

Course Overview

Name of Course: Social Studies 8, GATE

Name of Department: Social Studies

LGBTQ Correlation

Holocaust Correlation

Amistad Correlation

Diversity and Inclusion Correlation

Information Literacy

Asian Heritage Law

Course Summary:

Course Description:

The 8th grade Social Studies course is designed to meet the New Jersey Student Learning Standards for Social Studies and to provide students with knowledge, skills, and values essential to understand world history. Students will focus on each part of the world and develop an ability to recognize characteristics distinguishing regions of the Mediterranean, Europe, Africa and Asia. This course will focus on the geography, economies, political systems, religious institutions, cultural achievements, technological advancements, and social relations amongst various civilizations including; Classical Civilizations of the Mediterranean and empires in Asia, Africa and Europe during the Middle Ages. The course will also focus on incorporating literacy strategies while learning the content. Students will improve their deep reading of informational text and their compositional skills through Document-based Questions and Response Questions. Close analysis of primary, secondary, and independent inquiry documents will be a focus. Writing assignments are related to content studied in class and through independent student research. The New Jersey Student Learning Standards in Social Studies 8 will frame the outcomes of this course.

Social Studies GATE Grade 8

Prerequisite: Teacher recommendation/STAR/GATE Testing

The GATE Social Studies course will focus on an even more rigorous study of Classical Civilizations of the Mediterranean World and the emergence of empires in Asia, Africa, and Europe during the Middle Ages. This course will include the use of primary sources, research methodology, analytical problem solving, technology, and decision making opportunities. The curriculum is designed for students who need to be challenged and are capable of achieving the highest level of performance. The student will improve their deep reading of informational text and their compositional skills through Document Based Questions and Free-Response Questions. Close analysis of primary, secondary, and independent inquiry documents will be a focus. Writing assignments are related to content studied in class and through independent student research. The New Jersey Student Learning Standards in Social Studies 8 will frame the outcomes of this course.

PRSD Revision: August 2021

BOE Approved (revision): August 2021

BOE Annual Approval: August 2024

NJ DOE Adopted: June 2020

State Standard Adopted by PRSD: August 2020

Course Expectations:

Students will demonstrate proficiency in this course by completing a variety of assessments, both formal and informal, that are in alignment with the New Jersey Student Learning Standards for Social Studies. Students are expected to take responsibility for their education by coming to class prepared and ready to engage in discussions and other activities. In addition, students will be challenged by their teachers daily to make judgements and draw connections to issues that our world faces today. Students will be able to read primary source documents in order to evaluate, analyze and draw conclusions in order to make a claim.

Course Essential Questions (Big Ideas):

Essential Questions:

A. Civics, Government, and Human Rights

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

B. Geography, People, and the Environment

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

C. Economics, Innovation, and Technology

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

D. History, Culture, and Perspectives

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

Big Ideas:

1. The development of social studies skills enables learners to apply the concepts of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.

2. An understanding of the historical foundations and underlying values and principles of American democracy prepares the learner to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.
3. The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with a historical perspective that informs both thinking and action.
4. Knowledge of geography and application of geographic skill enables students to understand relationships between people, their behavior, places and the environment for problem solving as historical understanding.

Alignment with the 2020 New Jersey Student Learning Standards- Social Studies:

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

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

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

6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

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

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

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and

conflict shaped the values and decisions of the classical civilizations.

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

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

6.2.8.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.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.

Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE) The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.

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

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

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

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

6.2.8.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.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.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.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.

6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Primary Interdisciplinary Standards

New Jersey Student Learning Standards- ELA

Language Domain

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.
- L.KL.8.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
 - C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- 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.
 - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Analyze the impact of specific word choices on meaning and tone.
 - C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.VI.8.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., verbal irony, puns) in context.
 - B. Use the relationship between particular words to better understand each of the words.
 - C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Reading Domain

- 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.CI.8.2.** Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.8.3.** Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters

influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

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.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

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.

Writing Domain

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.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

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.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

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.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

New Jersey Learning Standards - Visual and Performing Arts

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

Supporting and Additional Standards:

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

Standard 8.1 Computer Science: Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

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

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Standard 8.2 Design Thinking: Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

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.

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and

successful careers.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

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.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

Standard 9.3: Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.12.ED.7 Explain legal rights that apply to individuals and practitioners within education and training settings.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

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.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.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

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

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

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

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

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

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

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

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

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

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem

Diversity and Inclusion:

New Jersey Legislation [C.18A:35-4.36](#) requires that:

- a. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.
- b. The instruction shall:

1. highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
2. examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
3. encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Inclusivity/LGBTQ/Disabilities:

New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation C.18A:35-4.36. Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people. This course will address the following:

- Explore influences that affect historical perspectives.
- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in history.
- Always address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.
- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Address stereotypes and promote inclusive conversations about gender and sexual identity in history.
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom. In addition, use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Make modifications to accommodate any students with specific needs, views and experiences.

Holocaust/Genocide (N.J.S.A. 18A:35-28):

As per the New Jersey Commission on Holocaust Education; every student shall learn about the Holocaust and genocides in an appropriate place in the curriculum. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to

understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Our goals for this course are aligned with the goals of the NJ Commission on Holocaust Education and will include infused lessons on genocide, prejudice, discrimination, and human rights violations throughout the history of the eras covered in this course in order to combat hate, intolerance, and injustice.

Asian Heritage Law:

N.J.S.A. 18A:35-4.44 - Asian American, Pacific Islander history, contributions; instruction included in curriculum.a. A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.b. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section a. of this section. When adopting instructional materials for use in the school district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of Asian Americans and Pacific Islanders.c. A board of education shall seek the assistance and advice of the Commission on Asian Heritage established pursuant to section 2 of P.L. 2021, c. 410(C.18A:4-52) in fulfilling the requirements of this section.

Suggested Lessons

- [The Korean War \(1950–1953\)](#)
- [Japanese American Internment Camps during WWII](#)

Amistad “Amistad Bill” (A1301):

The NJ Amistad Curriculum was designed to promote a wider implementation of educational awareness programs regarding the African Diaspora, African slave trade, slavery in America, and the contributions Africans have made to American society. The NJ Amistad Commission’s goal is to change the landscape for the study of the United States and world history by placing Africans and African Americans at the center of the narrative as agents rather than as bystanders or victims who live on the margins of the United States and the world. Our goal is to enrich lessons and material that infuses the history of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete, and inclusive history in the classroom.

Information Literacy:

New Jersey Senate Bill [588](#). Directs DOE to develop New Jersey Student Learning Standards in information literacy:

New Jersey Student Learning Standards, information literacy; definition.

1. a. As used in this act, the term “information literacy” means a set of skills that enables an individual to recognize when information is needed and to locate, evaluate, and use effectively the needed information. Information literacy includes but is not limited to, digital, visual, media, textual, and technological literacy.

PRSD Revision: August 2021

BOE Approved (revision): August 2021

BOE Annual Approval: August 2024

NJ DOE Adopted: June 2020

State Standard Adopted by PRSD: August 2020

b. The State Board of Education shall adopt New Jersey Student Learning Standards in information literacy. The content of information literacy shall include, at a minimum:

- (1) the research process and how information is created and produced;
- (2) critical thinking and using information resources;
- (3) research methods, including the difference between primary and secondary sources;
- (4) the difference between facts, points of view, and opinions;
- (5) accessing peer-reviewed print and digital library resources;
- (6) the economic, legal, and social issues surrounding the use of information; and
- (7) the ethical production of information.

c. Each school district shall incorporate instruction on information literacy in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The school library media specialist shall be included in the development of the curriculum concerning information literacy whenever possible.

- New Jersey Office of Homeland Security and Preparedness [Disinformation Portal](#)

Diversity, Equity, and Inclusion Standards

[Diversity, Equity & Inclusion Standards & Resources](#)

Climate Change Standards

[Climate Change Standards & Resources](#)

Course Requirements and Major Assignments:

- Must maintain an overall grade of 65%
- Must adhere to the attendance regulation of less than 16 days absent.
- In order to complete this course students must complete regularly assigned tasks including: quarterly exams/projects, the technology projects along with regularly assigned tasks including; classwork, homework, quizzes, tests, projects, independent research, DBQs, presentations, and cross-curricular assessments.

Course Content Outline/Pacing Guide

Unit/Content Topic

Timeline

1. Ancient Greece
 - The People of the Early Aegean
 - The Rise of Greek City-States
 - Conflict in the Greek World
 - The Glory That Was Greece
 - Alexander and the Hellenistic Age

40 days

2. The Roman World 40 days
 - The Roman World Takes Shape
 - From Republic to Empire
 - The Roman Achievement
 - The Rise of Christianity
 - The Fall of Rome: The Long Decline
 - The Byzantine Empire

3. Muslim Civilizations and African Empires 25 days
 - The Rise of Islam
 - Building a Muslim Empire
 - Muslim Civilizations Golden Age
 - The Ghana Empire and Mali Empire

4. Medieval Europe 50 days
 - The Early Middle Ages
 - Feudalism and the Manor Economy
 - The Medieval Church
 - Economic Recovery Sparks Change
 - Royal Power Grows
 - The Holy Roman Empire and the Church
 - The Crusades and the Wider World
 - Learning and Culture Flourish
 - A Time of Crisis

5. Expanding Exchanges and Encounters: Civilizations in Far East and Southeast Asia 25 days
 - Two Golden Ages of China
 - The Mongol and Ming Empires
 - Korea and Its Traditions
 - The Emergence of Japan and the Feudal Age

Course Unit/Pacing Guide

Unit #	Unit Title/Major Concepts	Duration: Days & School Calendar
1	Ancient Greece	40 Days
2	The Roman World	40 Days
3	Muslim Civilizations and African Empires	25 Days

4	Medieval Europe	50 Days
5	Expanding Exchanges and Encounters: Civilizations in Far East and Southeast Asia	25 Days

Course Unit 1	
Unit Title: Ancient Greece	
Date/Duration: 40 Days	
<u>New Jersey Student Learning Standard(s) (NJSLs) addressed:</u>	
Major Standards: New Jersey Student Learning Standards - Social Studies: 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Era 3 - The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE): 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.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.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution. 6.2.8.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.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline. 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation	

to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

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

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

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

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

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.

6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Primary Interdisciplinary Standards

New Jersey Student Learning Standards- ELA

Language Domain

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- H. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- I. Form and use verbs in the active and passive voice.
- J. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- K. Recognize and correct inappropriate shifts in verb voice and mood.
- L. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- M. Use an ellipsis to indicate an omission.
- N. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- D. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- E. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- F. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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.

- F. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- G. Analyze the impact of specific word choices on meaning and tone.
- H. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- I. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- J. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- E. Interpret figures of speech (e.g., verbal irony, puns) in context.
- F. Use the relationship between particular words to better understand each of the words.
- G. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- H. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Reading Domain

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.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

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.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

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.

Writing Domain

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.

F. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

- G. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- H. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- I. Establish and maintain a formal or academic style, approach, and form.
- J. Provide a concluding statement or section that follows from and supports the argument presented.

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.

- G. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- H. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- I. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- J. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- K. Establish and maintain a formal style/academic style, approach, and form.
- L. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- F. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- G. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- H. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- I. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- J. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex

writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

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.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

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.

- E. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- F. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- G. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- H. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

New Jersey Learning Standards - Visual and Performing Arts

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

Supporting and Additional Standards:

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

Standard 8.1 Computer Science: Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

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

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Standard 8.2 Design Thinking: Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

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.

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

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.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes,

and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

Standard 9.3: Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.12.ED.7 Explain legal rights that apply to individuals and practitioners within education and training settings.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

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.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.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

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

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

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

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

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

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

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

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

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

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem

Inclusivity/Diversity/Disabilities/LGBTQ:

**Suggested Activities are incorporated in the learning plan for this unit.*

- What influences affect historical perspectives?
- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used in history.
- Whose voice is missing from any of the course's texts/visual/media representations? Why?
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Modifications can be made to accommodate any students with specific needs, views and experiences.

Corresponding Standards:

- **6.2.8.CivicsDP.3.b:** Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- **6.2.8.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.
- **6.3.8.CivicsPR.3:** Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
- **6.3.8.CivicsHR.1:** Construct an argument as to the source of human rights and how they are best protected.

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- determine the consequences that geographic isolation had on the development of Greece and how geography also dictates the scarcity of a resource, which often has a corresponding influence on its value.

