.
6. Trade brought wealth to Egypt and as trade expanded Egyptians would be able to bring back expensive goods from as far as India.

Students will know:

- Rivers supported the growth of civilization in Egypt and other parts of the world.
- Religion (polytheism) played a role in nearly every aspect of Egyptian society.
- All of the reasons why Egypt was called the Gift of the Nile.
- Why the floods of the Nile made the land ideal for farming.
- The geography of Egypt kept it isolated from outside invasion. 4. Irrigation systems provided an abundance of food (surplus) for the Egyptians.
- Upper/Lower Egypt was unified for the first time around 3100 BCE under a pharaoh who served as king and god
- The organization of Egyptian society
- Egypt established trading relationships with their neighbors and beyond.
- Egyptians were polytheistic and had a strong belief in the afterlife.
- Egyptian history can be divided into key points, with intermediate periods breaking up times of Egyptian prosperity.
- Egyptian culture had many achievements in the areas of written language, architecture, and art.
- Kush, which developed south of Egypt along the Nile, developed an advanced civilization

Topic 3 Vocabulary:

cataract, delta, artisan, pharaoh, dynasty, bureaucracy, mummy, devotion, hieroglyphic, papyrus, pyramid, sculpture, anatomy, commerce, ivory, ebony, interdependence, Merotic script

Students will be able to:

- Explain how civilization developed in Egypt and how the fertile land supported this development
- Explain how polytheism impacted Egyptian culture.
- Explain how Egypt's unique geography helped its civilization grow
- Describe how a complex society developed in Egypt
- Analyze how pharaohs changed Egypt
- List ways religion affected the lives of ancient Egypt
- Describe the impact of writing on Egypt
- Identify the main features of Egyptian architecture and art
- Analyze the effects of advancements in science mathematics, and technology, on Egyptian society.
- Explain how trade linked Egypt and neighboring lands
- Analyze how the location of Kush helped its civilization grow
- Summarize Kush's achievements

Stage 2 Assessment Evidence

Summative Assessments:

Ancient Egypt Common Assessment

Formative Assessments:

Create a digital Assessment folder for staff only.

- Document Based Writing- Become A Pharaoh in Training
- Reading Comprehension Quizzes
- Brainpop Video Quizzes
- Gallery Walk -Egyptians
- Egyptian god/goddesses project

Common Benchmark Assessments: N/A

Alternative Assessments:

Essay on the importance of Chinese Inventions (3)

Confucius Scroll Writing

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation (Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe (Days or Weeks)</i>
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	<ul style="list-style-type: none"> ● Analyze the system of bureaucracy 	½ block
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.	<ul style="list-style-type: none"> ● Analyze how the Pyramids were built by slaves ● Investigate pharaohs from ancient Egypt ● Analyze the social pyramid ● Write your own monument inscription 	1 block

6.2.8.GeoHE.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	<ul style="list-style-type: none"> Analyze this quote; Without the Nile, there would be no Egypt” Discuss the annual inundation of the Nile River and its importance to their survival Writing: How did geography affect the people of Ancient Egypt and Kush? 	1 block
6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).	<ul style="list-style-type: none"> Compare and Contrast political and physical maps of each river valley civilization Examine artifacts and analyze what life was like in Egypt 	½ block
6.2.8.GeoGE.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.	<ul style="list-style-type: none"> Write and research on river valley civilizations with technological innovations. 	½ block
6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	<ul style="list-style-type: none"> Research an Egyptian God Examine primary and secondary sources 	½ block
6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.	<ul style="list-style-type: none"> Analyze the many forms of language including hieroglyphics Create your own sentence using hieroglyphics. 	1 block

6.2.8.HistoryCA.2.a	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	<ul style="list-style-type: none"> ● Writer’s Workshop: Write a narrative essay on what life was like for people in Egypt and their achievements. 	1 block
6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	<ul style="list-style-type: none"> ● Analyze the standing Pyramids still present today ● Create a sarcophagus for your favorite pharaoh. 	1 block

**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
<p>Access to level libraries diverse titles and representation</p> <p>My World Interactive: World History Early Ages</p> <p>Material and supplies</p> <p><u>Topic 3: Ancient Egypt and Kush</u></p> <p>Lesson 1: Egypt Under the Pharaohs</p> <p>Lesson 2: Achievements of Egyptian Civilization</p> <p>Lesson 3: Egypt and Kush</p> <p><u>Actively Learn:</u></p> <ul style="list-style-type: none"> ● <i>The Nile River</i> ● <i>Egyptian Social Structure</i> ● <i>Mummies in Ancient Egypt</i> ● <i>Women in Ancient Egypt</i> ● <i>The Pyramids of Giza</i> <p><u>BrainPop</u></p> <p>-Pharaohs</p> <p>-Ancient Egypt</p>	<p>Scaffolded texts and ELL texts online</p> <p>Scaffolded online texts with text tools and features.</p>

My World Interactive: Active Journal

Graphic Organizers

Analyze Cause and Effect-Egypt and Kush

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
MyWorld Interactive World History text and online
Map Skills, timelines
- Use of assisted technology
MyWorld Interactive World History online
FM Stereo
Earbuds for low level readers-Snap and Read
Brainpop Transcripts and closed captions during videos
- Use of prompts
Compare and Contrast Egypt and Kush
Sentence starters
Note-taking Skills
PECS Charts
- Modification of content and student products
Gallery Walk simplified
- Testing accommodations
Small group meeting
- Authentic assessments
3 paragraph modified essay- Achievements of Egyptians

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
Leveled Reading for Reading Comprehension
- Higher-order thinking skills
Write your own monument inscription
Enrichment Questions
- Interest-based content
Choice Based Google Slides Activity on religions
- Student-driven instruction
Choice sarcophagus design
- Real-world problems and scenarios
Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 2 Desired Results

Unit Title #: Era 4-Early Civilizations of India**Unit Summary:**

Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) 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 Learning Targets**NJSLS Standards:**

6.2.8.CivicsPI.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.

6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations

6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

6.2.8.GeoGE.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.

6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.

6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline

6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Interdisciplinary Connections**Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (CS & DT):

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

Interdisciplinary Connections ELA, Math, VPA, etc

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Holocaust & Amistad: *Early Slavery and the Social Pyramid*

Unit Essential Questions:

1. What makes culture endure?
2. How did the Indus Valley river system facilitate trade with other river valley civilizations?
3. Why mystery's surround the Indus valley civilization?
4. Why was the caste system in India able to last so long?
5. What are the similarities and differences between Hinduism and Buddhism?
6. How did Chandragupta rule India compared to Asoka?

Unit Enduring Understandings:

1. Indian cultural traditions created important thinkers and teachers, who founded schools of thought and religions that still endure today.
2. The Indus River Valley people were able to trade via direct access to the sea. They also had precious stones and metal to trade with other civilizations.
3. Historians wonder what happened to its people and the reasons why it disappeared.
4. Many people identified themselves with a certain caste and people believed it helped India to develop.
5. Hinduism and Buddhism agree on karma, dharma, moksha and reincarnation. They are different because Buddhism rejects hindu priests, formal rituals and the caste system.
6. Chadraguta divided the Indian subcontinent into four regions to create smaller provinces. A bureaucracy of appointed officials carried out his orders in each region. Asoka, after a ruthless start to his rule, filled with war, began to teach tolerance and turned to peace.

