



Willingboro Public Schools

“Where Excellence is the Expectation”

Willingboro Public Schools Grade 8 Social Studies Curriculum

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Course Sequence/Table of Contents:

1	Unit 1: Ancient Rome
2	Unit 2: The Medieval World Part 1
3	Unit 3: Medieval Times Part 2
4	Unit 4: The Medieval World Part 3
5	Appendix A: Instructional Best Practices and Exemplars
6	Appendix B: Exemplars and Explanations
7	Appendix C: Classroom Philosophy, Schedule, Structure, and Expectations

[Click here for the Grade 8 Social Studies Pacing Guide](#)

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

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

New Jersey Legislative Statutes and Administrative Code

Amistad Law: *N.J.S.A. 18A 52:164-88*

[The Amistad Commission's Literacy Components for Primary Grades](#)

[NJEA Professional Development Series](#)

[New Jersey African American History Curriculum Guide: Grades 9 to 12](#)

[10 African and African American Folktales for Children](#)

[Learning Materials for Black History](#)

Holocaust Law: *N.J.S.A. 18A:35-28*

[Books About the Holocaust](#)

[Holocaust Books for Middle Grade Readers](#)

[Books for Teaching About the Holocaust](#)

LGBT+ and Disabilities Law: *N.J.S.A. 18A:35-4.35*

[Library of Congress](#) provides a variety of primary and secondary source materials containing books, posters, sound recordings, manuscripts and other material reflecting the contributions of the LGBTQ community.

[National Archives Educator Resources](#) website provides primary sources and teaching activities that explores the concept of breaking barriers through the lens of LGBTQ accomplishments.

[National Park Service LGBTQ Heritage](#) website provides free education tools and materials for teachers and students that highlight the people and places of LGBTQ history in America.

[People with a History](#)(Fordham University) provides hundreds of original texts, discussions, and images, and addresses LGBTQ history in all periods, and in all regions of the world.

[Welcoming Schools](#) provides LGBTQ and gender inclusive professional development training, lesson plans, booklists and resources

[Disability History through Primary Sources](#) webpage on the Emerging America website serves as a hub for primary sources, publications, themes and lessons plans on disability history.

[Disability History Museum](#) hosts virtual artifacts, lesson plans, and museum exhibits. This website is designed to foster research and facilitate the study of the historical experiences of people with disabilities and their communities.

[Everybody: An Artifact History of Disability in America](#) is a web exhibition by the Smithsonian Institute that provides a historical perspective of people with disabilities.

[Museum of disABILITY History](#) offers virtual exhibits, lesson plans and primary resources that explore the experiences of people with disabilities throughout history.

[National Parks Service Disability History](#) series brings attention to some of the many disability stories interwoven across the National Park Service's 400+ units and its programs. "Disability stories" refer to the array of experiences by, from, and about people with disabilities represented across our nation.

[Respect Ability](#) website contains a wealth of educational resources as well as profiles of individuals with disabilities of different ethnicities as well as women and LGBT.

[Special Olympics](#) website contains information that can be used in a physical education curriculum.

[U.S. Department of Labor: The Campaign for Disability Employment](#) provides the stories of disabled individuals and their struggles and triumphs.

[Virginia Commonwealth University](#) provides resources for teaching about individuals with disabilities.

Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*

[Issues in Social Studies: Unity and Diversity](#) (Annenberg Learner)

[Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events](#) (National Council for the Social Studies)

[Teaching Black History Year-Round Requires Rigorous Sight](#) (Edutopia)

[Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations \(National Council for the Social Studies\)](#)

Asian American and Pacific Islander : N.J.S.A. 18A:35-4.44

[Asian American and Pacific Islander History \(Teaching with Historic Places\)](#)

[PBS Asian Americans](#)

[Smithsonian Asian Pacific American Center](#)

[The Asian American Education Project](#)

[Teach Asian American Stories](#)

Standards in Action: *Climate Change*

New Jersey became the first state in the nation to include climate change across content areas with the adoption of the 2020 New Jersey Student Learning Standards (NJSLS). The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

Unit 1: Ancient Rome	
Overview	
During Unit 1, students will be introduced to Ancient Rome. They will learn about the physical geography, civilization, and philosophy of Ancient Rome.	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How did geography impact Roman civilization? What were the characteristics of the Roman Republic and how did they change over time? Why was the Roman Empire successful? Did the benefits of Roman expansion outweigh the costs? What are the origins, core beliefs and practices of Christianity? How did Christianity impact Roman politics and societal values? Why did Rome fall? What has been the lasting impact of ancient Roman civilization on current society? 	<ul style="list-style-type: none"> The physical geography of the Italian peninsula shaped the economic, social, and political development of Roman civilization. Ancient Roman civilization was characterized by the following - settled agriculture, city-states, trade, a system of government with written laws, a developed culture, specialized labor, social hierarchies, and a religious system. Roman success was based on strong leadership, strong economy, a common culture, and favorable geographic conditions. Roman philosophy, architecture, math, and science have influenced modern society while many of Western civilization's symbols, metaphors, words, and idealized images, come from ancient Greco-Roman mythology. Roman ideas on government and law, architecture, engineering and language have greatly influenced modern western society. Christianity originated in Judea and was able to spread across the Roman Empire by the followers of Jesus of Nazareth with mass appeal, eventually becoming one of the world's largest religions with many denominations. Rome's failure was in general caused by weak leadership, which allowed for internal strife and eventually invasion by outside forces.

Unit 1 Ancient Rome
Content Standards
<ul style="list-style-type: none"> 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires. 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social). 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

Unit 1 Ancient Rome

Content Standards

- 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

Core Ideas

- Governments have different structures which impact development (expansion) and civic participation.
- Governments have protected and abused human rights (to varying degrees at different times throughout history).
- Perspectives change over time.
- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- Relationships between humans and environments impact spatial patterns of settlement and movement.
- People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.
- Economic interdependence is impacted by increased specialization and trade.
- An individual's perspective is impacted by their background and experiences.
- Historians analyze claims within sources for perspective and validity.
- Historical contexts and events shaped and continue to shape people's perspectives.
- The physical and human characteristics of places and regions are connected to human identities and cultures.

Student Learning Objectives

Students will be able to...