- examine the various government systems that developed in Greece and how they influenced our society today.
- identify and analyze how cultural characteristics and achievements of Ancient Greece have influenced society throughout the ages.
- analyze how people interact with institutions of authority and power (both religious and civil) to engage within the larger society.

Diversity, Equity, and Inclusion Standards

[Diversity, Equity & Inclusion Standards & Resources](#)

Climate Change Standards

[Climate Change Standards & Resources](#)

Meaning	
Understandings: ● Geography has a great influence on the way societies function. ● The need for order in society leads to the rise of government. ● Citizens have both rights and responsibilities in society. ● Much of our understanding of the world, culture and values come from the Ancient Greeks.	Essential Questions: ● What is power and who should have it? ● How should conflict be handled? ● How does the need for order give rise to forms of government? ● What is the role of government in society? ● What are the rights and responsibilities of citizens in societies? ● How do culture and society influence one another? ● Why has Greek culture endured through the ages?
Acquisition	
Students will know..... ● how the Mycenaean and Minoan societies influenced Greek civilization. ● Homer's epic's and how they display Greek values of courage, honor and war. ● the major geographical characteristics of Greece and how it enabled the development of various city-states. ● how physical features of geography	Students will be able to.... ● Describe the geography of Greece, and explain how this affected their political, economic, and social development. ● Summarize key religious beliefs of the Ancient Greeks, and explain how these beliefs shaped daily life. ● Identify the influences of the Minoan culture and how the civilization prospered. ● Summarize how the Mycenaeans ruled

can affect a region's economy. • how the Greek government evolved from a monarchy to a democracy. • the rights and responsibilities of citizens in society. • various types of government and different city-states developed. • the culture and values shared by the Greeks. • how the Persian Wars affected Greece. • The effects of the Peloponnesian war and how they enabled the decline of Greece. • how Alexander the Great conquered Greece and created an empire that encouraged the blending of cultures.	the sea trade and started the Trojan War. • Describe the works of Homer and their influence on Greek culture. • Understand and define terms relative to Greek political development. • Compare and contrast the governments of Athens and Sparta. • Explain the rights and duties of a citizen. • Evaluate the benefits of a democratic form of government. • Compare and contrast our modern government to the Athenian government. • List key causes, events, and outcomes of the Persian wars, and the Peloponnesian war and then analyze the long term effects of these major conflicts. • Analyze the political and ethical ideas of Greek philosophers. • Explain how Alexander the Great's created an extensive empire. • Analyze Alexander the Great's military accomplishments and then assess his role as a leader in shaping world history. • List and explain several contributions of the ancient Greeks to our modern world. • Evaluate the impact this civilization has had on modern society and the individual.
--	--

Stage 2-Assessment Evidence

Students will show their learning by...

Performance Tasks:

- K-W-L Chart
- Debunking the Trojan War Mini DBQ
- Role-Play: *The Iliad*
- Role-Play: Theseus and the Minotaur,

Other Evidence

- Choice Board
- Discussion responses
 - Discussion of themes in the Iliad:

• Forms of Government Organizer • Learning Stations: Students will rotate among 6 stations. Each station will have a different topic pertaining to Athens and Sparta; government, military, economy, women, slavery, and education. Students will complete a performance task for each station, which will be used as a checkpoint to assess their understanding of each topic. • Greek Philosophy Scavenger hunt. • Create a map that applies the Five Themes of Geography to the Greek city-states. • A brochure welcoming a new citizen to Athens or Sparta: • A Google Slideshow explaining the rise of Athenian democracy and the organization of their government. • The Persian Wars Jigsaw. • Creating a poster displaying the achievements of ancient Greece and explaining their lasting impact on modern society. • DBQ Essay: Ancient Greek Contributions and their Legacy • The Peloponnesian War Web-Quest and Summary • Alexander the Great Interview Transcript- Alexander the Great Interview Performance Task Assessment: In order to understand the extraordinary life of Alexander the Great, students will create an interview transcript for a news program, podcast, or TV show.	■ Suggestions: Teamwork (the Greeks fight among themselves), Sacrifice (Agamemnon and Iphigenia), Honor (Ajax and his humiliation, the oath to Helen), War and innocent victims, Craftiness—survival skill or dishonesty? (Odysseus), personal weaknesses, etc. ○ The Ancient Greeks invented “democracy”, however, which individuals were not represented in ancient Greece’s democratic government/society? ○ Discussion on Ancient Greece’s warlike city-state, Sparta, treatment of the disabled and the ethical and moral implications of this.
Formative Assessments: • Checkpoint questions • Quizzes ○ The Minoan and Mycenaeans checkpoint quiz ○ Athens and Sparta checkpoint	Summative Assessments: • Tests • Projects ○ Athens/Sparta Brochure Project ○ Alexander the Great Interview

quiz ● Interviews/check-ins (brief, private, 5-minute interview of each student) ● Homework ● Journals ● Independent practice ○ Five Themes of Greek Geography worksheet ● Self-assessment through charting of goals and progress group ● Academic prompt ● Guided practice ○ Forms of Government Organizer	<u>Performance Task Assessment:</u> ● Essays ● Student Reflections ○ Persian Wars Assessment ● Portfolios (could also be assessed during. ● Performances/skits/role plays
Alternate Assessments: ● Student choice ○ Students will have one of two choices; A. Of the three philosophers discussed, which in your opinion had the most profound impact on our society? Please provide several reasons and cite your evidence. B. Imagine that one of the Greek philosophers that we discussed (Socrates, Plato, Aristotle) time traveled to 2019. How do you think he would react to our society and social institutions (i.e. government, politics, the media, education system, science, medicine, etc). Be sure to make connections to their own teachings and	Benchmark : ● DBQ essay ○ Debunking the Trojan War Mini DBQ source analysis ○ Ancient Greek Contributions and their Legacy

ideas to interpret how they would view our modern society. ● Oral assessment ● Interviews (private interview with the student) ● Portfolio ● Essays ● Podcast ● Vlog ● Learning Stations ○ Compare and contrast Spartan and Athenian societies	
--	--

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Day 1- Day 2: Curriculum, classroom rules, procedures and expectations for the year.

Day 3- Day 7: Topic: Early People of the Aegean

- Introduction to the Minoan Civilization.
- Students will read a role-play version of the myth, Theseus and the Minotaur.
- Students will investigate Arthur Evans discovery at Knossos on Crete and determine which aspects of the myth could be construed as possible historical evidence.
- The Minoans and Mycenaeans
- Interactive lecture/discussion: Compare and contrast, Theseus and the Minotaur, with the archeological discoveries made on Crete.
- Mycenaean Civilization: The “first” Greeks and a civilization of heroes.
- The Minoan and Mycenaeans checkpoint quiz
- Role-Play: *The Iliad* -Students will learn about Greek culture and the mythological aspect of the Trojan War.

Day 8- Day 12:

Monday/Tuesday: Topic: Early People of the Aegean: The *Iliad*

- Think-Pair-Share: Discussion of themes in the Iliad:
 - Suggestions: Teamwork (the Greeks fight among themselves), Sacrifice (Agamemnon and Iphigenia), Honor (Ajax and his humiliation, the oath to Helen), War and innocent victims, Craftiness—survival skill or dishonesty? (Odysseus), personal weaknesses, etc.
 - Debunking the Trojan War Mini DBQ source analysis: Students will read and analyze various documents provided on Google Classroom (sources 1-8) in order to determine whether or not there is enough historical evidence to prove that the Trojan War was an actual historical event. Students will take notes for each of the sources on a graphic organizer.

Wednesday-Friday: Topic: Early People of the Aegean: The Trojan War

- Mini DBQ: Diagnostic Writing Assessment: Debunking the Trojan War:
 - Based on the evidence that students read and analyzed, they will determine whether or not there is enough historical evidence to prove that the Trojan War was an actual historical event.
 - Students will use evidence from at least 4 sources to support their argument. In addition, students may also use information from The Iliad that we read in class to help support their argument.

Day 13- Day 17:

Monday-Tuesday: Topic: The Rise of Greek City-States: The Geography of Ancient Greece

- Complete the Five Themes of Greek Geography worksheet
- Mapping game: Students will compete to locate and identify various geographic regions and locations with their groups.

Wednesday: Topic: The Rise of Greek City-States: Early Greek Government

- Forms of Government Organizer: Students will work in small groups to identify the four types of government that developed throughout ancient Greece. Students will complete the graphic organizer with their group and share their findings with the class.
- Modern day connection: Students will also be given a modern country and they will have to identify and provide a short analysis of that nation's government.
- **InclusivityDiversity//Disabilities/LGBTQ:** The Ancient Greeks invented "democracy", however, which individuals were not represented in ancient Greece's democratic government/society?

Thursday and Friday: Topic: The Rise of Greek City-States: Athens and Sparta

- Students will be able to compare and contrast Spartan and Athenian societies including; the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures.
 - Learning Stations: Students will rotate among 6 stations. Each station will have a different topic pertaining to Athens and Sparta; government, military, economy, women, slavery, and education. Students will complete a performance task for each station, which will be used as a checkpoint to assess their understanding of each topic.
 - **Inclusivity/Disabilities/LGBTQ:** Discussion on Ancient Greece's warlike city-state, Sparta, treatment of the disabled and the ethical and moral implications of this.

Day 18- Day 22:

Monday and Tuesday: Topic: The Rise of Greek City-States: Athens and Sparta

- Students will be able to compare and contrast Spartan and Athenian societies including; the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures.
 - Continue Learning Stations: Students will rotate among 6 stations. Each station will have a different topic pertaining to Athens and Sparta; government, military, economy, women, slavery, and education. Students will complete a performance task for each station, which will be used as a checkpoint to assess their understanding of each topic.

Wednesday: Topic: The Rise of Greek City-States: Athens and Sparta

- Review Athens and Sparta
- Complete checkpoint quiz

Thursday: Summative Assessment: Athens/Sparta Brochure Project

- Directions: "You will create a travel brochure encouraging people to move to either Athens or Sparta. These brochures should compare and contrast social and cultural aspects about BOTH Athens and Sparta in detail. In addition, students are to explain the strengths of the city-state you select, but also the weaknesses of the opposing city-state. There are guiding questions that accompany each element. Students should think of creative ways to incorporate the elements into their brochure. Students also need to be PERSUASIVE in order to encourage people to visit their chosen city-state".

Friday: Summative Assessment: Athens/Sparta Brochure Project

Day 23- Day 27:

Monday- Thursday: Summative Assessment: Athens/Sparta Brochure Project
(Pinelands Experience - Friday)

Day 28- Day 32:

Monday: Columbus Day/ No School for Students

Tuesday- Wednesday: Summative Assessment: Athens/Sparta Brochure Project

Thursday-Friday: Topic: The Glory That Was Greece: Ancient Greek Philosophy

- Introduction: Ancient Greek Philosophers
- Greek Philosophy Scavenger hunt: There are 25 scattered information cards pertaining to Greek philosophical thought and ideology. Students will work in pairs to find all of the information and record it on their scavenger hunt poster. Questions range from identification of basic information, explanation, analysis and application of knowledge. Students will also have to interact with other groups on their journey to discovering truth and wisdom!

Day 33- Day 37:

Monday: Topic: The Glory That Was Greece: Ancient Greek Philosophy

- Complete the Greek Philosophy Scavenger hunt.
- Greek philosophy review: discussion, video clips and exit ticket.

Tuesday: Topic: The Glory That Was Greece: Ancient Greek Philosophy

- Reflection Summary: The ancient Greek philosophers
 - Students will have one of two choices;
 - A. Of the three philosophers discussed, which in your opinion had the most profound impact on our society? Please provide several reasons and cite your evidence.
 - B. Imagine that one of the Greek philosophers that we discussed (Socrates, Plato, Aristotle) time traveled to 2019. How do you think he would react to our society and social institutions (i.e. government, politics, the media, education system, science, medicine, etc). Be sure to make connections to their own teachings and ideas to interpret how they would view our modern society.

Wednesday-Friday: Topic: The Glory That Was Greece: Ancient Greek Achievements

- The Glory That Was Greece: Google Slides Presentation: Ancient Greece has left a

lasting impact on other civilizations and our modern world. This mini-project will allow students to look more deeply at a cultural development of ancient Greece and analyze its influence. For this project, students will be assigned a partner and will create a Google-Slides presentation about a specific Greek accomplishment. In addition, they will need to provide how that specific accomplishment has left a lasting legacy on our society. Students will have 2 ½ class periods to research and put their presentations together. This project will be presented to the class so students need to make sure their information is easy to understand and clearly presented.