Students will know:

- The Indian subcontinent was separated by the rest of Asia by seas and mountains.
- Around 1700 BCE the Indus Valley began to fade. Eventually the cities were abandoned, but no one knows exactly what happened.
- The Indo-Aryan migration into India occurred during the Vedic period.
- The Indo-Aryans composed the Vedas. There are four Vedas.

Students will be able to:

- Analyze how the environment influenced the Indus Valley Civilization
- Explain why the Indus Valley civilizations's politics, religion, and history remain a mystery
- Summarize how connections between the Indian subcontinent and other regions increased during the Vedic period.
- Discuss what the sacred hymns known as the Vedas teach us about religion and customs in Ancient India

- The caste system is a fixed social class which a person is born into.
- The Vedas contain hymns to many Gods. These Gods later became a popular part of Hinduism.
- During the Vedic Age, early Hinduism was based on the Brahman, the all-powerful principle that all Hindus believe exists in all beings.
- A defining feature of Hinduism, caste encompasses a complex ordering of social groups on the basis of ritual purity.
- Since Hinduism is a polytheistic religion, people did not have to give up their old religions to become Hindu. Today a billion people live in India. 80% are Hindu.
- Siddhartha, a Hindu prince, gave up his worldly possessions to study with Hindu priests. He meditated for 49 days under a fig tree until he achieved enlightenment.
- The Eightfold path comes from the eight steps one must take to Three Qualities.
 - Wisdom
 - Right Action
 - Meditation
- The most devoted Buddhists lived in monasteries during the rainy season.
- Buddha urged his followers to carry his teaching to the four corners of the earth. These people were named missionaries.
- Chandragupta's long-term plan was to take control of the Northwest by defeating the Greeks and then move onto Magadha to unite all of India.
- Chandragupta divided the Indian subcontinent into four regions to create smaller provinces. A bureaucracy of appointed officials carried out orders in each region.
- Asoka replaced rule by force with rule by dharma.

- Describe how the caste system that emerged in India divided groups based on birth and occupation
- Describe how Hindus, grew out of the Vedas
- Describe what Hindus believe about Brahman
- Explain how Hinduism supported people and society in ancient India
- Summarize how Hinduism spread and what its lasting impact has made
- Explain why the Buddha gave up a life of luxury and how he found enlightenment
- Discuss why Buddhists follow the eightfold path
- Describe how Buddhism supported those who followed the teaching of the Buddha
- Analyze how Buddhism spread
- Describe how Chandragupta used military strategy to unite much of India for the first time.
- Summarize how Chandragupta developed a bureaucracy, a tax system, and a system of spies to help rule his empire.
- Discuss how Buddhism supported Asoka's hopes for his empire
- Analyze how India made advances in the arts, sciences, and mathematics, including our modern system of numerals, during Gupta rule

- Under Gupta, literature, music, dance, architecture, art, math, science, astronomy, and medicine all advanced.

Topic 4 Vocabulary

Subcontinent, granary, citadel, monsoon, Veda, varna, caste, jati, migrate, guru, brahman, reincarnation, karma, dharma, ahimsa, moksha, meditate, enlightenment, nirvana, monastery, Theravada, Buddhism, Mahayana, strategy, province, bureaucracy, subject, tolerance, stupa, metallurgy, and decimal system.

Stage 2 Assessment Evidence

Summative Assessments:

Ancient India Common Assessment
DBQ - Was Ashoka a great Ruler or Tyrant?

Formative Assessments:

- Create a digital Assessment folder for staff only.
- Explanatory Essay On the Achievements of the Indus River Valley Civilizations
 - Reading Comprehension Quizzes
 - Brainpop Video Quizzes

Common Benchmark Assessments: N/A

Alternative Assessments:

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
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6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	<ul style="list-style-type: none"> Analyze the system of bureaucracy 	Review from previous unit
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.	<ul style="list-style-type: none"> Analyze the caste system 	1 block
6.2.8.GeoHE.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	<ul style="list-style-type: none"> Investigate the trade routes to and from India Discuss how cities were built in Ancient India Using Grid patterns and compare it to NYC today. 	½ block
6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).	<ul style="list-style-type: none"> Compare and Contrast political and physical maps of each river valley civilization Examine artifacts and analyze what life was like in the Indus valley 	½ block
6.2.8.GeoGE.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.	<ul style="list-style-type: none"> Research the technological innovations of the Indus River Valley Civilization. 	1 block
6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in	<ul style="list-style-type: none"> Compare and contrast Hinduism and Buddhism Examine primary and secondary sources 	2 blocks

	various early river valley civilizations.	<ul style="list-style-type: none"> • Create a new Hindu God for modern society. 	
6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.	<ul style="list-style-type: none"> • Analyze the many many religious writings from the Vedas, Hinduism and Buddhism. • Create a Venn Diagram 	1 block
6.2.8.HistoryCA.2.a	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	<ul style="list-style-type: none"> • Compare and contrast Indus River Valley Civilizations achievements and the mystery of its decline 	
6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	<ul style="list-style-type: none"> • DBQ - Was Ashoka a great Ruler or Tyrant? 	2 blocks

**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation	
My World Interactive: World History Early Ages Material and supplies Topic 4: Early Civilizations of India Lesson 1: The Indus Valley Civilization Lesson 2: India's Vedic Age Lesson 3: Origins and beliefs of Hinduism Lesson 4: Origins and Beliefs of Buddhism Lesson 5: The Maurya Empire Begins Lesson 6: Asoka's Rule Lesson 7: The Guptas Empire Actively Learn:	Scaffolded texts and ELL texts online Scaffolded online texts with text tools and features.

- *The Rise of Hinduism*
- *The Ancient Indian Morality Game Like Chutes and Ladders*
- *Ashoka, great Indian Emperor*

Ed Helper

-Ancient India Theme Units

My World Interactive: Active Journal

Venn Diagrams

Compare and Contrast the religions of Hinduism and Buddhism

Graphic Organizers

Create a timeline

Note Taking

Map Skills-Geographical places in India

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
MyWorld Interactive World History text and online
Map Skills, timelines
- Use of assisted technology
MyWorld Interactive World History online
FM Stereo
Earbuds for low level readers-Snap and Read
Brainpop Transcripts and closed captions during videos
- Use of prompts
Compare and Contrast Hinduism and Buddhism
Sentence starters

Note-taking Skills

PECS Charts

- Modification of content and student products

Gallery Walk simplified

- Testing accommodations

Small group meeting

- Authentic assessments

3 paragraph modified essay- DBQ Ashoka

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons

Leveled Reading for Reading Comprehension

- Higher-order thinking skills

Creating your own Mesopotamian inventions for peer review

Enrichment Questions

- Interest-based content

Choice Based Google Slides Activity on religions

- Student-driven instruction

Choice topics for research topics-Mesopotamia stations activity

- Real-world problems and scenarios

Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts

- Picture Word Inductive Model (PWIM)

- Talk Read- Talk Write

- My World (World History)Multiple Language Resources

- Visual learning, including graphic organizers

- Use of cognates to increase comprehension

- Teacher modeling

- Oral and Written directions

- Provide time for practice

- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Unit Title #: Unit 5 - Early Civilizations of China**Unit Summary:**

Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) 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 Learning Targets**NJSLS Standards:**

6.2.8.CivicsPI.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.