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

Integrated Accommodations and Modifications

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

<ul style="list-style-type: none"> • Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed <p>Appendix A: Special Education Accommodations and Modifications</p>		
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> • Utilize advanced, accelerated, or compacted content • Provide assignments that emphasize higher- level thinking skills. • Allow for individual student interest • Gear assignments to development in areas of affect, creativity, cognition, and research skills • Allow for a variety in types of resources • Provide problem-based assignments with planned scope and sequence • Utilize inquiry-based instruction • Adjust the pace of lessons • Utilize Choice Boards • Provide Problem-Based Learning • Establish flexible Grouping 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Break long assignments into smaller parts • Assist student in setting short term goals • Allow for preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments 	
Interdisciplinary Connections	Computer Science and Design Thinking	
<p>ELA Standards</p> <ul style="list-style-type: none"> • L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. • RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text 	<p>Computer Science and Design Thinking Practices</p> <ul style="list-style-type: none"> • Fostering an Inclusive Computing and Design Culture • Collaborating Around Computing and Design • Recognizing and Defining Computational Problems • Developing and Using Abstractions • Creating Computational Artifacts • Testing and Refining Computational Artifacts • Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p> <ul style="list-style-type: none"> • 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 	

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| <ul style="list-style-type: none">● RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.● RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.● RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.● W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.● W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.● W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.● W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.● SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly● SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | <ul style="list-style-type: none">● 8.2.8.ITH.2: Compare how technologies have influenced society over time. |
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- SL.ES.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Mathematics Standards

- 6.R.P.A.3
Use ratio and rate reasoning to solve real-world and mathematical problems.
- 6.NS.C.8 - Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.
- 6.SP.B.5 - Summarize numerical data sets in relation to their context.
- 7.SP.C.8 - Find probabilities of compound events using organized lists, tables, tree diagrams, and simulations.
- 8.SP.A.1 - Construct and interpret scatter plots for bivariate measurement data to investigate patterns.
- 8.F.B.5 - Describe qualitatively the functional relationship between two quantities by analyzing a graph.
- 7.G.A.1 - Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas.
- 6.G.A.1 - Find area, volume, and surface area of geometric figures.

Career Readiness, Life Literacies and Key Skills Practices

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

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

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

9.2 Career Awareness, Exploration, Preparation, and Training

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

9.4 Life Literacies and Key Skills**21st Century Skills**

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

Technology Integration

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 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.

Climate Change

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

SEL Competencies

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

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

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

- Idealized Images - Artistic representations that show people, leaders, or objects as perfect or better than reality, often to communicate power, beauty, or religious importance.
- Roman Empire - A vast, powerful state that followed the Roman Republic, ruled by emperors, and expanded across Europe, North Africa, and the Middle East from 27 BCE to 476 CE (Western Empire).
- Roman Republic - The period in Roman history (509–27 BCE) when Rome was governed by elected leaders and a Senate, rather than a king or emperor. Citizens had a say in government, though it was limited.
- Social Hierarchies - A system where people are ranked in different levels of importance or power in society, often based on wealth, job, birth, or education (e.g., nobles, commoners, slaves).

District/School Primary and Supplementary Resources

- Grade 8 (World History) National Geographic: World History, Ancient Through Early Modern Times
- [How Climate Change and Plague Helped Bring Down the Roman Empire](#) (Climate Change)
- [Climate Change and the Rise of the Roman Empire](#) (Climate Change)
- [Rome Falls, France Rises](#) (Diversity, Equity and Inclusion)
- [Ancient Rome](#) (Diversity, Equity and Inclusion)
- [Ancient Rome Collection](#) (Diversity, Equity and Inclusion)
- [Slavery in Ancient Rome](#)
- [LGBTQ+ in the Ancient World](#) (LGBTQ+)

Instructional Best Practices and Exemplars

See Appendix B

Pacing Guide

Grade 8 Social Studies Pacing Guide

Unit 2: The Medieval World Part 1

Overview

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

Essential Questions

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

Enduring Understandings

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

Unit 2 The Medieval World Part 1

Content Standards

- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
- 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.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Core Ideas

- Political and civil institutions impact all aspects of people's lives.
- The production and consumption of goods and services influence economic growth, well-being and quality of life.
- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- The physical and human characteristics of places and regions are connected to human identities and cultures.
- Historical events may have single, multiple, direct and indirect causes and effects.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Student Learning Objectives

Students will be able to...

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

Integrated Accommodations and Modifications

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

<ul style="list-style-type: none"> • Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed <p>Appendix A: Special Education Accommodations and Modifications</p>		
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> • Utilize advanced, accelerated, or compacted content • Provide assignments that emphasize higher- level thinking skills. • Allow for individual student interest • Gear assignments to development in areas of affect, creativity, cognition, and research skills • Allow for a variety in types of resources • Provide problem-based assignments with planned scope and sequence • Utilize inquiry-based instruction • Adjust the pace of lessons • Utilize Choice Boards • Provide Problem-Based Learning • Establish flexible Grouping 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Break long assignments into smaller parts • Assist student in setting short term goals • Allow for preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments 	
Interdisciplinary Connections	Computer Science and Design Thinking	

ELA Standards

- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text
- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RIAA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
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- W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Computer Science and Design Thinking Practices

- Fostering an Inclusive Computing and Design Culture
- Collaborating Around Computing and Design
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

Computer Science and Design Thinking Standards

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

- W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
- SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.ES.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Mathematics Standards

- 6.RP.A.3 - Use ratio and rate reasoning to solve real-world and mathematical problems.
- 6.NS.C.8 - Solve real-world problems by graphing points in all four quadrants of the coordinate plane.
- 7.RP.A.3 - Use proportional relationships to solve multistep ratio and percent problems.
- 6.SP.B.5 - Summarize numerical data sets in relation to their context.
- 7.SP.C.7 - Develop a probability model and use it to find probabilities of events.
- 8.SPA.1 - Construct and interpret scatter plots to investigate relationships between two variables.

- 7.G.A.1 - Solve problems involving scale drawings.
- 6.G.A.1 - Find area, volume, and surface area of geometric figures.
- 8.F.B.5 - Describe the relationship between two quantities shown in a graph.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

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

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

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

9.4 Life Literacies and Key Skills

21st Century Skills

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

- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 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.

Climate Change

Addressed in Unit 1

SEL Competencies

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

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

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

- Differentiated Interactive Notebook Entries
- Student Role-Playing Activities
- Exit Slips & 3-2-1 Reflections
- Teacher-Created Quizzes
- Digital Formative Assessment Options

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher's observation, class discussion, and journal

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Summative Assessments:

- Debate the following topic: The collapse of Charlemagne's empire was inevitable. Form two teams, one to defend the idea that collapse was inevitable and one to defend the idea that the collapse could have been prevented. Allow each team time to research and develop its arguments.
- As a class, create a historical account of a medieval village under Viking attack. Have some students take on the role of Vikings, who keep records of their voyage and intentions. Others can assume the roles of clergy members, who keep the official town records. Still others can represent the villagers who recorded the raid. Have all three groups present their accounts to the class.
- Write a diary entry describing first impressions of North America from the Viking perspective.
- Write a list of recommendations of changes to improve government under the system of feudalism.