Day 38- Day 42:

Monday: The Glory That Was Greece: Google Slides Presentations Day

Tuesday: Finish Presentations

Wednesday-Thursday: Topic: DBQ Essay: Ancient Greek Contributions and their Legacy

- Introduction of a DBQ.
- Sample Essay: Working backward, as a class, we will read an example essay on ancient greek contributions, which uses the document based questions students will be analyzing.
- Document analysis: Students will complete the document analysis in pairs. Students will discuss the documents as a class and decide how to incorporate them into their essays.

Friday: Topic: DBQ Essay: Ancient Greek Contributions and their Legacy

- DBQ essay outline/organizer: Students will use the bucketing and "chicken foot" worksheet to group their documents and write their thesis for their essay.

Day 43- Day 47:

Monday: Topic: DBQ Essay: Ancient Greek Contributions and their Legacy

- DBQ essay outline/organizer: Students will use the bucketing and "chicken foot" worksheet to group their documents and write their thesis for their essay.
- DBQ Review: How to write a thesis and properly cite information from the documents.

Tuesday- Thursday: Topic: DBQ Essay: Ancient Greek Contributions and their Legacy

- Writing of the DBQ essay: Students will be able to write a DBQ essay using the various primary and secondary sources that had been analyzed. Additionally, students will be able to incorporate and cite the documents properly within their essay.

Friday: Topic: The Persian Wars

- Students will be able to summarize the causes of the Greco-Persian Wars and assess how the lack of resources led to conflict and the decline of the Greek city-states.

Day 48- Day 50:

Monday- Thursday: Topic: The Persian Wars

1. Documentary of the Persian Wars
2. Graphic Organizers: Students will identify the causes, major events and the significance of each major battle.
3. The Persian Wars Assessment- Students will create a movie synopsis for the Persian War as if it were to be made into a feature film. Students will be given the opportunity to display their creativity for this assessment and show ability to synthesize historical information.

Friday: Topic: The Peloponnesian War

- The Peloponnesian War Web-Quest and Summary: Students will be able to analyze the cause and effects of the Peloponnesian War and summarize how these factors weakened the Greek city-states.

Day 51-Day 53:

Monday-Wednesday (½ day): The Peloponnesian War

- The Peloponnesian War Web-Quest and Summary: Students will be able to analyze the cause and effects of the Peloponnesian War and summarize how these factors weakened the Greek city-states.

Day 54-Day 58:

Monday- Tuesday: Topic: Alexander and the Hellenistic Age

- Introduction to Macedonia, Philip II of Macedonia and Alexander the Great.
- Guided Reading: In small groups, students will read an article and answer accompanying questions to gain background context about Alexander and the Hellenistic Age.

Wednesday: Topic: Alexander and the Hellenistic Age

- Movie Clips from the Film, *Alexander* - These clips will be shown to give students a visual example of Alexander's upbringing during the Classical Age of Greece. As we watch the brief clips, students will be taking notes on relevant information that may be used to complete their summative assessment.

Thursday: Topic: Alexander and the Hellenistic Age

- Google Slides/Lecture: Alexander: Path to Glory: We will look at three decisive battles that paved the way for Alexander to conquer Persia.

Friday (½ day): Topic: Alexander and the Hellenistic Age

- [Primary and Secondary source analysis](#): Students will work in small groups to read various sources, create annotations and answer the accompanying questions. Students will be able to analyze primary and secondary sources to determine how Alexander conquered the Persian Empire and understand how he ruled his vast Empire.

Day 59- Day 62:

Monday-Thursday: Topic: Alexander and the Hellenistic Age

- Summative Assessment: Project based assessment: Alexander the Great Interview Transcript.
 - [Alexander the Great Interview Performance Task Assessment](#): In order to understand the extraordinary life of Alexander the Great, students will create an interview transcript for a news program, podcast, or TV show. The interview must discuss Alexander's life in chronological order. The interview must also describe important events in Alexander's life and military career. In order to accurately assume the role of Alexander the Great, students should also research about his personality and personal life, so they can give a convincing portrayal of him in the interview. First, students will create a news program and give a title to the interview. For example: "Being Alexander" 20/20 Special. Then, they will think of how news conferences, talk shows, podcasts etc. conduct interviews. If Alexander the Great were to be interviewed about his life, what types of questions will they ask and how will

Alexander respond? For example: “Alexander, how is it that you were able to unify the people who were conquered?” or “Alexander, after you set down the rebellious city-states in Greece, why conquer Persia?” or “What residence did you meet while crossing over the Granicus River into Asia Minor and how did you deal with the situation?”

Recommended Accommodations and Modifications

IEP/504: Add Modifications/Accommodations as per Student's IEP/504

- Follow students' specific Individualized Education Plan and/or 504.
- Visual daily schedule
- Use of graphic organizers
- Work-in-progress check
- Use of hard copy of notes
- Provide study guides for assessments
- Allow for more time on assessments and assignments.
- Provide alternate assignments and retakes on assessments.

RTI Tier I, II, or III modification as per Educational Proficiency Plans (EPPs):

- Tier I: Classroom- Instruction & Resources
 - One-One Conferencing
 - Content adjustments: chunking material, provide material based on reading level, provide vocabulary sheets, etc.
 - Use of Graphic Organizers/Guided Notes
 - Leveled Reading materials
 - Differentiated grouping: Example: small group instruction- ability, interest, choice
 - Differentiated instruction
 - Modeling
 - Check for understanding
 - [Differentiated Instruction Checklist](#)
- Tier 2: Targeted Interventions
 - Extended time and alternate assessment responses (oral/written)
 - Parent contact
 - Extra content materials
- Tier 3: Intensive Interventions and Comprehensive Evaluation
 - Individualized reward system or contract
 - Observation by school counselor

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At-Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Students at Risk of School Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Communication logs

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills
- Provide students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials Visuals, graphs, pictures, maps
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education
- Communicate high expectations for the success of all students
- Integrate the arts into learning activities

Specific Resources for Unit

- *Prentice Hall World History*, Textbook
- Crash Course World History, John Green
- Fordham University
Sourcebook: <https://sourcebooks.fordham.edu/ancient/asbook07.asp>
- Videos: “Greeks – Crucible of Civilization”, “Greek Foot Soldiers”, “The Odyssey”, “Mystical Monuments of Ancient Greece”
- Greek Mythology: *Theseus and the Minotaur*, *The Trojan Horse*, *The Odyssey*
- Excerpts from the *Iliad and the Odyssey*
- “Troy” (select clips)
- “The Trojan War”
- “300 Rise of an Empire”
- “The Last Stand: 300”
- “300” (select clips)
- The Trial of Socrates
- The History of the Peloponnesian War
- “Alexander” (select clips)

General Resources for Course

Prentice Hall World History, Textbook
Khan Academy
Study.com
Google Classroom

Additional Primary and Secondary Sources:

[Fordham University Sourcebook](#): Database that contains primary sources for nearly many historic topics/events.

[Docsteach](#)- is an interactive website developed by the National Archives which includes thousands of primary sources. The site features seven tools designed to teach specific historical thinking skills—weighing evidence, interpreting data, focusing on details, and more. Each employs interactive components including puzzles, scales, maps, flow charts, and others that teachers and students can tailor to their needs.

[Library of Congress](#) - offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

Curriculum Development:

Annenberg- [Bridging World History](#) - explores world history content and classroom applications through the integrated use of video, text, classroom activities, and Web-based interactive activities. There are 26 units.

[Digital History](#) - offers teachers and students information and resources about American history including an online textbook, interactive timeline, multimedia, and primary source

materials. It was developed in collaboration with the University of Houston, the Chicago Historical Society, and the Museum of Fine Arts in Houston.

[World History for Us All](#) – contains a world history curriculum for middle and secondary school teachers designed by San Diego State University and the National Center for History in the Schools of UCLA. The website contains a complete, ready-made curriculum, including lesson plans, PowerPoint presentations and other classroom resources.

[Teaching History](#) - is designed to help K–12 history teachers access valuable resources and materials. Funded by the U.S. Department of Education, the Center for History and New Media (CHNM).

The [New Jersey Amistad Curriculum](#) provides a range of instructional tools (e.g., primary and secondary sources, activities, assessments) regarding African-American history and the contributions of African-Americans to our society. This web-based tool is free to New Jersey educators.

[New Jersey Commission on Holocaust Education](#) -The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust/Genocide Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state. The Commission will provide assistance and advice to the public and private schools and will meet with county and local school officials, and other interested public and private organizations, to assist with the study of the Holocaust and genocide

[United States Holocaust Museum Educator Page](#) - Here you will find Holocaust education resources tailored for classroom use—films, lesson plans, and curricular materials. In addition, there is guidance on sound teaching strategies and information about professional development opportunities.

[Inclusivity/Diversity/Disabilities/LGBTQ Resources:](#)

- [Emerging America](#) -
- [Teaching Tolerance](#)
- [One archives foundation](#)
- [Trevor Project](#)
- [GLSEN New Jersey 2017 snapshot](#)

[EuroDocs](#): the database contains a variety of primary sources specific to ancient civilizations and European history.

Information Literacy:

- [Disinformation Portal](#)

Asian American / Pacific Islander Resources

- [Teacher's Guide](#)
- [Asian American and Pacific Islander Heritage and History in the U.S.](#)
- [Selected Resources from](#)
<https://www.asianpacificheritage.gov/ForTeachers.html>

Course Unit 2

Unit Title: The Roman World

Date/Duration: 40 Days

New Jersey Student Learning Standard(s) (NJSLs) addressed:

Major Standards: [New Jersey Student Learning Standards - Social Studies:](#)

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE):

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

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

6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

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

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

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

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

6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and

equality then and now (i.e., political, economic, and social).

6.2.8.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.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.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).

6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.

6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Primary Interdisciplinary Standards

[New Jersey Student Learning Standards- ELA](#)

Language Domain

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Reading Domain

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.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

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.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

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.

Writing Domain

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.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

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.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

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.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

New Jersey Learning Standards - Visual and Performing Arts

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

Supporting and Additional Standards:

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

Standard 8.1 Computer Science: Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

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

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Standard 8.2 Design Thinking: Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed

previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

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.

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

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.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

Standard 9.3: Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.12.ED.7 Explain legal rights that apply to individuals and practitioners within education and training settings.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

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.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.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

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

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

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

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1,

W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

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

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

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

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

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

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem

Inclusivity/Diversity/Disabilities/LGBTQ:

**Suggested Activities are incorporated in the learning plan for this unit.*

- What influences affect historical perspectives?
- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used in history.
- Whose voice is missing from any of the course's texts/visual/media representations? Why?
- Why study the history of individuals with disabilities, their perceptions of themselves and society's perceptions of them?
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Modifications can be made to accommodate any students with specific needs, views and experiences.

Corresponding Standards:

- **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.CivicsDP.3.b:** Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- **6.2.8.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).

- **6.3.8.CivicsHR.1:** Construct an argument as to the source of human rights and how they are best protected.

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- evaluate claims and analyze issues to verify the credibility of that point of view.
- analyze documents and data to establish generalizations, make predictions, or draw conclusions.
- determine relevance of historical lessons (e.g. ideas, documents, tactical errors, and events) and apply to a given situation, problem, or challenge.
- evaluate the interdependent nature for a given situation or conflict.
- explain how Rome grew politically, economically, and developed a culture that influenced later civilizations.
- apply knowledge of political and social systems to participate actively as an informed citizen in our democratic society.
- evaluate the interdependent nature for a given situation or conflict.
- understand that civilizations fall due to a variety of factors and reasons.
- evaluate how geographic location affects the success or failure of an empire.
- explain how trade and cultural exchange are essential to the success of an empire.
- understand how religion influences society.

Diversity, Equity, and Inclusion Standards

[Diversity, Equity & Inclusion Standards & Resources](#)

Climate Change Standards

[Climate Change Standards & Resources](#)

Meaning

Understandings:

- A civilization's culture and development is often influenced by its neighbors.
- Republics are made of elected representatives that make decisions for citizens and when citizens are not equal, they will protest in order to gain civil rights.
- When civilizations grow there are benefits and costs to expansion.

Essential Questions:

- Why do civilizations have myths that explain their beginnings?
- How does the availability of resources influence where people settle?
- Why does the need for order give rise to forms of government?
- What enduring legacies did ancient Rome contribute to our modern world?
- How can religion transform societies?