6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations

6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

6.2.8.GeoGE.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.

6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.

6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline

6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Interdisciplinary Connections**Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (CS & DT):

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

Interdisciplinary Connections ELA, Math, VPA, etc

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Holocaust & Amistad: *Early Slavery and the Social Pyramid*

Unit Essential Questions:

1. How do societies preserve order?
2. Which Ancient Chinese Values or belief systems helped produce the most effective government in Ancient China?
3. How did the location and the environment influence the development of civilization in China?
4. How does corruption influence power?
5. How has *The Art of War* influenced military leaders?

Unit Enduring Understandings:

1. Ancient China experienced many changes in its ruling dynasties and in the religious and cultural practices of its people.
2. Confucianism influenced all aspects of society. The Han Dynasty had Confucious scholars guide them to a better way of life for the people of China.
3. China was isolated from the rest of the world.
4. When the government becomes corrupt, the people have the right to overthrow that government. In Ancient China, according to the Zhou records, the Shang kings had become corrupt and lost their power.
5. Sun Tzu's *The Art of War* has been used for centuries by the greatest military leaders in history.

Students will know:

- The Huang River provided water for farming and waterways to trade goods.
- The Shang Dynasty produced the first forms of Chinese writing and metal work.
- The Zhou leaders declared that their success proved heaven's support and heaven gave them the right to rule.
- Confucius scholars guided the Han rulers to provide education, lowered taxes and ended many of Qin's harsh rules.
- Shi Huangdi unified China by standardizing many aspects of life.
- The Qin dynasty collapsed due to its unbendable harsh laws.

Students will be able to:

- Identify how location and environment influenced the development of civilization in China
- Describe why Chinese society emerged along the Huang River
- Summarize the major achievements of the Shang dynasty
- Compare and contrast the Chinese writing with that of Modern English
- Discuss how the idea of the Mandate of Heaven explained the rise and fall of dynasties
- Explain how the philosophical system of Confucianism supported individuals, rulers, and societies.
- Discuss the steps that Shi Huangdi took to unite China
- Identify one cause of the fall of the Qin dynasty

Vocabulary:

Loess, dike, oracle bone, pictograph, logograph, Mandate of Heaven, warlord, chaos, philosophy, filial piety, Great Wall, censor, legalism, civil service, Silk Road, envoy, monopoly, calligraphy, lacquer, acupuncture, seismometer	
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Stage 2 Assessment Evidence

Summative Assessments:
 Ancient Chia Common Assessment
 Writing Workshop: Which Ancient Chinese Values or belief systems helped produce the most effective government in Ancient China?

Formative Assessments:
 Create a digital Assessment folder for staff only.

- Document Based Writing- Write an Obituary for Shi Huangdi
- Reading Comprehension Quizzes
- Brainpop Video Quizzes
- Gallery Walk - Chinese Belief System
- Egyptian god/goddesses project

Common Benchmark Assessments: ERA 2 Common Assessments

Alternative Assessments:
 Essay on the importance of Chinese Inventions (3)
 Confucius Scroll Writing

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed	<ul style="list-style-type: none"> ● Evaluate the effect isolation had on the development of Chinese rule. 	

	similar forms of government and legal structures.		
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.	<ul style="list-style-type: none"> ● Compare and Contrast Confucianism and Daoism with other river valley civilizations. 	
6.2.8.GeoHE.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	<ul style="list-style-type: none"> ● Research technological inventions in ancient China. 	
6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).	<ul style="list-style-type: none"> ● Compare and Contrast political and physical maps of each river valley civilization ● Create a travel brochure on a river valley civilization ● Examine artifacts and analyze what life was like during the Han Dynasty. 	
6.2.8.GeoGE.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.	<ul style="list-style-type: none"> ● Research on river valley civilizations with technological innovations. ● Read the article - <i>How did the environment influence the development of early civilizations in China?</i> 	
6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	<ul style="list-style-type: none"> ● Examine primary and secondary sources <ul style="list-style-type: none"> ○ Read primary source - <i>The Analects of Confucius</i> ● Write an obituary for Shi Huangdi 	

		<ul style="list-style-type: none"> • Compare and contrast Confucianism with Daoism 	
6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.	<ul style="list-style-type: none"> • Analyze the first forms of writing and pictographs 	
6.2.8.HistoryCA.2.a	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	<ul style="list-style-type: none"> • Compare and contrast the Chinese River Valley Civilizations achievements and reasons for decline 	
6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	<ul style="list-style-type: none"> • Create an explanatory essay on the major achievements of the Chinese River Valley Civilizations 	

**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation	
<p>My World Interactive: World History Early Ages</p> <p><u>Topic 5: Early Civilizations of China</u></p> <p>Lesson 1: The Huang Valley Lesson 2: The Zhou Dynasty Lesson 3: Chinese Belief Systems Lesson 4: The Unification of China Lesson 5: The Han Dynasty Expands Lesson 6: Han Society and Achievements</p> <p><u>Actively Learn:</u></p> <ul style="list-style-type: none"> • <i>How did the environment influence the development of early civilizations in China?</i> • <i>The Analects of Confucius</i> • <i>Legalism and Qin Dynasty-DBQ</i> 	<p>Scaffolded texts and ELL texts online</p> <p>Scaffolded online texts with text tools and features.</p>

- Silk Road and South Asia-DBQ

Ed Helper

- Ancient China Theme Units
- Ancient India Theme Units

BrainPop

- Archaeology
- Agricultural Revolution
- Sumerians
- Pharaohs
- Ancient Egypt
- Great Wall of China
- Athens
- Roman Republic
- Fall of Roman Empire
- Democracy
- Silk Road

My World Interactive: Active Journal

Venn Diagrams

Compare and Contrast the religions of ancient China and India

Graphic Organizers

- Create a timeline
- Note Taking-Page 70
- Map Skills-Geographical places in India and China
- Analyze Cause and Effect-Egypt and Kush

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
MyWorld Interactive World History text and online
Map Skills, timelines
- Use of assisted technology
MyWorld Interactive World History online
FM Stereo
Earbuds for low level readers-Snap and Read
Brainpop Transcripts and closed captions during videos
- Use of prompts
Compare and Contrast Egypt, India and Chinese Civilizations
Sentence starters
Note-taking Skills
PECS Charts
- Modification of content and student products
Gallery Walk simplified
- Testing accommodations
Small group meeting
- Authentic assessments
3 paragraph modified essay- Chinese Inventions

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
Leveled Reading for Reading Comprehension
- Higher-order thinking skills
Creating your own Mesopotamian inventions for peer review
Enrichment Questions
- Interest-based content
Choice Based Google Slides Activity on religions
- Student-driven instruction
Choice topics for research topics
- Real-world problems and scenarios
Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed

- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Unit 6 - Ancient Greece

Unit Summary: 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. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations

Unit Learning Targets

NJSLS Standards:

- 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.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.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.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 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.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.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

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.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (CS & DT):

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Connections ELA, Math, VPA, etc

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Interdisciplinary Connections

Unit Essential Questions:

1. What is the best form of government?
2. How does geography influence the growth of a civilization?
3. What was the impact of the polytheistic religion in Greece?
4. What words in the English language derive its root word from the Greek language?
5. How did ancient Greeks organize their social structure?
6. What democratic principles emerged from Greek democracy?
7. What were the differences between the governments of Athens and Sparta?
8. What was the importance of the Persian Wars (499-449 BCE)?
9. What was Pericles' legacy?