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

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

Targeted Academic Vocabulary

- Byzantine Empire - The eastern half of the Roman Empire that continued after the fall of the Western Roman Empire. It lasted from 330 CE to 1453 CE, with its capital at Constantinople, and was known for its strong government, Christian religion, and preservation of Roman and Greek knowledge.
- Carolingian Rulers - A dynasty of Frankish rulers in medieval Europe, started by Charles Martel and made famous by Charlemagne (also known as Charles the Great), who united much of Western Europe and was crowned Emperor in 800 CE.
- Democracy - A form of government in which power is held by the people, who rule either directly or through elected representatives. Originated in ancient Greece, especially in Athens.
- Feudalism - A social and political system in medieval Europe where land was exchanged for loyalty and military service. Kings gave land to nobles, who allowed knights to live on and protect it, while peasants worked the land.
- Germanic Groups - Tribes and peoples from northern and central Europe (like the Goths, Vandals, Saxons, and Franks) who helped bring down the Roman Empire and later formed the foundations of medieval European kingdoms.
- Medieval Europe - The period in European history from about 500 to 1500 CE, also called the Middle Ages. It began after the fall of the Roman Empire and included feudalism, the rise of Christianity, knights and castles, and the growth of kingdoms and the Church.

District/School Primary and Supplementary Resources

Grade 8 (World History) National Geographic: World History, Ancient Through Early Modern Times

- [The Middle Ages](#) (Diversity, Equity and Inclusion)
- [Middle Ages](#) (Diversity, Equity and Inclusion)
- [Vikings, Vikings Everywhere](#)
- [Explorers: Vikings](#)
- [Slavery in Medieval Europe](#) (Amistad)
- [Byzantine Empire](#)

Instructional Best Practices and Exemplars

See Appendix B

Pacing Guide

Grade 8 Social Studies Pacing Guide

Unit 3: Medieval Times Part 2	
Overview	
During Unit 3, students will be introduced to Part 2 of the Medieval Times. Students will learn about Islam, Islamic culture, Crusades, and the impact of Black Death.	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How did Islam originate and what are its main beliefs and practices? How did the Arabs spread Islam and create an empire? What are the Muslim contributions to math, science, and the arts? What role did Islamic culture play in forming the spread of Islamic societies? How did the Crusades emerge and develop over time? How did the Crusades affect the lives of Christians, Muslims, and Jews? Should the Crusades be considered a positive or negative event or a combination of both? How did the Black Death affect Europe during the late Middle Ages? How was anti-Semitism prevalent in the Middle Ages? What impact did the Black Death have on anti-Semitism? 	<ul style="list-style-type: none"> Islam is a monotheistic religion teaching its followers (Muslims) that there is only one God (Allah) and that Muhammad is the messenger of God. Islam spread to many neighboring regions by conquest and trade. The Muslims had many lasting achievements during the golden age in science and mathematics. The Crusades were a series of religious wars sanctioned by the Medieval Church that were primarily aimed at recovering the Holy Land from Muslim rule. The Crusades changed life in both the Middle East and in Europe for Christians, Muslims and Jews. Increased global contact fostered the spread and impact of the Black Death. The Black Death was one of the most devastating pandemics in human history and created a series of religious, social and economic upheavals that had profound effects on European history.

Unit 3 Medieval Times Part 2	
Content Standards	
<ul style="list-style-type: none"> 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. 6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary). 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. 6.2.8.GeoHE.4.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.GeoPP.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.GeoPP.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.GeoPP.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.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
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Core Ideas

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- The production and consumption of goods and services influence economic growth, well-being and quality of life.
- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.
- The physical and human characteristics of places and regions are connected to human identities and cultures.
- Historical events may have single, multiple, direct and indirect causes and effects.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

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Students will be able to...

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- Respond to open-ended essay questions.
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Interdisciplinary Connections	Computer Science and Design Thinking	
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- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

- SL.ES.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Mathematics Standards

- 7.RP.A.3 - Use proportional relationships to solve multistep ratio and percent problems.
- 6.RP.A.3 - Use ratio and rate reasoning to solve real-world and mathematical problems.
- 6.SP.B.4 - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- 6.SP.B.5 - Summarize numerical data sets in relation to their context.
- 8.SP.A.1 - Construct and interpret scatter plots to investigate patterns of association between two variables.
- 7.G.A.1 - Solve problems involving scale drawings of geometric figures, including computing actual lengths.
- 6.G.A.1 - Find the area of right triangles, other polygons, and compound shapes.
- 8.F.B.5 - Describe qualitatively the functional relationship between two quantities by analyzing a graph.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

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

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

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

9.4 Life Literacies and Key Skills

21st Century Skills

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

Technology Integration

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

- 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.

Climate Change

Addressed in Unit 1

SEL Competencies

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

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

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

- Differentiated Interactive Notebook Entries
- Student Role-Playing Activities
- Exit Slips & 3-2-1 Reflections
- Teacher-Created Quizzes
- Digital Formative Assessment Options

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher's observation, class discussion, and journal

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Summative Assessments:

- Imagine you are a follower of Muhammad during his lifetime. Create a flier to be put in town to announce the next time Muhammad would be speaking. Include all information and encourage all people to attend.
- Compare and contrast how Islam & Christianity emerged by completing a Venn diagram and flow chart. Create a poster that summarizes and illustrates the 5 Pillars of Faith in the Islamic religion.
- Research and organize a presentation of Arab contributions. Topics: science, mathematics, medicine, philosophy and the arts. Decide what form the presentation will take and what role each student will take. Make sure students include the impact of these contributions on their lives.
- Debate the following topic in class: Did the Crusades help or hurt western civilization?

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

Targeted Academic Vocabulary

- Anti-Semitism - Hatred, discrimination, or prejudice against Jewish people because of their religion, culture, or ethnicity. Anti-Semitism has occurred throughout history and was a major factor in events like the Holocaust.
- Crusades - A series of religious wars between Christians and Muslims during the Middle Ages (mostly between 1096 and 1291), mainly to control the Holy Land (Jerusalem and surrounding areas). The Crusades had lasting effects on religion, trade, and relations between cultures.
- Empire - A large territory or group of countries ruled by a single leader, emperor, or powerful government. Empires often expand by conquering other lands and people (e.g., Roman Empire, Byzantine Empire).
- Islamic Culture - The shared traditions, beliefs, achievements, and way of life influenced by the religion of Islam. This includes art, science, math, architecture (like mosques), and laws developed in Muslim civilizations, especially during the Golden Age of Islam.
- Middle Ages - The period in European history from about 500 to 1500 CE, also called Medieval Times, between the fall of the Roman Empire and the beginning of the Renaissance. It was marked by feudalism, castles, knights, the power of the Church, and the Black Death.
- Monotheistic Religion - A religion that believes in one all-powerful god. Major monotheistic religions include Judaism, Christianity, and Islam.