• How fear of different religions can lead to persecution and hatred. • The factors that lead to the fall of empires. • How and why certain types of government are formed. • How each societies belief system affects its history.	• How does conquest and invasion allow civilizations to expand their influence and power? • Is it inevitable that empires will fall? • How did the Byzantine Empire carry on the traditions of the Roman Empire? • What types of cultural contributions occurred during the Byzantine Empire? • How did the Turks manage to conquer the East Roman Empire?
Acquisition	
Students will know..... • that Ancient Rome can be learned in Four Basic periods. The F.R.E.E. method, founding Republic Empire Ending. • what a legend is and how the city of Rome was founded. • The geography of Italy made land travel difficult but helped the Romans prosper. • once a monarchy, the Romans created a republic. • How and why the Republic was created and governed. • Roman government was made up of three parts that worked together to run the city. • The social structure and classes of Rome and the everyday lives of Roman citizens. • Written laws helped keep order in Rome. The Roman Forum was the heart of Roman society. • The late republic period saw the growth of territory and trade. • Through wars, Rome grew beyond Italy. • Several crises struck the republic in its later years. • Major conflicts and wars during	Students will be able to.... • understand that there are various factors (government, religion, technology, etc.) that affect the success or failure of a nation. • identify and explain the perspectives of the primary historical figures from the era by assuming the roles of those figures and debating key concepts. • Compare the requirements for and responsibilities of citizenship. • Explain how Rome's legal code protected everyone in the Empire • Summarize ideas that shaped political thought. • Summarize the works of Roman Literary figures, historians, and philosophers. • Describe the art and architecture developed by the Romans • compare and contrast the strengths and weaknesses of the Roman Empire through the use of various methods/tools. • Outline the development of the early Christian Church. • Summarize the teachings of Jesus and how they were spread. • Explain why the Roman Empire vastly expanded and declined.

Ancient Rome. • The prevalence of slavery in Roman society. • How Rome transformed from a Republic into an Empire. • Why Rome's Physical location aided in its growth into a great empire • The people and the events involved in the transition from Republic to Empire. • The diverse religions included in the Early Roman Empire. • How the Romans applied science and mathematics for practical use • Rome's greatest achievements. • What enabled Christianity to spread and how it became accepted. • The events and causes for the collapse of the Roman Empire. • The events and causes for the collapse of the Roman Empire. • Byzantine Emperors Constantine and Justinian. • Constantinople became the center of trade and a crossroads between east and west. • The Great Schism created a division in the division in the Roman Catholic Church. • why the Roman Catholic Church and Eastern Orthodox Church differ. • The Byzantine Empire was destroyed and conquered by the Turks.	• Explain how and why the Empire was divided. • Identify the invaders that aided in Rome's collapse. • Explain how and why the Roman Empire divided. • Describe how waves of invaders contributed to the decline of the Roman Empire. • Identify the various types of problems that led to the fall of Rome. • understand why constantinople became known as the "New Rome". • summarize how the Byzantine Empire flourished under Emperor Justinian. • analyze how Christianity in the Byzantine Empire differed from Christianity in the west. • understand the effects Orthodox Christianity had on Byzantine culture and eastern European culture. • explain why the Byzantine Empire collapsed. • Examine the Byzantine Empire's lasting heritage and influence on modern society.
--	---

Stage 2-Assessment Evidence

Students will show their learning by...

Performance Tasks:

- KWL chart: list what they already know about the Roman Republic and Empire, followed by what they want to know. After the unit, they will record what they have learned.

Other Evidence:

- Group Work
 - Saving the Roman Republic:

- Compare & Contrast: Roman Republic vs. US Government: Write a short skit in which a citizen of Rome meets a citizen of the modern day United States and the two describe political rights and duties.
- Primary Source: Analysis of the Twelve Tables
- Prepare an argument explaining whether or not you would approve of the Roman government, if you lived during that time period.
- Create a Venn diagram comparing and contrasting the strengths and weaknesses of the Roman empire.
- Choose and evaluate a major leader from the era based and create a poster showing viewpoints, military style, major decisions, and type of ruling government.
- create a timeline accurately depicting the timeframe in which the rise and fall.
- Roman numerals activity worksheet.
- Analyze primary source: Justinian's Code and evaluate whether his laws are just/fair and examine how they compare to modern laws in the United States today.
- Students will create a real estate advertisement convincing people to move to the city of Constantinople highlighting geography, government, religion, and daily life or a similar task.
- Students will create a Venn diagram demonstrating the similarities and differences between the Roman Catholic Church and the Eastern Orthodox Church.
- Students will analyze and compare data that reflects the economic and government function of the Eastern and Western Empire

Formative Assessments:

- Quizzes
- Exit Tickets
- Interviews/check-ins (brief, private, 5-minute interview of each student)
- Homework
- Journals
 - Write a journal entry explaining what events/ideals from the Roman empire have helped shape society today.
- Discussion responses
- Independent practice
 - Students will research and debate the key reason that they consider to be the most important for the fall of the Roman Empire.
- Self-assessment through charting of goals and progress group
- Academic prompt
- Guided practice
- Observations
- Concept Diagrams

Summative Assessments:

- Tests
 - Roman Republic
- Projects
 - Julius Caesar- “Awarded” or “Rome’s Most Wanted- Students will analyze primary and secondary sources pertaining to Caesar’s political and military career. Included in these resources are primary source excerpts from Caesar’s involvement in Genocide (Celtic Holocaust). After careful analysis, students will choose a side and defend their argument with evidence from the sources.
 - Roman Emperors “speed dating” activity. Students will be given an emperor to research. They will learn about the Emperor’s life, reign, and major accomplishments. Students will then create a note card where they will write as if they are the Roman Emperor (discussing the highlights of their reign).
 - Students will complete their research and then prepare themselves for the “2020 Leadership Summit,” which is a “speed dating” activity, where students will meet the other Roman emperors in the classroom and learn about how they ruled with absolute power .
 - [Roman achievement and legacy project:](#)
- Essays

	● Student Reflections ● Portfolios (could also be assessed during. ● Performances/skits/roleplays ● Socratic Seminar ● DBQ essay ○ What were the primary reasons for the decline and fall of Rome?
Alternate Assessments: ● Student choice ● Oral assessment ● Interviews (private interview with the student) ● Portfolio ● Essays ● Podcast ● Vlog	Benchmark: ● Benchmark (SGO) Man of the Year (Awarded) or Wanted: students will be given 4 class periods to complete this assessment. Students will be given a variety of primary and secondary source documents along with the video clips that give various perspectives of Julius Caesar's actions. Students will need to come to their own conclusions about Caesar and determine whether or not he brought down the republic or ultimately saved Rome with his actions. After students have gathered their evidence and have come to their conclusion, they will create either an award or a wanted poster for Julius Caesar.
Stage 3- Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
Day 1- Day 2 ● Introduce and identify key contributions of the Ancient Romans. All students will discover the legend behind the founding of Rome. ○ Read the myth; Romulus and Remus ○ Complete the comprehension check questions for the reading. ● Compare and contrast the geographic details of Greece and Rome and how it influenced their development. ● Identify and list the key contributions of the Etruscans and the Latin's to the Roman civilization Day 4- Day 8: ● To develop, apply and share information about the Roman Republic	

- **Topic:** The Roman World Takes Shape:
 - Early Roman Society: Students will search the room for purple cards to complete vocabulary for the Roman Republic and a social hierarchy pyramid that shows how the republic valued various groups of people and what their rights and responsibilities were within Rome.
 - Quizizz Game- Class review on vocabulary for the Roman Republic.

Wednesday-Thursday:

- **Topic:** The Roman World Takes Shape:
 - Students will be able to explain what life was like in the early Roman Republic for various people.
 - Snapchat Jigsaw : Students will create a SnapChat story for various aspects of Roman society. Each student in their home group will be given a different aspect of Rome to gather information. Students will work with other students that have the same topic (read and take notes). After researching, students will go back to their home group to create a snapchat story together that describes Roman society.

Friday:

- **Topic:** The Roman World Takes Shape: Students will be able to understand how the Constitution limits government, supports the rule of law, and protects individual rights.
 - Day 1: Students will read the Bill of Rights and interpret the meaning of each amendment. Then, they will list a few examples explaining what the amendment means to them and what protected rights they have as citizens of the United States.
 - Summative Assessment: R.A.F.T. for the Roman Republic

Day 6- Day 10:

Monday:

- **Topic:** The Roman World Takes Shape: Students will be able to understand how the Constitution limits government, supports the rule of law, and protects individual rights.
 - Day 2: Students will read the Bill of Rights and interpret the meaning of each amendment. Then, they will list a few examples explaining what the amendment means to them and what protected rights they have as citizens of the United States.
 - Summative Assessment: R.A.F.T. for the Roman Republic

Tuesday:

- **Topic:** The Roman World Takes Shape: Students will also be able to compare and contrast the legal system of the Roman Republic to the US Constitution. Then, identify and explain the similarities and differences between the two.
 - Day 3: Students will finish reading and interpreting the Bill of Rights for their warm-up. We will review some of the amendments and then look at some scenarios where students have to assess which constitutional rights apply. Then, they will read the Roman Republic's Twelve Tables and determine what rights the law code addresses. Students will then identify and explain some of the similarities and differences between the Twelve Tables and the Bill of Rights.

- Exit ticket
- **Inclusivity/Disabilities/LGBTQ:** Compare the Roman Twelve Tables (legal code) and the Bill of Rights. Students will investigate the rights of individuals of both societies. Students will analyze the various sections of the Twelve Tables and determine who is not represented or protected by these rights. Additionally, students will analyze the first ten amendments to the U.S Constitution and determine how these rights pertain to all citizens of the United States.

Rome's Decline: The Punic Wars, the rise of Julius Caesar, and the fall of the Republic.

Wednesday/Thursday:

- **Topic:** The Roman World Takes Shape: Students will be able to explain how the early Roman Republic's government was set up and describe how it worked. Students will be able to compare and contrast the Roman Republic to our modern US government and explain the similarities and differences between the two.
 - **Procedure/Activity:**
 - The Roman Republic Government: Lecture and discussion
 - Graphic organizer: Demonstrating how that explains the workings of the government of the Roman Republic.
 - The US government and the Roman Republic: Students will compare and contrast the two governments. They will be able to identify the similarities and differences between the two and explain how the early Roman government influenced our own.

Friday:

- **Topic:** The Roman World Takes Shape
 - Summative Assessment: Students will be given a formal test on the Roman Republic along with an open ended R.A.F.T. response.

Day 11- Day 14:

Tuesday-Thursday:

- **Topic:** Chapter 5.2 From Republic to Empire: The Decline of the Republic
- Students will be able to understand how Rome grew through a series of conflicts. In addition, students will be able to identify and explain the factors that led to the decline of the Roman Republic.
- **Procedure/Activity:**
 - Lecture: Roman Imperialism and expansion (The Punic Wars, Greece and Gaul).
 - Activity: Saving the Roman Republic: In small groups, students will identify the reasons for the Republic's decline. Then they will choose one crisis to solve and brainstorm ways to fix it. Students will then write their solution in the form of a law or series of laws (an "amendment" to the Twelve Tables). In addition, they will write a one paragraph speech to be given before the Senate to persuade the senators that their law is the best solution to the crisis that confronts Rome (3-day activity).

Friday:

- **Topic:** Chapter 5.2: From Republic to Empire: Julius Caesar
 - Students will be able to identify and explain the factors that led to the decline of the Roman Republic. In addition, students will be able to understand the life of Julius Caesar, explain how he took control over Rome during a period of crisis, and explain the reforms he made to stabilize Rome. Students will be able to write a historical narrative. Students will be able to analyze, interpret and cite primary and secondary sources.
 - **Procedure/Activity:** Benchmark (SGO) Man of the Year (Awarded) or Wanted: students will be given 4 class periods to complete this assessment. Students will be given a variety of primary and secondary source documents along with the video clips that give various perspectives of Julius Caesar's actions. Students will need to come to their own conclusions about Caesar and determine whether or not he brought down the republic or ultimately saved Rome with his actions. After students have gathered their evidence and have come to their conclusion, they will create either an award or a wanted poster for Julius Caesar.

Day 15-Day 19:

Rome's Decline: The Punic Wars, the rise of Julius Caesar, and the fall of the Republic.

