



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

World History

Grade 8

Prepared by:
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Superintendent of Schools:
Marie C. Cirasella, Ed.D.

CCCS born on 9/2012
Revised 6/2014
Addenda adopted 8/2015
NJSLS born on 5/2017
Revised 9/2018

World History 8

Course Description

Grade 8 world history is taught in five units throughout the school year using a research-inquiry based approach. The world history curriculum is a course designed to provide eighth grade students with a cross-cultural study of the development of civilization from the earliest foundations of civilization to the Renaissance. Emphasis will be placed on a thematic approach and understanding of world history. Each civilization's history will be explored throughout the year as part of a thematic curriculum focusing on human interactions with the environment, characteristics of leadership, religious beliefs and perspectives, and pursuing societal gains. Students will acquire the knowledge, skills, and perspectives that will allow them to become active citizens of America who can make informed decisions about local, national, and global issues.

Course Sequence

Unit 1: Launching a Researcher's Life

Unit 2: Exploring the Impact of the Environment

Unit 3: Uncovering the True Meaning of Leadership

Unit 4: The Power of Beliefs, Religions, and Perspectives

Unit 5: Pursuing Societal Gains

Course Prerequisite

7th Grade World Geography

Content Area: World History 8**Unit Title:** Unit 1: Launching a Researcher's Life**Grade Level:** 8**Unit Summary:**

In this unit students will begin the year by uncovering the ways that they can pursue various topics of interest through an investigative unit. The students will examine the different roles a historian can fulfill when trying to establish the history of a civilization or culture. These roles include geographer, politician, economist, and anthropologist. These roles will be explored through a study of the Foundations of Civilization including the Neolithic and Paleolithic Ages of Ancient History.

Interdisciplinary**Connections:**

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, societal, and economic impacts of decisions.

CRP11. Use technology to enhance productivity

21st Century**Themes and Skills:**

Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy.

Standards (Content and Technology):

CPI#:	Statement:
CCSS.ELA-LITERACY.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
NJSLS 6.2.8.A.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.
NJSLS 6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
NJSLS 6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
NJSLS 6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Unit Essential Question(s):

- How can we use our curiosities to guide our research?
- How do we approach informational texts?
- What ways can we share our learning with one another?
- Why is it more interesting to be interested?
- How was the introduction of agriculture a turning

Unit Enduring Understandings:

- Understandings of specific and unique terms are critical in the field of history
- Archeology provides insights into the lives of early people
- Early civilizations developed organized governments, complex religions, job specialization, social classes,

point in history?	arts, public works, and writing	
<ul style="list-style-type: none">What was life like in early times, and how did it change as civilizations developed?	<ul style="list-style-type: none">History can be viewed through a variety of lenses depending on which perspective you are researching	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none">Compare and contrast the Paleolithic and Neolithic PeriodsOutline the basic features that define a civilizationExplain how the Neolithic Revolution changed the way people livedComprehend how historians and archeologists use evidence to study the pastExplain the development of civilizationsCompare and contrast the different ways historians study and interpret the past		
Formative Assessments: <ul style="list-style-type: none">QuizzesExit TicketsHomeworkSelf-ReflectionsCheckpoint Questions		
Summative/Benchmark Assessment(s): <ul style="list-style-type: none">End of Unit Project - Student Generated Textbook of all civilizations that will be learned about throughout the year.Test		
Resources/Materials (copy hyperlinks for digital resources): <ul style="list-style-type: none">TextbookTextsOnline Resources		
Modifications: <ul style="list-style-type: none">Special Education Students<ul style="list-style-type: none">Repeat/rephrase directions as neededAllow errorsAllow extended time to answer questionsFollow IEP accommodations/modificationsEnglish Language Learners<ul style="list-style-type: none">Repeat/rephrase directions as neededAllow errorsAllow extended time to answer questionsFollow IEP accommodations/modificationsAt-Risk Students<ul style="list-style-type: none">Provide extended time to complete tasksAssign a peer to help student stay on taskGifted and Talented Students<ul style="list-style-type: none">Provide extension activitiesProvide open-ended questions/assignments		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
How to be a Historian?	Learn about the job of a historian through text	2 days

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Role of Different Types of Historians	Analyse different lenses and perspectives of history	3 days
Understanding Our Past	Analyze the job of an archaeologist	3 days
Methods of an Archaeologist	Analyze how an archaeologist completes their job	3 days
Turning Point: Neolithic Revolution	Compare Neolithic and Paleolithic Periods	3 days
Beginnings of Civilization	Development of early civilizations	8 days
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit: www.newsela.com		

Content Area: World History 8

Unit Title: Unit 2: Exploring the Impact of the Environment

Grade Level: 8

Unit Summary:

Students will explore the interactions between humans and the environment. They will examine the geography of each civilization and how this influenced their overall development. Natural and manmade disasters will be explored to further understand the toll the environment has had on the development of civilizations while also seeing the impact of humans on the environment. Ultimately, students will analyze these interactions and how humans have grown from these natural events.