District/School Primary and Supplementary Resources

- Grade 8 (World History) National Geographic: World History, Ancient Through Early Modern Times
- [The Rise of Islamic Empires and States](#) (Diversity, Equity and Inclusion)
- [List of Rulers in the Islamic World](#)
- [Chronology of the Islamic World](#)
- [Early Islamic Influence in Asia](#) (AAPI)
- [Anti-Semitism in Medieval Europe](#) (Holocaust)
- [Black Death](#)

Instructional Best Practices and Exemplars

See Appendix B

Pacing Guide

Grade 8 Social Studies Pacing Guide

Unit 4: The Medieval World Part 3

Overview

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

Essential Questions

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

Enduring Understandings

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

Unit 4 The Medieval World Part 3

Content Standards

- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoPP.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.

Unit 4 The Medieval World Part 3

Content Standards

- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Core Ideas

- Political and civil institutions impact all aspects of people's lives.
- The production and consumption of goods and services influence economic growth, well-being and quality of life.
- The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology
- The environmental characteristics of places and production of goods influences the spatial patterns of world trade.
- The physical and human characteristics of places and regions are connected to human identities and cultures.
- Historical events may have single, multiple, direct and indirect causes and effects.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Student Learning Objectives

Students will be able to...

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.

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

Integrated Accommodations and Modifications

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

<ul style="list-style-type: none"> Establish procedures for accommodations / modifications for assessments Allow student to take/complete tests in an alternate setting as needed <p>Appendix A: Special Education Accommodations and Modifications</p>		
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> Utilize advanced, accelerated, or compacted content Provide assignments that emphasize higher- level thinking skills. Allow for individual student interest Gear assignments to development in areas of affect, creativity, cognition, and research skills Allow for a variety in types of resources Provide problem-based assignments with planned scope and sequence Utilize inquiry-based instruction Adjust the pace of lessons Utilize Choice Boards Provide Problem-Based Learning Establish flexible Grouping 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Break long assignments into smaller parts Assist student in setting short term goals Allow for preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Model and reinforce organizational systems (i.e. color-coding) Write out homework assignments, check student's recording of assignments 	
Interdisciplinary Connections	Computer Science and Design Thinking	
<p>ELA Standards</p> <ul style="list-style-type: none"> L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. 	<p>Computer Science and Design Thinking Practices</p> <ul style="list-style-type: none"> Fostering an Inclusive Computing and Design Culture Collaborating Around Computing and Design Recognizing and Defining Computational Problems Developing and Using Abstractions Creating Computational Artifacts Testing and Refining Computational Artifacts Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p> <ul style="list-style-type: none"> 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time. 	

- RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
- SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.ES.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning,

and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

- SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
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- 6.SP.B.5 - Summarize numerical data sets in relation to their context.
- 7.G.A.1 - Solve problems involving scale drawings of geometric figures, including computing actual lengths.
- 6.G.A.1 - Find the area of right triangles, other polygons, and compound shapes.
- 8.EE.C.7 - Solve linear equations in one variable.
- 8.F.B.5 - Describe qualitatively the functional relationship between two quantities.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
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Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

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- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
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9.4 Life Literacies and Key Skills

21st Century Skills

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

Technology Integration

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 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.

Climate Change

Addressed in Unit 1

SEL Competencies

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

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> • Differentiated Interactive Notebook Entries • Student Role-Playing Activities • Exit Slips & 3-2-1 Reflections • Teacher-Created Quizzes • Digital Formative Assessment Options <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> • Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) • Exit tickets, rotational activities (stations), quizzes, and small group activities • Classwork, homework, group work (formative assessment) • Pre-Assessment, teacher's observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Divide students into three groups and ask them to pretend they are members of Arab caravans visiting the empires of Ghana, Mali, and Songhai. Direct them to record their impressions of the journey, including their journey across the Sahara, in the form of journal entries. Read the entries to the class. • Create an advertisement promoting the aspect of society you believe most improved the economy of medieval China. • Create a scroll containing four Chinese discoveries or inventions that you believe have had the greatest influence on the modern world. • Write a letter, as a visitor to Japan, in which they describe the similarities and differences between Japan and their home culture. • Learn the social customs of the Heian aristocracy. Then, write a diary entry about life during the Heian period. • After research, create a poster on the training, armor and code of behavior for Japanese Samurai warriors. <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>
Targeted Academic Vocabulary	
<ul style="list-style-type: none"> • Feudal Age - A time period in medieval Europe and parts of Asia (roughly 9th–15th centuries) when land was owned by nobles who allowed people to live on it in exchange for loyalty, military service, or labor. This era is known for kings, knights, castles, and a strict social order. • Feudalism - A political and social system where land was exchanged for loyalty and service. Kings and nobles gave land to vassals (like knights) in return for protection and support. Peasants worked the land in exchange for safety and shelter. • Merit System - A system in which people are given jobs or positions based on their abilities, skills, and achievements, not their family background or social class. The Tang Dynasty of China was known for using the merit system through civil service exams. • Mongol Invasion - The series of military campaigns led by the Mongols during the 13th and 14th centuries, under leaders like Genghis Khan and Kublai Khan. These invasions created one of the largest empires in history and had major impacts on Asia, the Middle East, and Europe. • Tang Dynasty - A powerful Chinese dynasty that ruled from 618 to 907 CE. It is known as a golden age of Chinese culture, arts, trade, and government reforms—including the use of the merit system and expansion of the Silk Road. 	

- Terrain - The physical features of a land surface, such as mountains, valleys, deserts, or plains. Terrain affects travel, farming, settlement, and military strategy.