Tuesday- Thursday:

- **Topic:** Chapter 5.2: From Republic to Empire: Julius Caesar
 - Students will be able to identify and explain the factors that led to the decline of the Roman Republic. In addition, students will be able to understand the life of Julius Caesar, explain how he took control over Rome during a period of crisis, and explain the reforms he made to stabilize Rome. Students will be able to write a historical narrative. Students will be able to analyze, interpret and cite primary and secondary sources.
 - **Procedure/Activity:** Benchmark (SGO) Man of the Year (Awarded) or Wanted: students will be given 4 class periods to complete this assessment. Students will be given a variety of primary and secondary source documents along with the video clips that give various perspectives of Julius Caesar's actions. Students will need to come to their own conclusions about Caesar and determine whether or not he brought down the republic or ultimately saved Rome with his actions. After students have gathered their evidence and have come to their conclusion, they will create either an award or a wanted poster for Julius Caesar.

Friday:

- **Topic:** Chapter 5.2: From Republic to Empire: Augustus: The First Roman Emperor and the Rise of an Empire
 - Students will be able to compare and contrast the similarities and differences between the governments of the Roman Republic and the Roman Empire.
 - **Procedure/Activity:**

- Introduction: Augustus Caesar the first Roman Emperor (video clip)
- Discussion: Augustus Caesar and the changes/reforms he made to the government in Rome.
- Roman Emperors “speed dating” activity. Students will be given an emperor to research. They will learn about the Emperor’s life and actions taken during their reign. Students will then create a note card where they will write as if they are the Roman Emperor (discussing the highlights of their reign).
- Students will complete their research and then prepare themselves for a “speed dating” activity in which they will meet the other Roman emperors in the classroom and learn about how they ruled with absolute power (Tuesday).

Day 20-Day 27:

Monday-Thursday:

- **Topic:** Chapter 5.2: From Republic to Empire: Augustus: The First Roman Emperor and the Rise of an Empire
 - Students will be able to compare and contrast the similarities and differences between the governments of the Roman Republic and the Roman Empire.
 - **Procedure/Activity:**
 - Roman Emperors “speed dating” activity. Students will be given an emperor to research. They will learn about the Emperor’s life and actions taken during their reign. Students will then create a note card where they will write as if they are the Roman Emperor (discussing the highlights of their reign).
 - Students will complete their research and then prepare themselves for the “2020 Leadership Summit,” which is a “speed dating” activity, where students will meet the other Roman emperors in the classroom and learn about how they ruled with absolute power .
 - **Inclusivity/Disabilities/LGBTQ:** As we look at the accomplishments and reign of various Roman Emperors, students will be able to interpret Roman lifestyle and the accomplishments of various individuals.
 - During ancient times, some record individuals had been labeled as “mad” by historians of the time period. Students will consider modern interpretations of these individuals during ancient times and come to alternate conclusions. For example, a lack of understanding of mental illness and effective treatment could account for these labels.

Friday:

- **Topic:** Chapter 5.3: Roman achievements and legacy
 - Students will be able to create a presentation explaining Roman achievement and analyze the impact Roman culture had on later civilizations including our own.
- **Procedure/Activity:**
 - Introduce Project: [Roman achievement and legacy project](#): (5 days) Students will choose an achievement of ancient Rome and analyze its impact on our

society today. Students may choose any format they would like to present their information (Google slide, poster, letter, pamphlet, etc).

- Tracking Log: Students will complete their daily tracking log for this project.

Day 28-Day 32:

Discover, analyze and collaborate information about Ancient Roman Culture

Monday-Friday:

- **Topic:** Chapter 5.3: Roman achievements and legacy
 - Students will be able to create a presentation explaining Roman achievement and analyze the impact Roman culture had on later civilizations including our own.
- **Procedure/Activity:**
 - [Roman achievement and legacy project](#): (5 days) Students will choose an achievement of ancient Rome and analyze its impact on our society today. Students may choose any format they would like to present their information (Google slide, poster, letter, pamphlet, etc).
 - Tracking Log: Students will complete their daily tracking log for this project.

Day 33-Day 36:

Tuesday- Wednesday:

- **Topic:** Chapter 5.3: Roman achievements and legacy
 - Students will be able to create a presentation explaining Roman achievement and analyze the impact Roman culture had on later civilizations including our own.
- **Procedure/Activity:**
 - [Roman achievement and legacy project](#): Presentations (2 Days)

Discover and analyze text for main ideas and details in our text. Exploring and applying information about the beginnings of Christianity and the fall of the Empire

Thursday:

- **Topic:** Introduction to Christianity in Rome.
 - Students will be able to explain how Christianity emerged from the roots of Judaism to become the dominating religion of the Roman Empire.
- **Procedure/Activity:**
 - Understanding the teachings of Judaism and its connection to Christianity- video and discussion.
 - Venn Diagram- Comparing and contrasting Judaism and Christianity.

Friday:

- **Topic:** Christianity in Rome:
 - Students will be able to summarize the teachings of Jesus and how they were spread.
- **Procedure/Activity:**
 - Students will read various primary and secondary sources pertaining to the

foundation and spread of Christianity. Students will analyze the resources in order to determine how Christianity spread throughout the Roman Empire.

Day 37:

- **Topic:** Christianity in Rome:
 - Summative: Students will write a summary using at least 3 primary sources to support their claim. (Explain the factors that enabled the spread of Christianity throughout the Mediterranean world)

Day 38- Day 41:

Investigate and collect evidence to find out why the Roman Empire ended.

Tuesday

- **Topic:** The Fall of Rome (The Long Decline):
 - Students will be introduced to this topic by brainstorming various social, political and economic issues of the 21st century and hypothesize which factors would be most capable of causing the United States decline. Additionally, students will be able to identify and explain the causes of the fall of the Western Roman Empire.
- **Procedure/Activity:**
 - Students will read the article that discusses the reasons for what caused the decline of the Western Roman Empire and then create a web diagram that explains all of the causes.

Wednesday-Friday:

- **Topic:** Rome: The Long Decline
- **Procedure/Activity:**
 - DBQ Document analysis: What were the primary reasons for the decline and fall of Rome? Students will read the documents and answer the accompanying
 - questions. Students will formulate their thesis and complete the graphic organizer in order to plan their essay.

Day 42-Day 46:

Monday-Tuesday:

- **Topic:** Rome: The Long Decline
- **Procedure/Activity:**
 - Students will write their DBQ essays and submit them on Google Classroom.

Wednesday-Thursday:

- **Topic:** The Byzantine Empire
- **Procedure/Activity:** Students will watch a brief documentary on the Byzantine Empire. Students will then be asked to discuss the reign of Justinian. Additionally, students will be asked to explain how Justinian's Law Code influenced our Constitution.

Recommended Accommodations and Modifications

IEP/504: Add Modifications/Accommodations as per Student's IEP/504

- Follow students' specific Individualized Education Plan and/or 504.
- Visual daily schedule

- Use of graphic organizers
- Work-in-progress check
- Use of hard copy of notes
- Provide study guides for assessments
- Allow for more time on assessments and assignments.
- Provide alternate assignments and retakes on assessments.

RTI Tier I, II, or III modification as per Educational Proficiency Plans (EPPs):

- Tier I: Classroom- Instruction & Resources
 - One-One Conferencing
 - Content adjustments: chunking material, provide material based on reading level, provide vocabulary sheets, etc.
 - Use of Graphic Organizers/Guided Notes
 - Leveled Reading materials
 - Differentiated grouping: Example: small group instruction- ability, interest, choice
 - Differentiated instruction
 - Modeling
 - Check for understanding
 - [Differentiated Instruction Checklist](#)
- Tier 2: Targeted Interventions
 - Extended time and alternate assessment responses (oral/written)
 - Parent contact
 - Extra content materials
- Tier 3: Intensive Interventions and Comprehensive Evaluation
 - Individualized reward system or contract
 - Observation by school counselor

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities

- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Students at Risk of School Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Communication logs

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials Visuals, graphs, pictures, maps
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education
- Communicate high expectations for the success of all students
- Integrate the arts into learning activities

Specific Resources for Unit

- *Prentice Hall World History*, Textbook
- Lives of Twelve Caesars, Suetonius (select excerpts)
- "The Roman Foot Soldier"
- BBC's "Julius Caesar"
- [Fire and Sword The archaeology of Caesar's Gallic War- Genocide of the Celts](#)
- "Colosseum: Rome's Arena of Death" / "A Gladiator's Story"
- "Gladiator"
- The Eagle"
- "The Last Legion"

- PBS “Rome”
- www.history.com (specific categories including but not limited to: Western Roman Empire Falls, Ancient Rome, Hannibal, Julius Caesar, Alexander the Great, Punic Wars, Augustus)
- [Justinian’s Code](#)
- [The Metropolitan Museum of Art](#)
- [Khan Academy](#): The Byzantine Empire
- [History.com](#): The Byzantine Empire

General Resources for Course

Prentice Hall World History, Textbook

Khan Academy

Study.com

Google Classroom

Additional Primary and Secondary Sources:

[Fordham University Sourcebook](#): Database that contains primary sources for nearly many historic topics/events.

[Docsteach](#)- is an interactive website developed by the National Archives which includes thousands of primary sources. The site features seven tools designed to teach specific historical thinking skills—weighing evidence, interpreting data, focusing on details, and more. Each employs interactive components including puzzles, scales, maps, flow charts, and others that teachers and students can tailor to their needs.

[Library of Congress](#) - offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

Curriculum Development:

Annenberg- [Bridging World History](#) - explores world history content and classroom applications through the integrated use of video, text, classroom activities, and Web-based interactive activities. There are 26 units.

[Digital History](#) - offers teachers and students information and resources about American history including an online textbook, interactive timeline, multimedia, and primary source materials. It was developed in collaboration with the University of Houston, the Chicago Historical Society, and the Museum of Fine Arts in Houston.

[World History for Us All](#) – contains a world history curriculum for middle and secondary school teachers designed by San Diego State University and the National Center for History in the Schools of UCLA. The website contains a complete, ready-made curriculum, including lesson plans, PowerPoint presentations and other classroom resources.

[Teaching History](#) - is designed to help K–12 history teachers access valuable resources and materials. Funded by the U.S. Department of Education, the Center for History and New Media (CHNM).

The [New Jersey Amistad Curriculum](#) provides a range of instructional tools (e.g., primary and

secondary sources, activities, assessments) regarding African-American history and the contributions of African-Americans to our society. This web-based tool is free to New Jersey educators.

[New Jersey Commission on Holocaust Education](#) -The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust/Genocide Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state. The Commission will provide assistance and advice to the public and private schools and will meet with county and local school officials, and other interested public and private organizations, to assist with the study of the Holocaust and genocide

[United States Holocaust Museum Educator Page](#) - Here you will find Holocaust education resources tailored for classroom use—films, lesson plans, and curricular materials. In addition, there is guidance on sound teaching strategies and information about professional development opportunities.

○ **[Inclusivity/Disabilities/LGBTQ Resources:](#)**

- [Emerging America](#) -
- [Teaching Tolerance](#)
- [One archives foundation](#)
- [Trevor Project](#)
- [GLSEN New Jersey 2017 snapshot](#)

[EuroDocs](#): the database contains a variety of primary sources specific to ancient civilizations and European history.

[Information Literacy](#):

- [Disinformation Portal](#)

Asian American / Pacific Islander Resources

- [Teacher's Guide](#)
- [Asian American and Pacific Islander Heritage and History in the U.S.](#)
- [Selected Resources from](#)
<https://www.asianpacificheritage.gov/ForTeachers.html>

Course Unit 3

Unit Title: Muslim Civilizations and African Empires

Date/Duration: 25 Days

New Jersey Student Learning Standard(s) (NJSLS) addressed:

Major Standards: [New Jersey Student Learning Standards - Social Studies:](#)

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2 World History/Global Studies- Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE):

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

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

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

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

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

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

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

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

6.2.8.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.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.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Primary Interdisciplinary Standards

New Jersey Student Learning Standards- ELA

Language Domain

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Reading Domain

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.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

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.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

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.

Writing Domain

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.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

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.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

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.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

New Jersey Learning Standards - Visual and Performing Arts

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self- initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

Supporting and Additional Standards:

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

Standard 8.1 Computer Science: Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

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

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Standard 8.2 Design Thinking: Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

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.

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills,

economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

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.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

Standard 9.3: Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.12.ED.7 Explain legal rights that apply to individuals and practitioners within education and training settings.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

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.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.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media

products (e.g., W.6.8).

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

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

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

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

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

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

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

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

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

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem

Inclusivity/Diversity/Disabilities/LGBTQ:

**Inclusive discussion points will be included in the learning plan for this unit.*

- What influences affect historical perspectives?
- How do you feel the group(s) you identify with are represented in history?
- Whose voice is missing from any of the course's texts/visual/media representations? Why?
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project
- Modifications can be made to accommodate any students with specific needs, views and experiences.