Interdisciplinary

Connections:

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, societal, and economic impacts of decisions.

CRP11. Use technology to enhance productivity

21st Century

Themes and Skills:

Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy.

Standards (Content and Technology):

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CCSS.ELA-LITERACY.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
NJSLS 6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
NJSLS 6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
NJSLS 6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
NJSLS 6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
NJSLS 6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
Unit Essential Question(s): <ul style="list-style-type: none"> How does geography and environment impact society? How can we prevent future devastations and environmental concerns? How do we get others to take action? How did geography influence the development of civilization? How do natural features such as rivers, seas, mountains, 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Humans can have a positive or negative impact on the environment The environment can drastically impact civilizations Civilizations develop based on their geography and available resources Humans can grow positively from natural events Physical geography plays a role in encouraging or 	

valleys, and rainforests affect different aspects of civilization?	discouraging trade, cultural diffusion, and cooperation.	
<ul style="list-style-type: none">How do groups and individuals interact with the environment?		
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none">Understand how geography influenced various early civilizationsExplain the long-lasting impacts of Humans on the environmentAnalyze different natural events and how they affect humans and civilizationsCompare and contrast geographic factorsExplain how humans can grow from natural events in a positive or negative way		
Formative Assessments: <ul style="list-style-type: none">QuizzesExit TicketsHomeworkSelf-ReflectionsCheckpoint Questions		
Summative/Benchmark Assessment(s): <ul style="list-style-type: none">End of Unit Project - Natural Event Feature Article - Compare natural events in history and the modern dayTest		
Resources/Materials (copy hyperlinks for digital resources): <ul style="list-style-type: none">InternetGoogle DriveTextbookTextsOnline Resources		
Modifications: <ul style="list-style-type: none">Special Education Students<ul style="list-style-type: none">Repeat/rephrase directions as neededAllow errorsAllow extended time to answer questionsFollow IEP accommodations/modificationsEnglish Language Learners<ul style="list-style-type: none">Repeat/rephrase directions as neededAllow errorsAllow extended time to answer questionsFollow IEP accommodations/modificationsAt-Risk Students<ul style="list-style-type: none">Provide extended time to complete tasksAssign a peer to help student stay on taskGifted and Talented Students<ul style="list-style-type: none">Provide extension activitiesProvide open-ended questions/assignments		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Geography of Egypt	Examine geography of Egypt	2 days

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Geography of India	Examine geography of India	2 days
Geography of Greece	Examine geography of Greece	2 days
Geography of China	Examine geography of China	2 days
Exploring Natural Disasters	Define and explain the various types of natural events that can occur in past and present day	6 days
Eruption of Mount Vesuvius	Learn about the destruction of the city of Pompeii. Solve the current crisis facing this historical site	5 days
Natural Events in History	Analyze the various natural events affecting the world in the past and today	10 days
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

Content Area: World History 8

Unit Title: Unit 3: Uncovering the True Meaning of Leadership

Grade Level: 8

Unit Summary:

Students will examine the characteristics of leadership and make connections to their own lives. This will be completed

by learning about various types of leadership in ancient history including Monarchs, Governments, Dictators, and Democracies. The qualities of good and bad leadership will be analyzed and explained to understand how leadership can influence or impact a civilization.

Interdisciplinary

Connections:

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, societal, and economic impacts of decisions.

CRP11. Use technology to enhance productivity

21st Century

Themes and Skills:

Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy.

Standards (Content and Technology):

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CCSS.ELA-LITERACY.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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CCSS.ELA-LITERACY.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
NJSLS 6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
NJSLS 6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
NJSLS 6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
NJSLS 6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
NJSLS 6.2.12.A.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

Unit Essential Question(s):

- How do we perceive a leader in different ways?
- How can we embody leadership within our own classroom community, school community, and beyond?
- How does the way a leader is chosen influence the perception of the people?
- When is power harmful?
- How did various strong rulers unite their lands and civilizations?
- How did different types of government form?

Unit Enduring Understandings:

- The purpose of government is to represent and serve the people.
- Leadership can come in a variety of forms
- There are positive and negative characteristics of leadership
- It can be debated whether certain leaders in ancient history were considered effective or ineffective based on their actions
- Based on historical evidence, people have been willing to sacrifice certain beliefs for effective

leadership.