District/School Primary and Supplementary Resources

- Grade 8 (World History) National Geographic: World History, Ancient Through Early Modern Times
- [West Africa \(Amistad\)](#)
- [Cultures of West Africa \(Amistad\)](#)
- [Ancient West African History \(Amistad\)](#)
- [Trade in the Tang Dynasty \(AAPI\)](#)
- [China's Influence and the Role of Women \(AAPI & SEL\)](#)
- [A Dramatic Conflict: Korea, Japan and China \(AAPI\)](#)
- [Feudalism in Medieval Japan \(AAPI\)](#)

Instructional Best Practices and Exemplars

See Appendix B

Pacing Guide

Grade 8 Social Studies Pacing Guide

Appendix A: Accommodations and Modifications

Appendix A: Accommodations and Modifications: Unit 1

Accommodations:

1. Map and analyze major ancient land and sea trade routes in the Mediterranean and Asia.
2. Create models or diagrams showing the development of uniform systems of exchange.
3. Investigate technological innovations in agriculture, manufacturing, military, and urban life in classical civilizations.
4. Compare how division of labor functioned in different classical societies through role-play or simulations.
5. Construct social hierarchy charts for classical civilizations and discuss their implications for power, wealth, and equality.
6. Research and present the major achievements of Greece, Rome, India, and China, focusing on their lasting legacies.
7. Analyze the causes of decline in the Roman Empire, Gupta India, and Han China using cause-and-effect chains.
8. Compare key beliefs, practices, and expansion of major world religions that arose during this period.
9. Debate how world religions have responded to challenges posed by globalization today.
10. Use geographic information systems (GIS) or create maps to study environmental changes caused by ancient civilizations.
11. Develop proposals or projects addressing modern environmental challenges linked to ancient environmental modifications.
12. Create timelines showing the rise and fall of classical empires alongside technological and religious developments.
13. Conduct a mock trade negotiation illustrating the complexities of ancient economic exchanges.

14. Analyze artifacts or texts related to agricultural or military technologies and present their societal impact.
15. Host a panel discussion on social hierarchy and its effects on various groups in classical civilizations.

Modifications:

1. A detailed map overlaying major Silk Road and Mediterranean trade routes with annotated stops, goods traded, and cultural exchanges noted.
2. A 3D model of ancient coinage and bartering tools accompanied by a clear diagram showing how a uniform exchange system facilitated economic growth.
3. A multimedia presentation highlighting Roman aqueducts, Chinese cast iron plows, and Gupta urban planning, with explanations of their historical significance.
4. A simulation script showing contrasting roles of merchants, artisans, and farmers in Han China and Ancient Greece, with reflective journal entries from each character.
5. A well-organized pyramid chart of Roman society with commentary comparing the influence of birth status and wealth on mobility and power.
6. A student-created digital museum exhibit featuring artifacts, descriptions, and interactive quizzes showcasing enduring innovations from Greece, Rome, India, and China.
7. A flowchart showing the interconnected military, economic, and political causes of the fall of the Gupta Empire, with annotated primary source quotes.
8. A comparative matrix of major world religions' beliefs, spread routes, and interactions, followed by a class gallery walk with peer-reviewed reflections.
9. A formal debate with students citing current events and religious leaders' responses to globalization, followed by a consensus-building session.
10. A layered GIS map showing deforestation and urban expansion from ancient Mesopotamia to today, with cause-effect analysis.
11. A proposal for a sustainable farming method inspired by ancient terrace farming, linked to present-day food insecurity challenges.
12. A color-coded timeline showing overlapping dates of major classical empires, major inventions, and the spread of major religions.
13. A mock trade simulation with students representing ancient city-states negotiating trade terms and documenting cultural exchanges in trade journals.
14. A hands-on artifact analysis using replicas of ancient tools or weapons, with a write-up connecting the items to societal needs and technological advancement.
15. A panel discussion reenactment where student "experts" from various social classes and civilizations discuss how hierarchies affected their daily lives and opportunities.

Appendix A: Accommodations and Modification: Unit 2

Accommodations:

1. Map ancient land and sea trade routes across the Mediterranean and Asia.
2. Create diagrams showing the evolution of systems of currency and trade exchange.
3. Investigate and categorize major technological innovations in classical civilizations.
4. Role-play different jobs to demonstrate division of labor in ancient societies.
5. Build and interpret social hierarchy charts from classical civilizations.
6. Research and present key contributions of Greece, Rome, India, and China.

7. Create cause-and-effect chains explaining the decline of classical empires.
8. Compare belief systems and expansion patterns of major world religions.
9. Engage in a structured classroom debate on religion's role in global challenges.
10. Use GIS tools or mapping activities to explore environmental changes over time.
11. Design solutions to modern environmental problems inspired by ancient practices.
12. Develop annotated timelines of classical empires, inventions, and religious shifts.
13. Simulate ancient trade negotiations between classical civilizations.
14. Examine historical texts or artifacts and analyze their cultural or technological significance.
15. Organize and participate in a panel discussion on the impact of social class structures.

Modifications:

1. A labeled map accurately tracing the Silk Road and Mediterranean trade routes with analysis of economic and cultural impacts.
2. A 3D model illustrating the evolution from bartering to coinage in classical civilizations, with student explanation of its influence on commerce.
3. A digital presentation showcasing irrigation, metallurgy, road systems, and aqueducts, including their impact on ancient economies and societies.
4. A simulation where students take on roles as farmers, soldiers, merchants, and artisans to demonstrate division of labor in Rome and Han China.
5. A visual hierarchy chart comparing social class structures in Greece, India, and China, with annotations explaining class roles and power dynamics.
6. A multimedia presentation on the legacy of classical achievements (e.g., Roman law, Greek democracy, Indian numerals, Chinese civil service).
7. A cause-and-effect graphic organizer connecting military overspending, political corruption, and invasions to the fall of major empires.
8. A comparative chart or video explaining similarities and differences between Buddhism, Christianity, and Confucianism in beliefs and expansion.
9. A debate or written editorial on how major world religions are adapting to global issues like climate change, migration, and human rights.
10. A GIS-based map presentation showing environmental degradation from ancient farming or urbanization and its modern consequences.
11. A student-created sustainability action plan drawing connections between ancient irrigation and modern water conservation.
12. A timeline with visuals and descriptions linking empire growth with innovations and religious developments.
13. A mock trade negotiation simulation where students represent ancient regions and negotiate resources, transportation, and trade routes.
14. A hands-on artifact analysis (real or replica) paired with a student essay interpreting how the item influenced agriculture or military strategies.
15. A recorded panel discussion with students portraying historical figures from different social classes, reflecting on life in their civilizations.