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- evaluate claims and analyze issues to verify the credibility of that point of view.
- analyze documents and data to establish generalizations, make predictions, or draw conclusions.
- determine relevance of historical lessons (e.g. ideas, documents, tactical errors, and events) and apply to a given situation, problem, or challenge.
- evaluate the interdependent nature for a given situation or conflict.

Diversity, Equity, and Inclusion Standards

[Diversity, Equity & Inclusion Standards & Resources](#)

Climate Change Standards

[Climate Change Standards & Resources](#)

Meaning	
Understandings: ● A Muslim Empire was created on the Arabian Peninsula and spread to lands throughout the world. ● There are several great religions that have, and continue to shape civilizations around the world. ● Although often held in contrast to Western faiths, Islam shares many of the tenets imbued in Judaism and Christianity. ● Powerful West African kingdoms developed as a result of their control of the gold and salt trade.	Essential Questions: ● How were Muslim leaders able to spread Islam and create an empire? ● How do civilizations that existed outside of Western Europe during the Middle Ages differ in, structure, values, and beliefs? ● What cultures and values existed in contrast to the Judeo-Christian tradition? ● What factors shaped early African civilizations and created early prosperity. ● How do values and concepts that are common to all cultures endure through the ages?
Acquisition	
Students will know..... ● the origins of Islam. ● beliefs, traditions, and customs of Islam. ● geographic influences on the origin and spread of Islam. ● geographic influences on economic, social, and political development ● historical turning points in Islamic	Students will be able to.... ● Understand the geographic features of the Arabian Peninsula determined the lifestyles of its inhabitants. ● Explain how Islam was founded in the 600's and evaluate the reasons which allowed the new religion to rapidly flourish throughout the Middle East and Northern Africa.

civilization. ● cultural contributions and achievements of Muslim scholars. ● similarities and differences are shared among some of the world's great religions. ● changes in society such as; government, culture and religion can sometimes create conflict. ● Tolerance and understanding is crucial to have respect for others' religious beliefs. ● The impact the Delhi Sultanate had on India. ● how Muslim and Hindu traditions clashed and blended in India.	● Explain the major contributing factors that shape the way world religions developed. ● Explain how differences in religious belief cause cultures to create new traditions. ● Explain how differences in religious belief cause cultures to clash and go to war. ● interpret excerpts of the Quran and evaluate the reasons why it is the most holy text to Muslims and how it guides their lives. ● Compare and contrast the similarities and differences between Shiite and Sunni Muslims. ● Identify and explain the major achievements of Muslim civilization and evaluate how these achievements helped guide Europe out of the “dark ages”. ● Explain how Muslim scholars made lasting contributions to the fields of science, philosophy, literature and the arts. ● Analyze how Muslim armies conquered many lands into which Islam slowly spread. ● Explain how trade helped Islam spread into new areas. ● Explain how Muslim rulers changed Indian government, culture and religion, which created many lasting conflicts. ● Understand why Sikhism developed. ● Understand the factors that enabled Muslims and Hindus to coexist in India. ● Understand the three major Muslim empires ruled large areas of Asia and Africa and parts of Europe from the 1400s to the 1800s. ● Evaluate how Ghana controlled trade, became wealthy and built a successful
---	---

	Empire. ● Explain the reasons for Ghana's decline. ● Understand how the empire of Mali reached its height under the ruler, Mansa Musa, but the empire fell to invaders in the 1400s.
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks: ● Question and answer sessions during in-class interactive lectures ● Students create their own interpretation of the 5 Pillars of Islam. ● Create a map of the Islamic World. ● Create a mock interview of the Four Rightly Guided Caliphs. ● Create a chart comparing the three branches of Islam. ● Students will identify how the split of the Sunnis and Shiites affects modern day politics in the Muslim world. ● Complete a Venn Diagram comparing Islam, Christianity and Judaism. ● Stations activity: examining primary and secondary source documents portraying accomplishments of Muslim civilization during the Golden Age of Islamic Achievement. ● DBQ: The Golden Age of Islam. ● Students will create their own Hindu Purusha diagram. ● Create a presentation explaining how Sikhism draws from both Islamic as well as Hindu traditions for many of its beliefs and ceremonies. ● Ghana "GRAPES" activity: Students will read primary and secondary sources to complete the graphic organizer about Ghana's; geography,	Other Evidence: ● Discussion ○ The death of Muhammad and how Islam survived and spread. ○ The election of Ali as caliph and how this led to a division of Islam into Sunnis, Shiites and how the division still exists today ○ The rise, rule and fall of the Umayyad and Abbasid Caliphates. ○ Golden Age of Islam

religion, achievements, politics, economy and social structure. ● Graphic organizer comparing and contrasting the Ghana and Mali Empires.	
Formative Assessments: ● Checkpoint questions ● Quizzes ○ What is Islam? ● Exit Tickets ○ Debunking Stereotypes: Quran interpretations. ● Interviews/check-ins (brief, private, 5-minute interview of each student) ● Homework ● Journals ● Discussion responses ● Independent practice ○ Independent reading, research and G.R.A.P.E. activity for the Ghana Empire and the Mali Empire. ● Self-assessment through charting of goals and progress group ● Guided practice ● Observations ● Concept Diagrams ● Graphic Organizers ○ origins of Islam and the religion's fundamental beliefs ● Videos ○ Breaking Stereotypes about Muslims. ○ The golden age of Islam.	Summative Assessments: ● Test ○ Islam and Muslim Civilizations ● Essays ● Student Reflections ● Portfolios (could also be assessed during. ● Performances/skits/role plays ● Socratic Seminar ● DBQ essay
Alternate Assessments: ● Student choice ○ play a quizizz game or a card game to review for the Unit Test on Islam and Muslim Civilizations. Students will also have the choice to complete their notes in their study guide packets if they	Benchmark:

would like to study individuality. • Oral assessment • Interviews (private interview with the student) • Portfolio • Essays • Podcast • Vlog	
Stage 3- Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
Day 1: • Warm up and lecture: This lesson begins with the question: What is Islam? • Stereotypes: We will debunk common misconceptions about Islam and provide positive examples of Muslims from both the past and present. • Watch a brief video clip - Breaking Stereotypes about Muslims. Day 2- Day 3: • Lecture and discussion: Geography of the Arabian Peninsula and the story of Muhammad's life (Students will be able to explain the geographic influences on the origin and spread of Islam). • Maps of the Middle East • Video Clips: Important elements, places, and people we discussed about the origins of Islam (students will be able to identify the origins, major beliefs, traditions and customs of Islam). Day 4- Day 5: • Guided reading and graphic organizers: We will discuss the origins of Islam and the religion's fundamental beliefs; including the Bedouin tribes, Muhammad, the Koran, and the 5 Pillars of Islam. • Video Clips: Important elements, places, and people we discussed about the origins of Islam. Day 6: • Debunking Stereotypes: Quran interpretations. • Review Game/Exit ticket. Day 7- Day 11: Building a Muslim Empire Monday- Tuesday • Discussion- The death of Muhammad and how Islam survived and spread. • Role play/Script - The Four Rightly-Guided Caliphs. • The Rightfully Guided Caliphs checkpoint questions. Wednesday- Thursday: • Discuss- the election of Ali as caliph and how this led to a division of Islam into Sunnis, Shiites and how the division still exists today.	

- Complete a Venn Diagram comparing and contrasting Sunnis & Shiites
- Documentary

Friday:

- Discuss the rise, rule and fall of the Umayyad and Abbasid Caliphates.
- Checkpoint quiz

Day 12- Day 16: The Golden Age of Islam

Monday- Wednesday:

- Introductory video to the golden age of Islam.
- Golden Age of Islam discussion.
- Scavenger Hunt: Students will form groups of three and then choose a category to begin with (medicine, inventions, art, education, architecture and literature). Students have to complete the category and have it checked before they can move on to another category. Each category is color coded in order to ensure that students find all the information cards for each topic.

Thursday:

- Study Session: Students will have a choice to play a quizizz game or a card game to review for the Unit Test on Islam and Muslim Civilizations. Students will also have the choice to complete their notes in their study guide packets if they would like to study individuality.

Friday::

- Unit Test: Islam and Muslim Civilizations

Day 17- Day 25: African Empires

- Independent reading, research and G.R.A.P.E. activity for the Ghana Empire and the Mali Empire. Students will create an Instagram page, Twitter or Snapchat for either the Mali or Ghana Empire highlighting their culture and society.

Recommended Accommodations and Modifications

IEP/504: Add Modifications/Accommodations as per Student's IEP/504

- Follow students' specific Individualized Education Plan and/or 504.
- Visual daily schedule
- Use of graphic organizers
- Work-in-progress check
- Use of hard copy of notes
- Provide study guides for assessments
- Allow for more time on assessments and assignments.
- Provide alternate assignments and retakes on assessments.

RTI Tier I, II, or III modification as per Educational Proficiency Plans (EPPs):

- Tier I: Classroom- Instruction & Resources
 - One-One Conferencing
 - Content adjustments: chunking material, provide material based on reading level, provide vocabulary sheets, etc.
 - Use of Graphic Organizers/Guided Notes
 - Leveled Reading materials

- Differentiated grouping: Example: small group instruction- ability, interest, choice
- Differentiated instruction
- Modeling
- Check for understanding
- [Differentiated Instruction Checklist](#)
- Tier 2: Targeted Interventions
 - Extended time and alternate assessment responses (oral/written)
 - Parent contact
 - Extra content materials
- Tier 3: Intensive Interventions and Comprehensive Evaluation
 - Individualized reward system or contract
 - Observation by school counselor

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At-Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Students at Risk of School Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for assessments

- Check in's during experiments to help refocus
- Communication logs

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials Visuals, graphs, pictures, maps
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education
- Communicate high expectations for the success of all students
- Integrate the arts into learning activities

Specific Resources for Unit

- *Prentice Hall World History*, Textbook
- [Americans Break Muslim Stereotypes](#)
- [Teaching Tolerance](#): Debunking Stereotypes About Muslims and Islam
- [Islam Explained](#): Religions in Global History
- [Video and resources](#): PBS: Islam- Empire of Faith
- Sections/stories from "1001 Arabian Nights"
- Sunni/Shia divide [documentary](#)
- [The Islamic Golden Age | World Civilization - Lumen Learning](#)
- [Mansa Musa and Islam in Africa: Crash Course World History](#)
- [Musa I of Mali- The Real Life King Midas](#)
- [The Ghana Empire \(article\) | Khan Academy](#)

General Resources for Course

Prentice Hall World History, Textbook
 Khan Academy
 Study.com
 Google Classroom

Additional Primary and Secondary Sources:

[Fordham University Sourcebook](#): Database that contains primary sources for nearly many historic topics/events.

[Docsteach](#)- is an interactive website developed by the National Archives which includes thousands of primary sources. The site features seven tools designed to teach specific historical thinking skills—weighing evidence, interpreting data, focusing on details, and more. Each employs interactive components including puzzles, scales, maps, flow charts, and others that teachers and students can tailor to their needs.

[Library of Congress](#) - offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

Curriculum Development

Annenberg- [Bridging World History](#) - explores world history content and classroom applications through the integrated use of video, text, classroom activities, and Web-based interactive activities. There are 26 units.

[Digital History](#) - offers teachers and students information and resources about American history including an online textbook, interactive timeline, multimedia, and primary source materials. It was developed in collaboration with the University of Houston, the Chicago Historical Society, and the Museum of Fine Arts in Houston.

[World History for Us All](#) – contains a world history curriculum for middle and secondary school teachers designed by San Diego State University and the National Center for History in the Schools of UCLA. The website contains a complete, ready-made curriculum, including lesson plans, PowerPoint presentations and other classroom resources.

[Teaching History](#) - is designed to help K–12 history teachers access valuable resources and materials. Funded by the U.S. Department of Education, the Center for History and New Media (CHNM).

The [New Jersey Amistad Curriculum](#) provides a range of instructional tools (e.g., primary and secondary sources, activities, assessments) regarding African-American history and the contributions of African-Americans to our society. This web-based tool is free to New Jersey educators.

[New Jersey Commission on Holocaust Education](#) -The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust/Genocide Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state. The Commission will provide assistance and advice to the public and private schools and will meet with county and local school officials, and other interested public and private organizations, to assist with the study of the Holocaust and genocide

[United States Holocaust Museum Educator Page](#) - Here you will find Holocaust education resources tailored for classroom use—films, lesson plans, and curricular materials. In addition, there is guidance on sound teaching strategies and information about professional development opportunities.