Unit Enduring Understandings:

1. Ancient Greece was not one nation, but a collection of city-states, ruled by different forms of government.
2. The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization.
3. Greek mythology was based on a polytheistic religion that was integral to culture, politics, and art in ancient Greece.
4. Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Greek mythology.
5. Men, women, and slaves all had clearly defined roles in Greek society.
6. Classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision making. It became an inspiration for modern democracies.

<p>10. What was the importance of the Peloponnesian War (431-404 BCE)?</p> <p>11. What contributions did ancient Greece have on Western Civilization?</p>	<p>7. Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).</p> <p>8. The Greeks defeated the Persian empire and preserved their political independence.</p> <p>9. Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War.</p> <p>10. The expansion of Greek civilization through trade and colonization led to the spread of Hellenic culture across the Mediterranean and Black Seas.</p> <p>11. Athenian culture during the classical era became one of the foundation stones of Western civilization.</p>
<p>Students will know:</p> <ul style="list-style-type: none"> ● Greece is a peninsula surrounded by water on three sides. ● The Minoans had a writing system in place and running water. The Mycenaens made weapons, pottery, and traded these goods for other luxury items. ● City-states were separated by water allowing for each polis to flourish on their own. ● Solon was the first person elected to lead a city-state and he gave non-aristocratic men the right to vote. As the democratic government evolved the power of the rich was reduced and more and more people were allowed to vote.. ● Athenian Democracy was known as the golden age of democracy. It included an assembly, a council and a court system. ● Sparta was not a democracy. It was ruled by two kings. ● The Greeks conquered other lands and began to migrate there. This led to a diffusion of Greek culture and an increase in trade. ● The Greeks were able to trap the Persians at the battle of Salamis. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain how physical geography helped shape the development of Greek societies ● Describe how the Minoans and Mycenaens influenced Greek culture ● Discuss how city states developed and how they interacted with one another ● Discuss the evolution of democracy in Greece. ● Explain how Athenian democracy worked ● Summarize the type of government that developed in Sparta ● Discuss why the Greeks expanded through trade conquest and colonization ● Explain how Greek city-states defeated the Persian empire ● Summarize the causes and effects of the Peloponnesian War ● Analyze the effect of Greek religion and mythology on individuals and society ● Discuss how Greek literature continues to permeate our literature and language today ● Describe the scientific and medical discoveries made by the ancient Greeks

- The conflict between the Peloponnesian league and the Delian league led to the conflict. At the end of the war, Athens had lost its power to Sparta.
- The Greeks honored their gods with public and private rituals. One religious festival to honor the gods were the Olympic games.
- The Iliad and the Odyssey are still read today. The roots of modern theater date back to the Greeks.
- Aristotle analyzed data about plants and rocks. He studied mathematics and logic. The Greeks invented water mills and locks.
- Alexander led his armies through Persia, central Asia, Europe, and his conquests would spread Greek culture.

Vocabulary:

polis, citizen, acropolis, aristocracy, politics, oligarchy, phalanx, tyranny, democracy, citizenship, direct democracy, representative democracy, ephor, helot, military state, barracks, slavery, metic, tenant farmer, Battle of Marathon, Battle of Salamis, Delian league, Peloponnesian League, polytheism, mythology, Olympic games, lyric poetry, chorus, Socratic method, Academy, hypothesis, Hippocratic oath, sarissa, Hellenistic, classical civilization

- Describe the ways in which Alexander's conquests affected connections between cultures and the ancient world.

Stage 2 Assessment Evidence

Summative Assessments:

Ancient Greece Common Assessment

Project Based Assessment: Create a television news magazine about ancient Greece : Why has ancient Greece's culture endured?

Ancient Civilizations Achievements DBQ

Formative Assessments:

Writing Workshop: Why is Democracy important to you?

Class discussion on Greek governments Primary source analysis of Greek art Class discussion on the modern influences of Greek civilization Research discuss the beliefs and practices of Greek Mythology			
Common Benchmark Assessments: ERA 3 Common Assessments			
Alternative Assessments: Classroom Election Classroom Democracy Simulation			
Stage 3 Learning Plan			
<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	
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.	<ul style="list-style-type: none"> ● Complete PECS chart for civilization- (Geography, Religion, Achievements, Political Structure, Economy and Social Structure) ● Create a timeline of events 	
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.	<ul style="list-style-type: none"> ● Conduct research on social structures, government and politics to create a news magazine with a team ● Compare and contrast the Greek social structure to the river valley civilizations. 	
6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.	<ul style="list-style-type: none"> ● Create a Venn diagram of US Government and Ancient Greek governments 	
6.2.8.CivicsDP.3.a	Compare and contrast the American legal system with the legal systems of	<ul style="list-style-type: none"> ● Current events in the US government compared to Greek democracy. 	

	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).	<ul style="list-style-type: none"> ● Examine primary and secondary sources (preamble, separation of powers, Bill of Rights) ● Eye for an Eye project (Hammurabi's Code) 	
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.	<ul style="list-style-type: none"> ● Map skills of ancient Greece ● Create a choice board - Google slide, or booklet on the Minoan and Mycenaean civilizations. 	
6.2.8.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.	<ul style="list-style-type: none"> ● Complete a chart analyzing the cause and effect of geography, and culture of a civilization ● Create a map of Minoan and Mycenaean Civilizations 	
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	<ul style="list-style-type: none"> ● Complete a webquest on ancient Greece 	
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.	<ul style="list-style-type: none"> ● Create an argumentative essay on which Greek contribution was the most significant on Western civilization. 	
6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as	<ul style="list-style-type: none"> ● Complete Graphic organizer on social groups of the ancient Greece 	

	they relate to power, wealth, and equality.	
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).	<ul style="list-style-type: none"> ● Create a graphic organizer of each culture's greatest legacy.
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.	<ul style="list-style-type: none"> ● Create a chart on the causes, event and effect of the decline of civilizations
6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time	<ul style="list-style-type: none"> ● Write an explanatory essay on the lasting major achievements of the Greeks
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.	<ul style="list-style-type: none"> ● Gallery walk of Ancient Gods of Greece ● Compare and contrast the religions of civilizations (ie Monotheism vs polytheism) ● Research and present the various religions
6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.	<ul style="list-style-type: none"> ● Contrast primary sources on the government of Athens vs Sparta

(including various levels of texts)