Appendix A: Accommodations and Modification: Unit 3**Accommodations:**

1. Research and present how rulers used religion and other strategies to unify diverse empires
2. Compare and contrast the Japanese and European feudal systems through group debates or role-plays
3. Analyze primary sources related to the Magna Carta, Parliament, and habeas corpus
4. Create maps showing the geographic locations of medieval empires and explain geographic influence
5. Use geographic models or simulations to investigate environmental changes caused by medieval civilizations

6. Compare climates and geographies of Asia, Africa, Europe, and the Americas and analyze their effects
7. Map and analyze the Arabian Peninsula's geography and its role in trade and the spread of Islam
8. Track overland and maritime trade routes like the Silk Road and African caravan
9. Use historical maps to study interactions between the Islamic world and medieval Europe
10. Investigate how improvements in agriculture, population growth, and urbanization led to powerful kingdoms
11. Research and analyze the effects of the plague on Europe's demographics, economy, and religion
12. Examine how religion and economics shaped medieval social hierarchies
13. Develop presentations on the lasting achievements of medieval civilizations across regions
14. Participate in a simulation of medieval social classes to explore hierarchy and daily life
15. Conduct a case study on a trade city or kingdom to analyze the role of geography and economy
16. Create timelines connecting technological and cultural advancements with shifts in power
17. Facilitate a seminar on the influence of medieval religious beliefs on governance
18. Analyze causes and effects of urbanization using demographic data and mapping tools
19. Organize a mock trade negotiation between different medieval regions
20. Investigate environmental consequences of medieval land use and propose modern solutions

Modifications:

1. A multimedia presentation explaining how Emperor Constantine used Christianity to unify the Roman Empire, including maps, timelines, and quotes from primary sources.
2. A scripted and well-reasoned classroom debate between students representing Japanese and European feudal lords, demonstrating clear understanding of feudal roles and their effectiveness.
3. A document-based essay that accurately analyzes excerpts from the Magna Carta and connects its principles to the U.S. Constitution and Bill of Rights.
4. A color-coded map with annotations showing how the geography of the Mongol Empire facilitated trade and control, accompanied by a short reflection on geographic advantages.
5. A digital simulation model illustrating how medieval deforestation affected farming and urban life, followed by a written explanation linking it to today's deforestation issues.
6. A comparative climate chart with maps and student analysis on how monsoon seasons in Asia and the Mediterranean climate influenced trade patterns.
7. A hand-drawn or digital map with trade arrows and commentary explaining how Mecca's geography supported its rise as a trade and religious hub.
8. An interactive Silk Road board game designed by students that integrates trade goods, cultural exchanges, and geographic barriers into gameplay.
9. A historical map portfolio with captions showing knowledge of Islamic and European cultural exchanges, including architecture, science, and language.
10. A group presentation showing how improved crop rotation and plows led to larger cities and stronger kingdoms, supported with graphs and historical quotes.
11. A data-driven infographic comparing pre- and post-plague population figures, with accompanying analysis of its effects on labor and religious attitudes.
12. A social pyramid poster of a medieval society annotated with details about each class's economic and religious roles, plus a reflection on fairness and mobility.
13. A PechaKucha-style digital slideshow showcasing key architectural, artistic, and scientific contributions of the Mali Empire, Tang China, and medieval Europe.
14. A simulation journal entry written from the perspective of a medieval merchant, peasant, or noble describing a day's work and life under feudalism.

15. A case study PowerPoint on Timbuktu or Constantinople with historical images, trade route connections, and student narration explaining its growth.
16. A vertical timeline comparing the rise of kingdoms in Asia, Europe, and the Americas, highlighting concurrent tech and cultural milestones.
17. A Socratic seminar reflection analyzing how Islamic law and Catholic Church doctrine shaped governance and behavior in their respective societies.
18. A GIS-based project mapping the relationship between medieval city growth and agricultural innovation, accompanied by a summary slide deck.
19. A mock trade negotiation between student “delegates” from Venice, Ghana, and Samarkand, using historical goods and terms of trade.
20. A cause-and-effect diagram showing how overfarming led to soil depletion in medieval Europe, followed by a modern sustainability action plan presentation.

Appendix A: Accommodations and Modification: Unit 4

Accommodations:

1. Analyze how rulers used religion and political strategies to unify diverse populations through group research and discussion.
2. Participate in a debate comparing Japanese and European feudal systems, focusing on structure and effectiveness.
3. Create graphic organizers illustrating similarities and differences between feudal systems in Europe and Japan.
4. Use maps and geographic data to investigate how location influenced the development of medieval empires.
5. Build simulations or models of major trade routes like the Silk Road and African caravan networks.
6. Conduct map-based explorations showing the relationship between trade routes and the rise of urban centers.
7. Research case studies of African regions to examine how geography and natural resources shaped trade and cultural exchange.
8. Analyze climatic and geographic influences on societal development across continents using interactive map stations.
9. Construct timelines tracing the impact of agriculture, urbanization, and trade on the formation of medieval states.
10. Create cause-and-effect diagrams explaining the relationship between food production, population growth, and economic power.
11. Role-play members of different social classes in medieval societies to explore economic and religious influences on hierarchy.
12. Host roundtable discussions to evaluate how religion shaped daily life and governance across different empires.
13. Design interactive museum exhibits or gallery walks exploring the legacies of major medieval civilizations.
14. Collaborate on group murals or digital collages showing technological and cultural advancements of medieval societies.
15. Develop and present case studies on influential medieval cities, examining factors behind their prominence and longevity.

Modifications:

1. A multimedia presentation explaining how Charlemagne and the Abbasid Caliphs used religion and law to unify their empires, with citations from primary sources.
2. A structured debate where students convincingly argue whether Japanese or European feudalism created a more stable society, using specific historical evidence.
3. A three-panel comparative infographic showing political, economic, and cultural characteristics of feudal Japan and medieval Europe, with labeled visuals and data.

4. A large, annotated trade map tracing the Silk Road and trans-Saharan trade routes, including symbols for goods traded, major cities, and cultural exchange points.
5. A physical 3D model of a medieval trade caravan route, complete with representations of goods, travel methods, and environmental challenges faced by traders.
6. A case study report analyzing the Niger River's role in the development of Timbuktu, including maps, climate data, and discussion of Islamic influence.
7. An interactive digital map showing the effects of different geographic features (deserts, mountains, rivers) on trade, agriculture, and cultural isolation.
8. A cause-and-effect timeline poster showing how innovations like the horse collar and three-field system led to population booms and stronger kingdoms.
9. A dramatic classroom reenactment of medieval social roles, with scripted lines and actions for nobles, clergy, merchants, and serfs, followed by reflection essays.
10. A creative digital project (e.g., video documentary or podcast episode) explaining how the Islamic Golden Age contributed to modern medicine and mathematics.
11. A student-created documentary short on the legacy of the Mali Empire, featuring trade networks, religious influence, and urban achievements like Sankore University.
12. A comparative essay detailing the similarities and differences in how Mansa Musa and European monarchs used religion to reinforce authority and legitimacy.
13. A museum-style exhibit board with artifacts (real or replicas), captions, and QR codes linking to student-created videos about key achievements in medieval Asia.
14. A group presentation on how the geographic layout of Mesoamerican civilizations influenced their economies, featuring hand-drawn elevation maps and trade paths.
15. A reflective journal written from the perspective of a merchant traveling along the Silk Road, describing encounters with different cultures and technologies.