Inclusivity/Diversity/Disabilities/LGBTQ Resources:

- [Emerging America](#) -
- [Teaching Tolerance](#)

- [One archives foundation](#)
- [Trevor Project](#)
- [GLSEN New Jersey 2017 snapshot](#)

EuroDocs: the database contains a variety of primary sources specific to ancient civilizations and European history.

Information Literacy:

- [Disinformation Portal](#)

Asian American / Pacific Islander Resources

- [Teacher's Guide](#)
- [Asian American and Pacific Islander Heritage and History in the U.S.](#)
- [Selected Resources from](#)
<https://www.asianpacificheritage.gov/ForTeachers.html>

Course Unit 4

Unit Title: Medieval Europe

Date/Duration: 50 Days

New Jersey Student Learning Standard(s) (NJSLS) addressed:

Major Standards: [New Jersey Student Learning Standards - Social Studies:](#)

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2 World History/Global Studies- Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE):

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

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

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

6.2.8.GeoHE.4.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.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.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.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.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.

6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Primary Interdisciplinary Standards

New Jersey Student Learning Standards- ELA

Language Domain

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Reading Domain

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.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

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.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

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.

Writing Domain

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.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

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.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

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.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

New Jersey Learning Standards - Visual and Performing Arts

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

Supporting and Additional Standards:

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

Standard 8.1 Computer Science: Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

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

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Standard 8.2 Design Thinking: Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

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.

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

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.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes,

and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

Standard 9.3: Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.12.ED.7 Explain legal rights that apply to individuals and practitioners within education and training settings.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

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.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.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

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

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

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

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

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

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

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

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

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

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem

Inclusivity/Diversity/Disabilities/LGBTQ:

**Suggested Activities are incorporated in the learning plan for this unit.*

- What influences affect historical perspectives?
- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used in history.
- Whose voice is missing from any of the course's texts/visual/media representations? Why?
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Modifications can be made to accommodate any students with specific needs, views and experiences.

Corresponding 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.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.
- **6.3.8.CivicsPR.3:** Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- evaluate claims and analyze issues to verify the credibility of that point of view.
- analyze documents and data to establish generalizations, make predictions, or draw conclusions.
- determine relevance of historical lessons (e.g. ideas, documents, tactical errors, and events) and apply to a given situation, problem, or challenge.

● evaluate the interdependent nature for a given situation or conflict. ● explain how Feudalism established order in Europe during the Middle Ages. ● analyze how influential the Catholic Church was in Western Europe. ● understand the impact of the Crusades. ● explain what life was like in Medieval towns. ● determine the factors that led to the decline of Feudalism.	
Meaning	
Understandings: ● Classical civilization is linked to our modern world through the civilizations of Medieval Europe. ● Foundations of our modern political, social, economic, and cultural systems were laid in medieval Europe. ● Classical civilization is linked to our modern world through the civilizations of Medieval Europe. ● Foundations of our modern political, social, economic, and cultural systems were greatly affected by major wars and natural disasters.	Essential Questions: ● What impact did the fall of Constantinople have on Western Europe, and to what extent was it a turning point in global history? ● How is our modern world a product of a dark age? ● How does unity promote success? ● From where did our modern concepts of government descend? ● How did feudalism shape medieval society? ● How does a religion become the dominant shaping factor of a civilization? ● How does ideology cause conflict between cultures? ● What causes drastic change to a civilization? ● How do natural disasters and epidemics result in massive change in the development of civilizations?
Acquisition	
Students will know..... ● The importance of Christianity and its effects upon the formation of the Modern Western World. ● How the Medieval Church served as the only institution providing social services to the population of Europe during the Dark Ages. ● How the Church and Christian beliefs in general gave an ethical set of	Students will be able to.... ● explain characteristics that determine a "Dark Age"? ● examine different perspectives to assess whether or not the Middle Ages were "dark ages". ● understand why various tribes developed after the fall of Western Rome and explain how Germanic tribes came to unify themselves.

guidelines for Medieval society to follow. • How the Church affected the formation of consolidated monarchies that would eventually become our modern nation-states. • How the Medieval Christian Church created a monastic institution that greatly contributed to both the welfare of the citizenry of Western Europe and the preservation of classical knowledge. • The obligations of monastic life and the influence of medieval monks and nuns. • How the Church gained secular power. • How monarchs gained power over nobles and the church. • The events surrounding the Norman Invasion of Britain in 1066; including the Battle of Hastings and the creation of the Norman kingdom in England under William the Conqueror. • How radical internal reforms sparked changes in the Church that led to a series of Wars in the Middle East with Islamic Kingdoms. • How the Crusades affected the relationship between Christian Europe and the Islamic world. • How the Crusades helped economically pull Europe out of the Dark Ages. • How the Crusades affected the leadership role of the Church in European Society. • How the emergence of the Black Death affected politics, economics. • How the Hundred Years' War aided in establishing the geographic outlines of nations of today in Europe.	• explain how Franks rose to power and analyze the importance of religion in regards to governing their empire. • identify Charlemagne's achievements and describe the challenges he faced during his reign. • Explain the social system of feudalism and the manor economy. • Explain the factors that enabled the recovery of the economy during the latter part of the early middle ages. • Explain how Medieval Christian belief permeated every aspect of medieval life. • Explain how Medieval Christian practices and beliefs differ from modern day incarnations of Christian belief and practice. • Explain how the influence of the Church gave some semblance of structure to a violent and turbulent period in European history. • Explain how the Church both helped and hindered the consolidation of power by Christian monarchies over individual feudal states. • Explain how the Cluniac reforms radicalized clergy and doctrine and led to a more militarized Christianity. • Analyze how monarchs gained power over nobles and the church. • understand and be able to explain the events surrounding the Norman Invasion of Britain in 1066, including the Battle of Hastings and the creation of the Norman kingdom in England under William the Conqueror. • Explain created a sense of rancor between the Islamic world and the West that has lasted into our modern times. • Develop a positive correlation between the Crusades and a
---	---

	re-invigorated economy in Western Europe. ● Evaluate the power of the Papacy before and after the First Crusade. ● Describe how the Black Death Socially re-aligned Europe.
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks: ● Map activity: Identify changing territories and nations of the early and high middle ages. ● Battle of Tours: Edpuzzle ● Students will write an obituary for Charlemagne. ● Feudalism Storyboard- Students will choose a role in a comic strip depicting the life of that particular group of people during the middle ages. The storyboard should also explain how feudalism worked and how people of medieval times interacted with one another. ● Write a Haiku poem that compares and contrasts the Samurai with a European Knight and determine which one would have been the better warrior. ● Create and label a religious and secular hierarchy chart of the middle ages. Then evaluate the two social institutions causing both unity and conflict. ● The life of a monk activity- The Rule of St. Benedict and the Book of Hours (Primary Source readings). ● Trade, commerce and society Jigsaw: Students will read various primary source articles describing the recovery of medieval trade, guilds, lifestyle and disease. This activity	Other Evidence: ● Station Activity ○ Feudalism and the Manor Society ○ The Medieval Church ○ The Battle of Hastings and the impact/significance of the Norman invasion of England. ○

will enable students to understand how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms. ● Create a newsletter/newspaper covering specific events, people, organizations, etc. from the Early Middle Ages. ● Bayeux Tapestry and the Domesday Book primary source analysis. ● Battle Royale: Pope's VS Kings: Students will read primary source letters that were written between Pope Gregory VII and Holy Roman Emperor Henry IV in order to understand papal supremacy during the Middle Ages. ● The Hundred Years' War Jigsaw ● Joan of Arc Trial (Primary Source Activity)	
Formative Assessments: ● Checkpoint questions ○ Read pages 251-252 and complete the vocabulary and guided reading questions ● Quizzes ○ Feudalism and the Manor economy ○ Medieval Church ○ Royal Power Grows (Chapter 8.1) ● Exit Tickets ○ Feudalism and the Manor economy ○ Complete a self and peer evaluations for their newspaper and assess the work of members in their group. ● Interviews/check-ins (brief, private,	Summative Assessments: ● Tests ● Projects ○ Middle Ages Newspaper Project ● Essays ● Student Reflections ● Portfolios ○ First Crusade: Portfolio Piece- Task 1 of 4- Recruitment Poster: Students will create a recruitment poster for the first Crusade using information gathered from class discussions, articles, primary sources and videos. ○ Task 2: Twitter Feed for the Third Crusade (explain requirements and expectations for this task). Students will

5-minute interview of each student) ● Homework ● Journals ● Discussion responses ● Independent practice ● Self-assessment through charting of goals and progress group ● Academic prompt ● Guided practice ● Observations ● Video ○ The Battle of Tours and Charles Martel ○ The Holy Roman Emperor Charlemagne ○ William the Conqueror Documentary ○ The Holy Roman Empire	create a Twitterfeed for the Third Crusade, which will highlight the key players, the causes, major events, and overall effects and significance of the crusade. ○ Task 3 of 4: Explain the requirements and expectations for the next portfolio task. Students will have the choice to either create a series of Memes or a R.A.F.T. ■ Meme- create three memes that demonstrate your understanding of the key players, major battles, and the cause and effect of the Fourth Crusade. Each meme must be accompanied by at least a one paragraph summary. The summary must explain the meme with historical references and details. ■ R.A.F.T.- Students will choose the role of either a Byzantine Inhabitant or a Crusader to demonstrate some of the various perspectives of the crusades. ○ ● Performances/skits/role plays ● Socratic Seminar ○ The Black Death Socratic Seminar
Alternate Assessments: ● Student choice ● Oral assessment	Benchmark: ● DBQ essay ○ The Power of the Church

- Interviews (private interview with the student)
- Portfolio
- Essays
- Podcast
- Vlog

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Day 1- Day 3: The Early Middle Ages: The Rise of Germanic Kingdoms

Monday-Wednesday:

- Lecture: introduction to the middle ages. Discuss the fall of Rome and the rise of Germanic tribes.
- Maps of Europe (Early Middle Ages and Modern): Students will identify and label key places on maps of Europe.
- The Battle of Tours and Charles Martel (video clip) and the Holy Roman Emperor Charlemagne.
- Create: Students will write an obituary for Charlemagne, highlighting his contributions to the Medieval world

Day 3- Day 6: The Early Middle Ages: Feudalism and the Manor Economy

Thursday-Friday

- Identify key terms, people and places for Chapter 7.2 (Feudalism and the Manor Economy)
- Station Activity: Feudalism and the Manor Society (Nobles, noblewomen, peasants, castles and the manor). Students will use a variety of primary source documents, secondary source documents and videos to analyze feudalism and the Manor System, then evaluate the impact these hierarchical structures had on the lives of various groups of people.

Monday:

- Complete Station Activity: Feudalism and the Manor Society (Nobles, noblewomen, peasants, castles and the manor). Students will use a variety of primary source documents, secondary source documents and videos to analyze feudalism and the Manor System, then evaluate the impact these hierarchical structures had on the lives of various groups of people.
- Review Feudalism and the Manor economy and complete exit ticket (Checkpoint quiz)

Day 7- Day 9: The Early Middle Ages: The Medieval Church

Wednesday- Friday:

- The Medieval Church: Introduction
- Accelerated learning; Stations: Students will evaluate the importance the Church had on the lives of people living during the Middle Ages (Topics: The Sacraments, The Structure and Power of the Church, Monks, Cathedrals, and Treatment of Jews).

- The Medieval Church checkpoint quiz.

Day 10- Day 14: The Early Middle Ages: Economic Recovery Sparks Change and Assessment

Monday: Economic Recovery Sparks Change

- Jigsaw- Students will be given five different articles that describe " the town" of the middle ages. The articles describe the elements of trade, guilds, lifestyle and disease. This is one of the most important elements that to begin understanding the standard, "Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms"

Tuesday: Middle Ages Newspaper Project

- Newspaper Project: Directions and expectations- We will read the guidelines and expectations of the newspaper project. Students will be asked to provide examples of an article that could be written about the early middle ages.
- Students will then choose their groups (1- 3). Students will discuss some of the topics they're interested in writing about and then begin completing the "roles and responsibilities" organizer. If time allows, students will begin to draft ideas for their articles. Teachers will monitor student progress and assist individual groups with organization and clarification.

Wednesday- Friday:

- Newspaper- Students will continue to work on their articles and compile their newspaper. I will continuously check in with individuals and groups to see how they are progressing. I will also assist students who need extra clarification or assistance in writing).
- Checkpoints- Students will need to have a peer or a teacher assess their individual articles, before moving on to a new topic.