<i>Texts</i>	<i>Notes</i>
<p>Access to level libraries diverse titles and representation</p> <p><i>My World Interactive: World History Early Ages</i></p> <p><u>Topic 6 : Ancient Greece</u></p> <ul style="list-style-type: none">Lesson 1: The Early years of Greek CivilizationLesson 2: Democracy in AthensLesson 3: Oligarchy in SpartaLesson 4: Ancient Greek Society and Economic ExpansionLesson 5: Warfare in Ancient GreeceLesson 6: Ancient Greek Beliefs and ArtsLesson 7: Ancient Greek LearningLesson 8: Alexander and the Hellenistic World <p><u>Actively Learn:</u></p> <p><i>Greece: From city states to Empire</i></p> <p><i>Rise of City States : Athens and Sparta</i></p> <p><i>Ancient Robots were imagined in Greece, Rome and India</i></p> <p><u>Ed Helper:</u></p> <p>Ancient Greece - History</p> <p>Greece- Geography</p> <p>Greece Tradition and early life</p> <p><u>BrainPOP:</u></p> <p>Democracy</p> <p>Athens</p> <p>Olympics</p> <p>Greek Gods</p>	

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,**

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
MyWorld Interactive World History text and online
Map Skills, timelines
- Use of assisted technology
MyWorld Interactive World History online
FM Stereo
Earbuds for low level readers-Snap and Read
Brainpop Transcripts and closed captions during videos
- Use of prompts
Compare and Contrast Athens/Sparta
Sentence starters
Note-taking Skills
PECS Charts
- Modification of content and student products
Gallery Walk simplified
- Testing accommodations
Small group meeting
- Authentic assessments
3 paragraph modified essay- Why is Democracy important to you?

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
Leveled Reading for Reading Comprehension
- Higher-order thinking skills
Creating your own Greek/Roman inventions for peer review
Creating your own form of Government
Enrichment Questions
- Interest-based content
Choice Based Google Slides Activity on Greek Gods
- Student-driven instruction

Choice topics for research topics- Greek architecture

- Real-world problems and scenarios

Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Unit 7 - Ancient Rome

Unit Summary: 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. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations

Unit Learning Targets

NJSLS 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.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

- 6.2.8.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.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 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.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.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.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 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.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (CS & DT):

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Connections ELA, Math, VPA, etc

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Interdisciplinary Connections

Unit Essential Questions:

1. How does geography influence the growth of a civilization?

Unit Enduring Understandings:

<ol style="list-style-type: none"> 2. What was the impact of the polythesistic religion in Rome? 3. What words in the English language derive its root word from the Greek language? 4. How did ancient Romans organize their social structure? 5. How did Roman culture spread? 6. What contributions did ancient Rome have on Western Civilization? 7. Why were the Punic Wars (264-146 BCE) significant? 8. What was the impact of the new Roman Empire? 9. What were the causes of the decline of the Roman Empire? 10. How did Christinaity spread throughout Europe? 11. What was the impact of the Church of Rome on the late Roman Empire? 	<ol style="list-style-type: none"> 1. The Italian peninsula was protected by the sea and the arc of the Alps mountains. 2. Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art. 3. Many of Western civilization’s symbols, metaphors, words, and idealized images come from ancient Roman mythology. 4. Although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a model for modern democracy. 5. Conquests and trade spread Roman cultural and technological achievements throughout the Roman Empire. 6. Western civilization was influenced by the cultural achievements of ancient Rome. 7. After the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture. 8. The Roman Republic, in the face of changing social and economic conditions, succumbed to civil war and was replaced by an imperial regime, the Roman Empire 9. Over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems. 10. The followers of Jesus spread Christianity throughout the Roman Empire, presenting a powerful challenge to Roman polytheism. 11. As the Roman Empire declined in the West, the Church of Rome grew in importance, followers, and influence.
<p>Students will know:</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe how Geography affected Rome’s growth

- Rome is centrally located in the Mediterranean Basin, protected by the Alps, and distant from eastern Mediterranean powers
- From the Etruscans and Greeks the Romans inherited many of their own cultural and artistic traditions, from the spectacle of gladiatorial combat, to hydraulic engineering, temple design, and religious ritual.
- The Romans formed a representative democracy.
- Representative democracy, also known as an indirect democracy, is the basis of the US democratic system.
- The Social Structure in the Roman republic was broken up into Patricians, Plebians, and Slaves.
- After the Punic Wars, Rome was able to dominate the Mediterranean.
- Causes for the fall of the Roman Republic include the spread of slewaery, unemployment, devaluation of currency, civil war and Caesar's seizure of power.
- The Pax Romana was two centuries of peace and prosperity. The Pax Romana had an economic, social and political impact.
- Roman conquests helped to spread Rome's achievements in art, architecture, technology, science, medicine, language, literature and the law.
- Chritinity's roots are in Judaism. It is a monotheistic religion with Jesus as the Son and incarnation of God.
- Christinity was spread by the Apostles throughout the Roman Empire.
- Contributions of Ancient Rome
 - Art and architecture: Pantheon, Colosseum, Forum
 - Technology: Roads, aqueducts, Roman arches
 - Science: Achievements of Ptolemy

- Analyze how the Etruscans and Greek influenced Roman culture
- Identify the form of government the Roman founded
- Analyze the influence the Roman Republic had on later governments
- Understand how life differed for different classes of Romans
- Describe how Rome changed after the Punic Wars
- Identify the strengths and weaknesses of the Roman republic
- Explain why the Roman Republic fell
- Explain what the Pax Romana was and how it affected Rome
- Identify how Rome's achievements in architecture and technology encouraged its growth
- Describe how the religion of Christianity developed and changed
- Analyze how Christianity Spread
- Identify Roman achievements in art, literature, technology, and science
- Describe the legacies left by Rome's government and concept of citizenship
- Analyze the reasons for the divide of the Roman Empire
- Discuss the ways in which the culture of Byzantines was unique

- Medicine: Emphasis on public health (public baths, public water systems, medical schools)
- Language: Latin, Romance languages
- Literature: Virgil's *Aeneid*
- Law: The principle of "innocent until proven guilty" (from the Twelve Tables)
- Representative democracy
 - Assemblies
 - The Senate
 - Consuls
 - Laws of Rome codified as the Twelve Tables
- The reaction of a second capital by Constantine at Byzantium, which he renamed Constantinople because the center of the eastern European Empire.
- The Byzantines built the Hagia Sophia and created mosaics. They also developed the Greek Orthodox Church of Christianity.