Appendix B: Instructional Best Practices and Exemplars:

Appendix B: Instructional Best Practices and Exemplars: Unit 1

Activities:

1. Map and analyze major ancient land and sea trade routes in the Mediterranean and Asia.
2. Create models or diagrams showing the development of uniform systems of exchange.
3. Investigate technological innovations in agriculture, manufacturing, military, and urban life in classical civilizations.
4. Compare how division of labor functioned in different classical societies through role-play or simulations.
5. Construct social hierarchy charts for classical civilizations and discuss their implications for power, wealth, and equality.
6. Research and present the major achievements of Greece, Rome, India, and China, focusing on their lasting legacies.
7. Analyze the causes of decline in the Roman Empire, Gupta India, and Han China using cause-and-effect chains.

8. Compare key beliefs, practices, and expansion of major world religions that arose during this period.
9. Debate how world religions have responded to challenges posed by globalization today.
10. Use geographic information systems (GIS) or create maps to study environmental changes caused by ancient civilizations.
11. Develop proposals or projects addressing modern environmental challenges linked to ancient environmental modifications.
12. Create timelines showing the rise and fall of classical empires alongside technological and religious developments.
13. Conduct a mock trade negotiation illustrating the complexities of ancient economic exchanges.
14. Analyze artifacts or texts related to agricultural or military technologies and present their societal impact.
15. Host a panel discussion on social hierarchy and its effects on various groups in classical civilizations.

Exemplars:

1. Analyzing the Silk Road and Mediterranean trade routes to illustrate economic and cultural exchanges across regions.
2. Examining the development and use of coinage and standardized currency systems in ancient Greece, Rome, and China.
3. Investigating how irrigation, plows, and manufacturing technologies boosted agricultural and economic productivity in classical civilizations.
4. Comparing the Roman legion's military technology and organization with those of Han China and Gupta India.
5. Creating comparative social hierarchy diagrams showing class structure differences and similarities in Greece, Rome, India, and China.
6. Researching the lasting legacies of classical achievements such as Roman law, Greek philosophy, Indian mathematics, and Chinese inventions like paper and gunpowder.
7. Identifying common causes of decline in the Roman Empire, Gupta India, and Han China including political corruption, invasions, and economic troubles.
8. Comparing core beliefs and historical expansion patterns of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism.
9. Discussing how these religions address modern issues such as globalization, cultural exchange, and conflict.
10. Using maps and environmental models to analyze how deforestation, irrigation, and urbanization by ancient civilizations created long-term environmental effects.
11. Studying examples of ancient water management systems and their impact on present-day environmental challenges.
12. Evaluating how technological innovations facilitated urban growth and labor specialization in classical societies.
13. Exploring how trade routes enabled the spread of technology, ideas, and religion between Europe, Asia, and Africa.
14. Analyzing archaeological evidence that reveals economic specialization and social stratification in classical civilizations.
15. Investigating the role of geography in shaping trade networks and political power in classical empires.

Appendix B: Instructional Exemplars and Explanations: Unit 2

Activities:

1. Analyze primary source excerpts from medieval rulers explaining how religion was used to unify their territories.
2. Compare and contrast feudal Japan and Europe through role-play scenarios illustrating social, economic, and political relationships.
3. Debate the effectiveness of Japanese vs. European feudalism in maintaining order and stability.
4. Investigate the Magna Carta and create a visual timeline showing its influence on modern democratic ideas.

5. Simulate a medieval English parliament session to explore early democratic processes and legal practices.
6. Use maps to examine how geography shaped the political and economic centers of medieval empires.
7. Create climate and geography-based economic development charts for Asia, Africa, Europe, and the Americas.
8. Research and present the causes and consequences of the rise and fall of European feudalism.
9. Build a cause-and-effect chain linking agricultural advances, population growth, and urbanization to the rise of medieval states.
10. Analyze demographic and economic data to assess the impact of the Black Death on European society.
11. Role-play multiple perspectives from the Crusades, including European leaders, crusaders, Muslims, Jews, and merchants.
12. Trace the influence of the Byzantine Empire on Islamic culture and Western Europe using a Venn diagram.
13. Examine religious and economic factors that shaped social hierarchies in medieval empires through group discussion.
14. Create a multimedia presentation on the major achievements of civilizations across Asia, Africa, Europe, and the Americas.
15. Design an interactive map tracing trade routes that connected medieval empires and facilitated cultural exchange.
16. Evaluate the social and political effects of the plague by analyzing contemporary accounts and art.
17. Develop a chart comparing religious institutions' roles in governance across medieval empires.
18. Write a reflective journal from the perspective of different social classes living under feudal systems.
19. Conduct a simulation of a medieval town council debating economic and social issues.
20. Investigate the role of trade fairs and markets in urban growth during the late Middle Ages.

Exemplars:

1. Analysis of how rulers like Charlemagne and the Tokugawa shogunate used religion and political structures to unify diverse populations.
2. Comparative essay on the similarities and differences between Japanese and European feudal systems and their impacts on society.
3. Document-based analysis of the Magna Carta, Parliament, and habeas corpus, explaining their influence on modern democratic principles.
4. Map study showing how geography shaped the political and economic centers of the Byzantine, Islamic, and European empires.
5. Case study on how climate and geography affected trade routes, resource availability, and cultural exchanges in Asia, Africa, Europe, and the Americas.
6. Chronological investigation into key events that led to the rise and decline of European feudalism, including the Black Death and the Hundred Years' War.
7. Research project linking agricultural innovations, population growth, and urbanization to the formation of medieval kingdoms.
8. Analytical report on the demographic, economic, and religious consequences of the plague in Europe.
9. Multi-perspective analysis of the Crusades, incorporating views of European leaders, crusaders, Muslims, Jews, and merchants.
10. Essay exploring the cultural, religious, and political influence of the Byzantine Empire on the Islamic world and Western Europe.
11. Examination of how religion and economic factors shaped social hierarchies in medieval empires and affected different social groups.
12. Presentation on the lasting legacies of key achievements from Asia, Africa (Islamic civilization), Europe, and the Americas during the medieval period.
13. Debate on the effectiveness of religion as a tool for unification and governance in medieval empires.
14. Visual timeline tracing the rise and fall of European feudalism and key events that influenced these changes.
15. Comparative analysis of urbanization patterns in medieval Europe and Asia, emphasizing economic and social impacts.
16. Case study on the role of trade fairs and commerce in shaping medieval society and economy.
17. Investigation of the legal innovations from medieval England and their influence on contemporary legal systems.