- Greek democracy has had a long-lasting effect on the modern world.

Unit Learning Targets/Objectives:

Students will...

- Describe how China was unified and ruled by a Legalist government
- Analyze the different types of governments in the Greek city-states
- Explain how Alexander the Great built an extensive empire
- Analyze how Pericles contributed to Athenian greatness
- Explain the different qualities and characteristics of past and current world leaders
- Explain the purpose of government
- Explain the different types of government in the world today
- Compare and contrast the pharaohs of Egypt
- Explain how leaders gain power in different ways

Formative Assessments:

- Quizzes
- Exit Tickets
- Homework
- Self-Reflections
- Checkpoint Questions

Summative/Benchmark Assessment(s):

- End of Unit Project - Choose an Ancient Leader
- Test

Resources/Materials (copy hyperlinks for digital resources):

- Internet
- Google Drive
- Textbook
- Texts
- Online Resources

Modifications:

- Special Education Students
 - Repeat/rephrase directions as needed
 - Allow errors
 - Allow extended time to answer questions
 - Follow IEP accommodations/modifications
- English Language Learners
 - Repeat/rephrase directions as needed
 - Allow errors
 - Allow extended time to answer questions
 - Follow IEP accommodations/modifications
- At-Risk Students
 - Provide extended time to complete tasks
 - Assign a peer to help student stay on task
- Gifted and Talented Students
 - Provide extension activities
 - Provide open-ended questions/assignments

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
What Makes a	Brainstorm and research	3 days

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Leader?	characteristics of leadership	
Midland Park Rules/Code of Hammurabi	Compare the similarities and differences of the the rules of Midland Park with the Code of Hammurabi	3 days
Pharaohs of Egypt	Compare the achievements of the important Egyptian Pharaohs	4 days
Empires of India	Create a timeline of major events of the Maurya and Gupta empires	5 days
Mandate of Heaven	Explain the purpose of the Mandate of Heaven	2 days
Qin Dynasty/Emperor Shi Huangdi	Explain the achievements of Emperor Qin - Determine if he was an effective leader	5 days
Governments of Athens and Sparta	Describe the differences between each city-state	5 days
Alexander the Great	Determine if he was an effective or ineffective leader	5 days
Roman Emperors	Compare the methods of the various Roman Emperors	8 days
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

Content Area: World History 8
Unit Title: Unit 4: The Power of Beliefs, Religions, and Perspectives
Grade Level: 8
Unit Summary: This unit places an emphasis on the various beliefs and perspectives that have helped shape people in the past and present world. Students will look at different religions, belief systems, philosophies, and perspectives and how they have caused people to view the world differently. There is a focus on how these varying beliefs can create unity while also

causing tension and conflict in ancient history.

Interdisciplinary

Connections:

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, societal, and economic impacts of decisions.

CRP11. Use technology to enhance productivity

21st Century

Themes and Skills:

Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy.

Standards (Content and Technology):

CPI#:	Statement:
CCSS.ELA-LITERACY.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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CCSS.ELA-LITERACY.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
NJSLS 6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
NJSLS 6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
NJSLS 6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
NJSLS 6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
NJSLS 6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
NJSLS 6.2.8.D.4.b	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

Unit Essential Question(s):

- How do societies and people explain things we don't understand?
- How can seeing other perspectives help us to develop empathy?
- How do religions and belief systems guide people in different ways?
- How were religion and society intertwined in India and China?

Unit Enduring Understandings:

- Differences in beliefs have led to conflicts in the world throughout history
- The world has a better chance at unit if people understood other cultural perspectives
- Religion is one of the biggest influencers of a person's values and beliefs.
- The crusades caused a long-lasting tension between Islam and Christianity

- How were the Crusades a result of religious differences?
- What were the long-term impacts of the Crusades?

Unit Learning Targets/Objectives:

Students will...