Vocabulary:

constitution, veto, magistrate, toga, consul, patriarchal society, paterfamilias, villa, established religion, empire, province, civil war, Augustus, deity, Pax Romana, concrete, aqueduct, resurrection, baptism, crucifixion, conversion, martyr, New Testament, Gospel, parable, epistle, Trinity, ethics, denomination, site of encounter, Greco-Roman, mosaic, romance language, oratory, satire, gladiator, inflation, barbarian, mercenary, orthodoxy, Byzantine, strait, moat, Greek fire, missionary, Cyrillic alphabet, creed, icon, iconoclast, pope, Great Schism, Justinian's Code

Stage 2 Assessment Evidence

Summative Assessments:

Chapter Test- objective questions and written analysis
 Project Based Assessments: Ancient Greece Travel Agency Project, Ancient Rome research folders, travel commercial
 Ancient Civilizations Achievements DBQ

Formative Assessments:

Class discussion on Greek and Roman governments
 Primary source analysis activities-using excerpts from various religious texts
 Class discussion on the modern influences of Greek, Roman and Islamic civilizations
 Research discuss the beliefs and practices of the Islamic cultures
 Comparison activity-religious philosophies

Common Benchmark Assessments: N/A

Alternative Assessments:

Classroom Election
 Classroom Play-Democracy
 Using Building blocks/legos- build Roman and Greek architectural building) (Doric, Ionic, Corinthian)

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	
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.	<ul style="list-style-type: none"> ● Complete PECS chart for civilization- (Geography, Religion, Achievements, Political Structure, Economy and Social Structure) ● Create a timeline of events 	
6.2.8.CivicsHR.3.a	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political,	<ul style="list-style-type: none"> ● Compare and contrast plebeians to patricians (social class systems of ancient Rome) 	

	economic, and social structures of classical civilizations.		
6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.	<ul style="list-style-type: none"> ● Create a Venn diagram of the US Government and Ancient Roman Government. ● Create your own government based on your school 	
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).	<ul style="list-style-type: none"> ● Connect the Republic of Rome to branches of government ● Examine primary and secondary sources (Law of 12 tables, separation of powers, US Capitol building and Roman Pantheon) 	
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.	<ul style="list-style-type: none"> ● Map skills of ancient Rome ● Re-create Alexander the Great's journey 	

6.2.8.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.	<ul style="list-style-type: none"> ● Complete a chart analyzing the cause and effect of geography, and culture of a civilization
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	<ul style="list-style-type: none"> ● Complete a webquest on ancient Rome

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.	<ul style="list-style-type: none"> ● Create an argumentative essay on which civilization was greater Greece or Rome
6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.	<ul style="list-style-type: none"> ● Complete Graphic organizer on social groups of the roman Republic
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).	<ul style="list-style-type: none"> ● Create a web of each civilizations cultural legacy
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.	<ul style="list-style-type: none"> ● Create a chart on the causes, event and effect of the decline of civilizations
6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time	<ul style="list-style-type: none"> ● Write an explanatory essay on the lasting major achievements of Rome
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	<ul style="list-style-type: none"> ● Choose one religion to research and present <ul style="list-style-type: none"> ○ Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism

<p>Ancient Roman Sewers Are Amazing, Smelly and Still in Use Today</p> <p>Ed Helper: The Roman Republic Aqueducts Augustus Constantine the Great and Christinaity</p> <p>BrainPOP:</p> <p>Roman Republic Rise of the Roman Empire Fall of the Roman Empire</p>	
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<p>Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students</p>
<p>Specific Strategies and Practices that Support Students with Disabilities: <i>Specific examples applied to the unit</i></p> <ul style="list-style-type: none"> ● Use of visual and multisensory formats <i>MyWorld Interactive World History text and online</i> <i>Map Skills, timelines</i> ● Use of assisted technology <i>MyWorld Interactive World History online</i> <i>FM Stereo</i> <i>Earbuds for low level readers-Snap and Read</i> <i>Brainpop Transcripts and closed captions during videos</i> ● Use of prompts <i>Compare and Contrast Greece/Rome Civilizations</i> <i>Sentence starters</i> <i>Note-taking Skills</i> <i>PECS Charts</i> ● Modification of content and student products

Gallery Walk simplified

- Testing accommodations

Small group meeting

- Authentic assessments

3 paragraph modified essay- Why is Democracy important to you?

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons

Leveled Reading for Reading Comprehension

- Higher-order thinking skills

Creating your own Greek/Roman inventions for peer review

Creating your own form of Government

Enrichment Questions

- Interest-based content

Choice Based Google Slides Activity on Greek Gods

- Student-driven instruction

Choice topics for research topics- Greek and Roman architecture

- Real-world problems and scenarios

Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts

- Picture Word Inductive Model (PWIM)

- Talk Read- Talk Write

- My World (World History)Multiple Language Resources

- Visual learning, including graphic organizers

- Use of cognates to increase comprehension

- Teacher modeling

- Oral and Written directions

- Provide time for practice

- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding

- Word walls

- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Unit Title #: Unit 8: Life in Medieval Christendom

Unit Summary: 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. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.

Unit Learning Targets

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (CS & DT):

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Connections ELA, Math, VPA, etc

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Climate Change: 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.

Interdisciplinary Connections

Unit Essential Questions:

1. What impact did geography and ethnic diversity have on the development of the Medieval World?
2. Why did the Feudal System develop in Medieval Europe?
3. How did societies preserve order?
4. How did the socioeconomic and political structures of the Medieval World influence its people?
5. Is it worth trading freedom for security?
6. How did the Church play an important role in the lives of the people in Medieval Europe?
7. In what ways did Medieval peoples express their cultures, and what are the lasting contributions of the Medieval Age on the world?
8. What specific events led to the rise and decline of feudalism?

Unit Enduring Understandings:

1. The geography of Europe and Asia played a significant role in the development of the social structures, governments, and economic systems of the Medieval World.
2. The Feudal System developed primarily as a source of food and protection during the Middle Ages in Europe.
3. Students will understand that feudalism developed after the fall of the Roman Empire because life was dangerous and difficult.
4. Many Europeans lived within the Feudal System, which set a course for the life of those Europeans.
5. People in the lower classes of the feudal system were protected by the monarch and knights.
6. The religious structure of Medieval Europe helped spread education and art through the continent, and was a source of conflict between governments within Europe.
7. Medieval peoples expressed their cultures through art, architecture, music, literature, and other outlets.
8. Students will understand that the decline of feudalism was based on many factors such as depopulation from the Black Death, centralized governments developed, and more trade developed and more towns began to form.

Students will know:

- Map skills of Europe

Students will be able to:

- Label map of Europe in the Middle Ages

<ul style="list-style-type: none"> ● Feudalism as a political and economic system ● Trade and how the Catholic church influenced the Middle Ages <p>Vocabulary: Middle Ages, clergy, medieval, topography, pagan, missionary, saint, monastery, sacrament, covent, Christendomvassal ,fief, knight, chivalry, crop, rotation, three-field system, guild, fallow mendicant, university, order, natural law, secular, excommunicate, and pilgrimage</p>	<ul style="list-style-type: none"> ● Explain social structures in a Feudal society ● Summarize how trade and the Catholic church impacted medieval society
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Stage 2 Assessment Evidence

<p>Summative Assessments: Medieval Europe Common Assessment Quest: Is it worth trading freedom for security?</p>
<p>Formative Assessments: Feudalism Quiz Feudalism Project Cause and Effects in Medieval Europe</p>
<p>Common Benchmark Assessments: N/A</p>
<p>Alternative Assessments: How did the church influence everyday life? - Essay</p>