18. Map analysis illustrating the geographic spread of the Crusades and trade networks linking medieval empires.
19. Critical essay on how the plague reshaped social structures and religious beliefs in medieval Europe.
20. Research project on major medieval achievements in science, art, architecture, and law across multiple continents.

Appendix B: Instructional Best Practices and Exemplars: Unit 3
Activities:

1. Research and present how rulers used religion and other strategies to unify diverse empires.
2. Compare and contrast the Japanese and European feudal systems through group debates or role-plays.
3. Analyze primary sources related to the Magna Carta, Parliament, and habeas corpus to connect medieval English legal practices to modern democracy.
4. Create maps showing the geographic locations of medieval empires and explain how geography influenced their political and economic development.
5. Use geographic models or simulations to investigate environmental changes caused by medieval civilizations and discuss modern implications.
6. Compare climates and geographies of Asia, Africa, Europe, and the Americas and analyze their effects on trade and cultural interactions.
7. Map and analyze the Arabian Peninsula's geography and explain its role in Afro-Eurasian trade and the spread of Islam.
8. Track overland and maritime trade routes like the Silk Road and African caravan, and assess their impact on urban growth and communication.
9. Use historical maps to study the interaction between the Islamic world and medieval Europe and its effects on trade, technology, and culture.
10. Investigate how improvements in agriculture, population growth, and urbanization contributed to the rise of powerful kingdoms.
11. Research the effects of the plague on European demographics, economy, and religion through data analysis and reports.
12. Examine how religion and economics shaped social hierarchies in medieval empires and discuss their impacts on various social groups.
13. Develop presentations highlighting the lasting achievements of medieval civilizations across Asia, Africa, Europe, and the Americas.
14. Participate in a simulation where students represent different social classes within a medieval society to explore hierarchy and daily life.
15. Conduct a case study on a specific trade city or kingdom, analyzing how geography and economics influenced its rise.
16. Create timelines connecting technological and cultural advancements with shifts in political power across medieval regions.
17. Facilitate a seminar on how medieval religious beliefs influenced government policies and social structures.
18. Analyze the causes and effects of urbanization in medieval societies using demographic data and geographic tools.
19. Organize a mock trade negotiation representing different medieval regions to explore economic interdependence.
20. Investigate the environmental consequences of medieval land use practices and propose modern solutions inspired by historical examples.

Exemplars:

1. A detailed case study analyzing how rulers in various medieval empires used religion and political strategies to unify diverse populations and govern expansive territories.
2. A comparative essay or project examining the social, economic, and political structures of Japanese and European feudalism, highlighting their effectiveness and differences.
3. An evidence-based report tracing the influence of the Magna Carta, English Parliament, habeas corpus, and independent judiciary on the foundations of modern democratic systems.

4. Geographic analyses illustrating how natural features shaped the political, economic, and cultural centers of medieval empires and influenced their interactions with neighboring regions.
5. A geographic modeling project that investigates environmental changes caused by medieval civilizations and connects those modifications to current environmental challenges.
6. A comparative study on how the climates and geographic conditions of Asia, Africa, Europe, and the Americas affected economic development and patterns of isolation or interaction.
7. A research paper explaining why the Arabian Peninsula's geography made it central to Afro-Eurasian trade and facilitated the spread of Islam across continents.
8. An assessment of the effects of major trade routes like the Silk Road and African caravan on urban growth, communication, transportation, and the rise of international trade hubs.
9. A map-based analysis showing how medieval European and Islamic world interactions boosted trade, technological innovation, and cultural exchange in science and the arts.
10. An investigative report on how increased agricultural productivity, population growth, urbanization, and commercialization led to the emergence of powerful kingdoms across different regions.
11. A demographic and economic analysis of the Black Death's impact on medieval Europe's population, economy, and religious practices.
12. A social study evaluating how religion and economic factors structured medieval social hierarchies and the effects of these systems on diverse groups within those societies.
13. A culminating project evaluating the lasting contributions and legacies of medieval civilizations in Asia, Africa (especially Islamic culture), Europe, and the Americas across various fields such as governance, culture, and technology.

Appendix B: Instructional Best Practices and Exemplars: Unit 4

Activities:

1. Create presentations analyzing how religion and political strategies helped rulers unify and govern diverse populations in medieval empires.
2. Compare and contrast Japanese and European feudal systems through debates or graphic organizers focusing on social, economic, and political aspects.
3. Use maps and geographic data to explore how geography influenced the development of political, economic, and cultural centers in various empires.
4. Investigate major trade routes like the Silk Road and African caravan, and create models or simulations showing their impact on urbanization, transportation, and communication.
5. Research Africa's physical geography and natural resources, then develop case studies on how these factors affected trade, development, and the spread of religion.
6. Analyze how the climates and geographies of Asia, Africa, Europe, and the Americas influenced their economic development and connections or isolation with other societies through interactive map activities.
7. Examine how improvements in agriculture, population growth, urbanization, and commercialization contributed to the rise of powerful kingdoms, using timelines or cause-and-effect charts.

8. Explore social hierarchies in medieval empires by role-playing different social classes and discussing the impacts of religion and economics on these structures.
9. Develop projects evaluating the lasting cultural, technological, and political legacies of medieval civilizations in Asia, Africa (Islamic world), Europe, and the Americas.

Exemplars:

1. Examination of how religion was used by rulers like Charlemagne, the Caliphs, and the Shogun to unify diverse populations and legitimize central authority.
2. Comparative analysis of Japanese feudalism under the shoguns and European feudalism under kings and nobles, focusing on social structure, economics, and political control.
3. Case studies of geography's role in the rise of capitals such as Constantinople, Kyoto, Timbuktu, and Tenochtitlan, including how their locations influenced trade and cultural exchange.
4. Assessment of the impact of major trade routes like the Silk Road and the Trans-Saharan caravan routes on the development of urban centers, technology transfer, and cultural diffusion.
5. Analysis of Africa's diverse landscapes and resources—such as the Sahara Desert and Niger River—and how these shaped trade networks and the spread of Islam.
6. Investigation into how climate and geography shaped the economies and interactions of regions such as monsoon Asia, Mediterranean Europe, sub-Saharan Africa, and pre-Columbian Americas.
7. Exploration of how increased agricultural productivity, population growth, and urbanization contributed to the emergence of powerful states like the Mali Empire, Song Dynasty, and medieval European kingdoms.
8. Evaluation of the role of religion (e.g., Islam, Christianity, Buddhism) and economic factors in establishing social hierarchies and impacting daily life across different empires.
9. Critical review of enduring achievements such as the spread of paper and printing, Islamic scholarship, Gothic architecture, and indigenous American innovations, assessing their influence on later civilizations.