- Understand how Egyptians view religion and the afterlife
- Analyze what made the ancient Israelites' belief system unique from others at the time
- Analyze the moral and ethical ideas of Judaism
- Outline the main beliefs of Hinduism
- Analyze how the Caste System shaped India
- Describe the religions and belief systems that developed in China
- Explain the different ways in which Confucianism and Daoism taught people to live their lives
- Evaluate why Buddhism appealed to many people in China
- Summarize the teachings of Jesus and how they spread
- Evaluate how Christianity emerged and spread throughout the Roman Empire
- Explain the different philosophies of Greek thinkers and how these ideas spread
- Describe the basic tenets of Islam

Formative Assessments:

- Quizzes
- Exit Tickets
- Homework
- Self-Reflections
- Checkpoint Questions

Summative/Benchmark Assessment(s):

- End of Unit Project - Create a Belief System Pamphlet/Proposal
- Test

Resources/Materials (copy hyperlinks for digital resources):

- Internet
- Google Drive
- Textbook
- Texts
- Online Resources

Modifications:

- Special Education Students
 - Repeat/rephrase directions as needed
 - Allow errors
 - Allow extended time to answer questions
 - Follow IEP accommodations/modifications
- English Language Learners
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- Gifted and Talented Students
 - Provide extension activities
 - Provide open-ended questions/assignments

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
What is a Belief System?	Define and brainstorm the various definitions of belief systems	2 days
Classroom Belief System	Create a set of beliefs for the classroom that are reasonable and realistic	3 days
Ancient Egyptian Religious Beliefs	Examine the beliefs of the Egyptians	2 days
Hinduism and Buddhism	Examine the beliefs of Hindus and Buddhists	6 days
Confucianism and Daoism	Examine the beliefs of Confucianism and Daoism	3 days
Greek Philosophers	Examine the teachings of the Greek philosophers	4 days
Roots of Judaism	Explain the origins and beliefs of Judaism	3 days
Rise of Christianity	Explain the origins of Christianity	2 days
Early Christian Church	Analyze the development of the Christian Church	2 days
Beliefs of Islam	Explain the basic beliefs of Islam	4 days
The Crusades	Explain the causes of the Crusades and the long-term results	6 days
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

Content Area: World History 8
Unit Title: Unit 5: Pursuing Societal Gains
Grade Level: 8
Unit Summary:

In this unit, students will examine how people throughout history have either taken advantage of societal offerings, or been negatively impacted by society. An emphasis will be placed on social hierarchies, and major achievements of civilizations.

Interdisciplinary

Connections:

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, societal, and economic impacts of decisions.

CRP11. Use technology to enhance productivity

21st Century

Themes and Skills:

Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy.

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CCSS.ELA-LITERACY.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
NJSLS 6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
NJSLS 6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
NJSLS 6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
NJSLS 6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
NJSLS 6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
NJSLS 6.2.12.D.2.a	Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

Unit Essential Question(s):

- How do people take advantage of societal offerings?
- How does society take advantage of people?
- How can conflict hurt or enhance a society?
- How did trade lead to the spread of ideas?
- How is the Roman Republic one of the greatest achievements of the ancient world?
- How did the Renaissance shape European thought, art, and religion?

Unit Enduring Understandings:

- Cultural diffusion occurs as ideas are spread through trade, migration, and warfare
- Social hierarchies form within civilizations based on wealth and job specialization
- The Roman Republic had a lasting legacy on the modern world, especially in terms of government
- The Renaissance greatly benefited the world in terms of causing people to embrace a new world view due to innovations in art, science, and religion

Unit Learning Targets/Objectives:*Students will...*

- Analyze and explain the concept of a Utopia
- Evaluate the achievements in learning, literature, and the arts during various civilizations
- Describe the political, economic, and cultural achievements of various civilizations
- Describe the characteristics of the renaissance and understand why it began in Italy
- Evaluate the factors that helped spread renaissance thought
- Explain new discoveries in science and their effect on new ways of thinking
- Analyze how the catholic church reformed itself
- Explain the characteristic of the different class systems and social hierarchies that formed in various civilizations

Formative Assessments:Formative Assessments:

- Quizzes
- Exit Tickets
- Homework
- Self-Reflections
- Checkpoint Questions

Summative/Benchmark Assessment(s):

- End of Unit Project - Create a Belief System Pamphlet/Proposal
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 - Provide extension activities
 - Provide open-ended questions/assignments

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Defining a Utopia	Explain and define the concept of a Utopia/Perfect Society	3 days
Achievements of China	List and explain the achievements of the Chinese Golden Age	2 days

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Social Hierarchy of China	Comprehend the levels of the hierarchy system in China	2 days
The Pax Romana	Explain the achievements of the Roman Golden Age	4 days
The Roman Republic	Analyze the Roman Republic and its lasting legacy	5 days
Achievements of the Gupta Dynasty	Explain the achievements of the Golden Age in India	3 days
Civilizations of the Americas	Explain the achievements of the Maya, Aztec, and Inca civilizations	4 days
Beginning of the Renaissance and Reformation	Analyze the beginning of the Renaissance and how it spread	2 days
Achievements of the Renaissance	Describe the many achievements of the Renaissance and the important people of this time period	8 days
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		