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilites,</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
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		<i>Diversity, Equity & Inclusion [DEI],)</i>	
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.	<ul style="list-style-type: none"> Analyze the map of how christianity spread across Europe during medieval times Evaluate primary sources of monks and monasteries. 	½ block
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.	<ul style="list-style-type: none"> Create a pyramid on feudalism Create a venn diagram on European Feudalism and Japanese feudalism Describe the relationships of the different levels of society in feudalism Describe how the need to protect people's homes and lands led to feudalism 	1 block
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).	<ul style="list-style-type: none"> Create a chart on the characteristics of medieval; universities 	½ block
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.	<ul style="list-style-type: none"> Analyze the factors that lead to the decline of Medieval Civilizations (heavy rainfall, plague, etc) 	½ block
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).	<ul style="list-style-type: none"> Analyze major trade routes in Medieval Europe 	½ block

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.	<ul style="list-style-type: none"> Analyze the differences between nomads and town dwellers (merchants/traders) 	½ block
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.	<ul style="list-style-type: none"> Analyze the geography of different regions and how it is important to the growth of a society. Discuss how economic development took shape in the region 	½ block
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).	<ul style="list-style-type: none"> Analyze how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms 	½ block
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.	<ul style="list-style-type: none"> Create a social pyramid depicting the hierarchical structures of Feudalism 	½ block
6.2.8.HistoryCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.	<ul style="list-style-type: none"> Define Feudalism Determine the events that led to the rise and decline of European feudalism 	1 block

**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation	
<p><i>My World Interactive: World History Early Ages</i> <u>Topic 9 : Life in Medieval Christendom</u> Lesson 1: The Early Middle Ages in Europe Lesson 2: Christianity Spreads Lesson 3: Feudalism and the Manor Economy Lesson 4: Rival Towns and Trade Lesson 5: The Church and Medieval Culture</p> <p><u>Actively Learn:</u> Feudal Society: Middle Ages How Interconnected were the distant regions of the world in 300 BCE? DBQ</p> <p><u>Brainpop:</u> Middle Ages Feudalism</p> <p><u>Ed Helper:</u> Charlemagne Christianity Crusades</p>	<p>Scaffolded texts and ELL texts online</p> <p>Scaffolded online texts with text tools and features.</p>

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
MyWorld Interactive World History text and online
Map Skills, timelines
- Use of assisted technology
MyWorld Interactive World History online
FM Stereo
Earbuds for low level readers-Snap and Read
Brainpop Transcripts and closed captions during videos
- Use of prompts
Cause/Effect Medieval Europe
Sentence starters
Note-taking Skills
PECS Charts
- Modification of content and student products
Feudalism Project
- Testing accommodations
Small group meeting
- Authentic assessments
3 paragraph modified essay

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
Leveled Reading for Reading Comprehension
- Higher-order thinking skills
Creating your own Medieval inventions for peer review
Creating your own form of Government
Enrichment Questions
- Interest-based content
Choice Based Google Slides Activity
- Student-driven instruction
Choice topics for research topics- Islamic Achievements
- Real-world problems and scenarios
Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections

- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Unit 9: Struggle in Medieval Europe

Unit Summary: 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. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Unit Learning Targets

NJSLS 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.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.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.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (CS & DT):

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Connections ELA, Math, VPA, etc

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Climate Change: 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.

Interdisciplinary Connections

Unit Essential Questions:

1. What forces can cause a society to change?
2. What events marked significant changes in late medieval society?
3. How did the Crusades affect the different groups involved?
4. How did the Magna Carta influence modern day democratic thought and institutions such as the American Constitution?

Unit Enduring Understandings:

1. Around 1000 BCE, powerful forces began to bring change to European societies.
2. Students will understand that the Crusades were intended to stop the spread of Islamic nations and reclaim Muslim-controlled lands that were considered holy by the Christians
3. Students will understand how the Magna Carta became a model for people who demanded democratic rights for all

Students will know:

- Map skills of Europe
- Trade and how the Catholic church influenced the Middle Ages
- Causes and effects of The Crusades
- The effect of the plague on Europe

Characteristics of great religious and political leaders (Charlemagne, King Henry IV, King John, Joan of Arc)

Students will be able to:

- Label map of Europe in the Middle Ages
- Summarize how trade and the Catholic church impacted medieval society
- List the causes and effects of The Crusades
- Discuss the the black death epidemic and compare it to Covid-19

Identify key leaders of the time period

Vocabulary: Magna Carta, common law, habeas corpus, writ, parliament, judiciary, Crusades, heresy	
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Stage 2 Assessment Evidence

Summative Assessments: Struggle in Medieval Europe Common Assessment Quest: Comic Book
Formative Assessments: Graphic Organizers- Magna Carta Compare and Contrast the Magna Carta to the US Constitution Crusade diary- Acting as a Knight- Perspectives
Common Benchmark Assessments: N/A
Alternative Assessments: Write a research paper on the impact of the crusades or the plague on Jewish populations

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
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.	<ul style="list-style-type: none"> Draw conclusions from the primary source “Thomas Becket at the altar in Canterbury”- How did this murder increase tensions between Henry and the church? 	
6.2.8.CivicsDP.4.a	Cite evidence of the influence of medieval English legal and constitutional practices on modern	<ul style="list-style-type: none"> Create a chart on the characteristics of medieval universities 	

	democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).	<ul style="list-style-type: none"> ● Magna Carta- Compare and Contrast to the US Constitution 	
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.	<ul style="list-style-type: none"> ● Analyze the factors that lead to the decline of Medieval Civilizations (heavy rainfall, plague, etc) 	
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.	<ul style="list-style-type: none"> ● Analyze the geography of different regions and how it is important to the growth of a society. ● Discuss how economic development took shape in the region 	
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).	<ul style="list-style-type: none"> ● Analyze how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms 	
6.2.8.HistoryCC.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.	<ul style="list-style-type: none"> ● Analyze the causes and outcomes of the Crusades from different perspectives. ● Create a flowchart on the sequence of events of the Crusades. 	
6.2.8.HistoryCC.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.	<ul style="list-style-type: none"> ● Discuss the impact of the plague on Europe ● Analyze the financial and economic effects of the plague. 	

Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
MyWorld Interactive World History text and online
Map Skills, timelines
- Use of assisted technology
MyWorld Interactive World History online
FM Stereo
Earbuds for low level readers-Snap and Read
Brainpop Transcripts and closed captions during videos
- Use of prompts
Compare and Contrast the plague and Covid-19
Sentence starters
Note-taking Skills
PECS Charts
- Modification of content and student products
Gallery Walk simplified
- Testing accommodations
Small group meeting
- Authentic assessments
3 paragraph modified essay

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
Leveled Reading for Reading Comprehension
- Higher-order thinking skills
Creating your own Medieval inventions for peer review
Creating your own form of Government
Enrichment Questions
- Interest-based content
Choice Based Google Slides Activity

- Student-driven instruction
Choice topics for research topics- Is freedom worth protection?
- Real-world problems and scenarios
Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Stage 1 Desired Results

Unit Title #: Unit 10: The Islamic World and South Asia

Unit Summary: 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. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.

Unit Learning Targets

NJSLS 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.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.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.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.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.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.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (CS & DT):

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Connections ELA, Math, VPA, etc

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Climate Change: 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.

Interdisciplinary Connections

Unit Essential Questions:

1. How do ideas spread and grow?
2. What key Muslim empires formed and expanded during this time?

Unit Enduring Understandings:

1. The Islamic world and South Asia were ruled by different dynasties and empires. Ideas were exchanged from one culture to another.

<ol style="list-style-type: none"> 3. What impact did geography have on the development of Islam, the Islamic Empires, and the African Trading States? 4. How did Muslims interact with other religious groups and civilizations in various parts of the world? 5. What were the varying ways that Islam developed cultural and religious expressions? 6. How did the development of trade and an economic system affect the people of the African Trading States? 7. What factors contributed to the building of strong civilizations in West Africa? 	<ol style="list-style-type: none"> 2. Muslim empires formed in Africa, the Middle East, and Persia. 3. The geography of Southwest Asia, North Africa, and Europe created pathways and barriers to the development of Islam, the Islamic Empires, and the African Trading States. This resulted in the development of unique civilizations and interactions within these areas. 4. Muslim civilizations had both beneficial and negative interactions, over time, with other religions and non-Muslims in Europe, Africa, and Asia. 5. Through cultural activities like art, architecture, writing, and literature, Muslims were able to express their feelings and religious beliefs. 6. African civilizations developed unique economic systems, languages, and cultures through trade and increased economic use of natural resources. 7. Civilizations in West Africa developed through a sufficient environment, natural resources, and cultural traits like family, labor specialization, trade, religion, and government.
<p>Students will know:</p> <p>Map skills of Asia, Africa, and the Americas</p> <p>The foundations of Islam</p> <p>5 Pillars of Islam</p> <p>How Islam spread across continents</p> <p>The Shias and Sunnis</p>	<p>Students will be able to:</p> <p>Analyze a Historical Map on the Spread of Islam.</p> <p>Discuss Muhammed and the Quran</p> <p>Students will create graphic organizers that explain the 5 Pillars</p> <p>Islam was able to spread peacefully with the decline of the persian and Byzantine empires.</p> <p>Compare and Contrast the Shias and Sunnis</p>

<p>The achievements of Islamic Civilization to Western Civilization</p> <p>How Hinduism and Buddhism changed over time after the fall of Gupta</p> <p>Vocabulary: Inquisition Iberia Peninsula, Moors, Reconquista, oasis, nomad, prophet, revelation, Hijrah, Quran, Sunnah, hajj, mosque, Sharia, caliph, Sunni, Shia, dynasty, Sufism, sultan, textile, Arabic numerals, calligraphy, maritime, Bhakti, bodhisattva</p>	<p>Arabic numbers, algebra, architecture, calendars, etc. Summarize the founding of Sikhism</p>
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Stage 2 Assessment Evidence

<p>Summative Assessments: The Islamic World & South Asia Common Assessment Writing Workshop: Was conquest or trade the key factor in growth of the Islamic empires?</p>
<p>Formative Assessments: Quest - Create a graphic timeline of events- Islam Compare and Contrast the Shias and Sunnis</p>
<p>Common Benchmark Assessments: N/A</p>
<p>Alternative Assessments: African Postcard Project- Students can create a postcard written from one of the West African Empires that describes the key facts and activities within the Empire.</p>

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i>	<i>Timeframe</i>
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		<i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>(Days or Weeks)</i>
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.	<ul style="list-style-type: none"> ● Compare and contrast Christianity and Islam ● Religion Choice board project 	
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.	<ul style="list-style-type: none"> ● Deciding was conquest or trade the key factor in growth of the Islamic empires? 	
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).	<ul style="list-style-type: none"> ● Analyze the importance of the Silk Road and what was transported to new regions. ● Discuss how trade routes impacted urbanization, transportation, communication and trade 	
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.	<ul style="list-style-type: none"> ● Create a map of North Africa and how it connects trade to other parts of the world. ● Determine what natural resource are prevalent in the region 	
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.	<ul style="list-style-type: none"> ● Create a map that shows the spread of Islam ● Identify how the Arabian Peninsula is the epicenter of trade ● Discuss how the geography of the Arabian Peninsula affected the people who live there. 	
6.2.8.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier	<ul style="list-style-type: none"> ● Compare and Contrast how oasis are different from the rest of Arabia. 	

	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.	<ul style="list-style-type: none"> Analyze the geography of different regions and how it is important to the growth of a society. Discuss how economic development took shape in the region 	
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).	<ul style="list-style-type: none"> Analyze how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms 	
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	<ul style="list-style-type: none"> Discuss how the use of maps show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation 	
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.	<ul style="list-style-type: none"> Create a social pyramid depicting the hierarchical structures in various civilizations (Islamic) 	
6.2.8.HistoryCC.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and	<ul style="list-style-type: none"> Analyze the causes and outcomes of the Crusades from different perspectives. Create a flowchart on the sequence of events of the Crusades. 	

	religious leaders, the crusaders, Jews, Muslims, and traders.		
6.2.8.GeoSV.4.a	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.	<ul style="list-style-type: none"> Analyze how they rebuilt the capital, established a policy of religious tolerance, brought cultural exchange, and improved trade. 	
6.2.8.HistoryCC.4.e	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe	<ul style="list-style-type: none"> Determine how the spread of the Byzantine Empire from Eastern Mediterranean through Eastern Europe and Western Asia influenced the Islamic World. 	
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.	<ul style="list-style-type: none"> Discuss the key achievements of the Muslim world (Arabic Numerals. algebra, pharmacies, chemistry, art, literature, calligraphy. etc.) Create an essay on your opinion of the greatest Islamic achievements. 	

**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation	
<i>My World Interactive: World History Early Ages</i> <u>Topic 11: The Islamic World and South Asia</u> Lesson 1: Origins of Islam Lesson 2: Beliefs of Islam Lesson 3: Expansion of the Muslim World Lesson 4: Achievements of Islamic Civilization Lesson 5: India after the Fall of Gupta	

Actively Learn:

The Spread of Islam
Spread of Islam and Buddhism through Southeast Asia
The Spread of Islam in North Africa
The Silk Road: Connecting the Ancient World Through Trade

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
MyWorld Interactive World History text and online
Map Skills, timelines
- Use of assisted technology
MyWorld Interactive World History online
FM Stereo
Earbuds for low level readers-Snap and Read
Brainpop Transcripts and closed captions during videos
- Use of prompts
Compare and Contrast Middle Ages /IslamCivilizations
Sentence starters
Note-taking Skills
PECS Charts
- Modification of content and student products
Gallery Walk simplified
- Testing accommodations
Small group meeting
- Authentic assessments
3 paragraph modified essay

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
Leveled Reading for Reading Comprehension
- Higher-order thinking skills
Creating your own Medieval inventions for peer review
Creating your own form of Government
Enrichment Questions
- Interest-based content
Choice Based Google Slides Activity
- Student-driven instruction
Choice topics for research topics- Islamic Achievements
- Real-world problems and scenarios
Connect to current events-Actively Learn

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Picture Word Inductive Model (PWIM)
- Talk Read- Talk Write
- My World (World History)Multiple Language Resources
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Oral and Written directions
- Provide time for practice
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:

Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