Day 15- Day 17: Summative Assessment: The Early Middle Ages Newspaper Project

Monday-Friday:

- Newspaper- Students will continue to work on their articles and compile their newspaper. I will continuously check in with individuals and groups to see how they are progressing. I will also assist students who need extra clarification or assistance in writing).
- Checkpoints- Students will need to have a peer or a teacher assess their individual articles, before moving on to a new topic.
- Exit ticket- Complete a self and peer evaluations for their newspaper and assess the work of members in their group.

Day 18: The High/Late Middle Ages: The Norman Invasion: William the Conqueror

Thursday-Friday: William the Conqueror and Norman Invasion

- Lecture and discussion: Normandy, France and Anglo-Saxon England.
- William the Conqueror Documentary
- Discussion: The Battle of Hastings and the impact/significance of the Norman invasion of England.

Day 19- Day 23: The Growth of Royal Power: Factors that influenced England's development into a limited monarchy and France into an absolute monarchy.

Monday: Topic: The Plantagenets and England's growth into a limited monarchy

- Complete key terms on the vocabulary worksheet
- Mini- lecture and Discussion-The English Monarchy: Henry II and changes made to the government: Royal justice system, common law, and juries,
- Activity packet- Focus: Henry II (Changes made to the English government and interactions with France).

Tuesday-Wednesday: The Plantagenets and England's growth into a limited monarchy.

- Mini- lecture and Discussion-The English Monarchy: John I of England, the Magna Carta and Parliament.
- The Magna Carta and U.S. Constitution Activity: Students will read excerpts from the Magna Carta and compare them to the Bill of Rights in order to understand how the Magna Carta influenced the U.S. Constitution.

Thursday: Topic: The French Monarchy's growth to absolutism

- Activity Packet- Students will use a variety of resources (text and video) to understand the factors that enabled France to develop an absolute monarchy.

Friday: Checkpoint Quiz: Royal Power Grows (Chapter 8.1)

Day 24- Day 26: The Power of the Medieval Church: Papal Supremacy and the Lay Investiture Controversy.

- Monday- The Holy Roman Empire
 - The Holy Roman Empire- Introduction video clip and discussion.
 - Read pages 251-252 and complete the vocabulary and guided reading questions.
- Tuesday- Wednesday: Topic: The Lay Investiture Controversy
 - The Lay Investiture Controversy: Pope Gregory VII and Holy Roman Emperor Henry IV- Students will read primary source letters written between the pope and the king in order to understand the power struggle between the church and secular rulers.

Day 27- Day 31: The High/Late Middle Ages: The Crusades and the Wider World

Monday-Tuesday: Topic: The First Crusade:

- Introduction and discussion- The origins of the crusades, the Holy Land, and Pope Urban II call for Crusade at the Council of Clermont (speech).
- Why People Went on Crusade: Primary source document reading and questions.

Wednesday: Topic: The First Crusade:

- Google Slides presentation and discussion- The First Crusade; background information, key players, and goals.

Thursday: The First Crusade:

- First Crusade: Portfolio Piece- Task 1 of 4- Recruitment Poster: Students will create a recruitment poster for the first Crusade using information gathered from class discussions, articles, primary sources and videos.

Friday: Topic: The Third Crusade:

- The Third Crusade: Lecture and discussion. In addition, students will read articles and watch video clips to explain the third crusade and complete the organizer.

- Portfolio Task 2: Twitter Feed for the Third Crusade (explain requirements and expectations for this task). Students will create a Twitterfeed for the Third Crusade, which will highlight the key players, the causes, major events, and overall effects and significance of the crusade.

Day 32- Day 36: The High/Late Middle Ages: The Crusades and the Reconquista and Inquisition

Monday- Topic: The Third Crusade:

- Portfolio Task 2 of 4: Twitterfeed for the Third Crusade.

Tuesday-Wednesday- Topic: The Fourth Crusade

- Lecture and discussion. Students will then deepen their knowledge by reading articles and watching video clips to evaluate the events of the fourth crusade.
- Portfolio Task 3 of 4: Explain the requirements and expectations for the next portfolio task. Students will have the choice to either create a series of Memes or a R.A.F.T.
 - Meme- create three memes that demonstrate your understanding of the key players, major battles, and the cause and effect of the Fourth Crusade. Each meme must be accompanied by at least a one paragraph summary. The summary must explain the meme with historical references and details.
 - R.A.F.T.- Students will choose the role of either a Byzantine Inhabitant or a Crusader to demonstrate some of the various perspectives of the crusades.

Thursday- Friday: **The Spanish Reconquista and Inquisition**

- The Reconquista and Inquisition lecture and discussion.
- Warning Leaflet: Students will create a warning leaflet in response to the Reconquista and the Spanish Inquisition. Their task is to warn to Jews, Muslims, other “non-believers” and conversos who have not been expelled from Spain, on how to avoid persecution. The secret warning leaflets must include the following items: A short history of the Reconquista, the strict policy of conversion, a warning to Jews and Muslims- about the Inquisition, and advice for them in order to stay safe.

Day 37-38: The High/Late Middle Ages: The Crusades and the Reconquista and Inquisition

- **Inclusivity/Diversity/Disabilities/LGBTQ:** The Inquisition: The Medieval Church was the most powerful institution of the Middle Ages and religion dominated most aspects of medieval peoples’ lives. The Inquisition was a church court set up to try people who were accused of heresy. Many Jews and Muslims were subject to the inquisition during the Spanish Reconquista. Those found guilty practicing other religions and refused to conform to Catholic beliefs, were punished to various degrees. LGBT people were mercilessly subjected to the Inquisition as well, which often gets excluded when learning medieval history. Students will discover how the Inquisition got started in Italy and how it spread throughout Europe. Students will examine the methods of the Inquisition and why LGBT people were targeted. Students will uncover that LGBT history is often an “invisible” history because people were forced to hide who they were in fear for their livelihoods or lives. Furthermore, students will

make connections to rights, freedoms, and due process that all citizens are entitled to under the law.

Monday-Tuesday: Topic: The Crusades Portfolio

- Students will have two class periods to complete the tasks for their portfolio.

Day 39-44: The High/Late Middle Ages: The Hundred Years' War

Day 45-50: The High/Late Middle Ages: The Black Death

Recommended Accommodations and Modifications

IEP/504: Add Modifications/Accommodations as per Student's IEP/504

- Follow students' specific Individualized Education Plan and/or 504.
- Visual daily schedule
- Use of graphic organizers
- Work-in-progress check
- Use of hard copy of notes
- Provide study guides for assessments
- Allow for more time on assessments and assignments.
- Provide alternate assignments and retakes on assessments.

RTI Tier I, II, or III modification as per Educational Proficiency Plans (EPPs):

- Tier I: Classroom- Instruction & Resources
 - One-One Conferencing
 - Content adjustments: chunking material, provide material based on reading level, provide vocabulary sheets, etc.
 - Use of Graphic Organizers/Guided Notes
 - Leveled Reading materials
 - Differentiated grouping: Example: small group instruction- ability, interest, choice
 - Differentiated instruction
 - Modeling
 - Check for understanding
 - [Differentiated Instruction Checklist](#)
- Tier 2: Targeted Interventions
 - Extended time and alternate assessment responses (oral/written)
 - Parent contact
 - Extra content materials
- Tier 3: Intensive Interventions and Comprehensive Evaluation
 - Individualized reward system or contract
 - Observation by school counselor

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary

language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Students at Risk of School Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Communication logs

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials Visuals, graphs, pictures, maps
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education
- Communicate high expectations for the success of all students
- Integrate the arts into learning activities

Specific Resources for Unit

- DVD “Cathedral” (Select clips)
- DVD “A Knight’s Tale”
- DVD “The Name of the Rose” (Select clips)
- DVD “Beckett” (Select clips)
- Youtube: William the Conqueror (documentary)
- DVD “Kingdom of Heaven” - (Select clips)
- Medieval Apocalypse [The Black Death BBC Documentary](#)
- DVD “The Messenger” - (Select clips)
- [Histories Mysteries, Joan of Arc](#)

General Resources for Course

Prentice Hall World History, Textbook
Khan Academy
Study.com
Google Classroom

Additional Primary and Secondary Sources:

[Fordham University Sourcebook](#): Database that contains primary sources for nearly many historic topics/events.

[Docsteach](#)- is an interactive website developed by the National Archives which includes thousands of primary sources. The site features seven tools designed to teach specific historical thinking skills—weighing evidence, interpreting data, focusing on details, and more. Each employs interactive components including puzzles, scales, maps, flow charts, and others that teachers and students can tailor to their needs.

[Library of Congress](#) - offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

Curriculum Development

Annenberg- [Bridging World History](#) - explores world history content and classroom applications through the integrated use of video, text, classroom activities, and Web-based interactive activities. There are 26 units.

[Digital History](#) - offers teachers and students information and resources about American history including an online textbook, interactive timeline, multimedia, and primary source materials. It was developed in collaboration with the University of Houston, the Chicago Historical Society, and the Museum of Fine Arts in Houston.

[World History for Us All](#) – contains a world history curriculum for middle and secondary school teachers designed by San Diego State University and the National Center for History in the Schools of UCLA. The website contains a complete, ready-made curriculum, including lesson plans, PowerPoint presentations and other classroom resources.

[Teaching History](#) - is designed to help K–12 history teachers access valuable resources and materials. Funded by the U.S. Department of Education, the Center for History and New Media (CHNM).

The [New Jersey Amistad Curriculum](#) provides a range of instructional tools (e.g., primary and secondary sources, activities, assessments) regarding African-American history and the contributions of African-Americans to our society. This web-based tool is free to New Jersey educators.

[New Jersey Commission on Holocaust Education](#) -The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust/Genocide Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state. The Commission will provide assistance and advice to the public and private schools and will meet with county and local school officials, and other interested public and private organizations, to assist with the study of the Holocaust and genocide

[United States Holocaust Museum Educator Page](#) - Here you will find Holocaust education resources tailored for classroom use—films, lesson plans, and curricular materials. In addition, there is guidance on sound teaching strategies and information about professional development opportunities.

[Inclusivity/Diversity/Disabilities/LGBTQ Resources:](#)

- [Emerging America](#) -
- [Teaching Tolerance](#)
- [One archives foundation](#)
- [Trevor Project](#)
- [GLSEN New Jersey 2017 snapshot](#)

[EuroDocs](#): the database contains a variety of primary sources specific to ancient civilizations and European history.

Information Literacy:

- [Disinformation Portal](#)

Asian American / Pacific Islander Resources

- [Teacher's Guide](#)
- [Asian American and Pacific Islander Heritage and History in the U.S.](#)
- [Selected Resources from](#)
<https://www.asianpacificheritage.gov/ForTeachers.html>

Course Unit 5

Unit Title: Expanding Exchanges and Encounters: Civilizations in Far East and Southeast Asia

Date/Duration: 25 Days

New Jersey Student Learning Standard(s) (NJSLs) addressed:

Major Standards: [New Jersey Student Learning Standards - Social Studies:](#)

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE):

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

Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE):

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

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

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

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

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

6.2.8.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.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.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Primary Interdisciplinary Standards

New Jersey Student Learning Standards- ELA

Language Domain

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Reading Domain

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.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

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.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

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.

Writing Domain

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.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

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.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

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.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

New Jersey Learning Standards - Visual and Performing Arts

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

Supporting and Additional Standards:

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

Standard 8.1 Computer Science: Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

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

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Standard 8.2 Design Thinking: Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

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.

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.8.EG.5: Interpret how changing economic and societal needs influence

employment trends and future education.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

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.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

Standard 9.3: Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.12.ED.7 Explain legal rights that apply to individuals and practitioners within education and training settings.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

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.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.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

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

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

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

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

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

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

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

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

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

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem

Inclusivity/Diversity/Disabilities/LGBTQ:

**Inclusive discussion points will be included in the learning plan for this unit.*

- What influences affect historical perspectives?
- How do you feel the group(s) you identify with are represented in history?
- Whose voice is missing from any of the course's texts/visual/media representations? Why?
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.

- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project
- Modifications can be made to accommodate any students with specific needs, views and experiences.

Diversity, Equity, and Inclusion Standards

[Diversity, Equity & Inclusion Standards & Resources](#)

Climate Change Standards

[Climate Change Standards & Resources](#)

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- Evaluate claims and analyze issues to verify the credibility of that point of view.
- Analyze documents and data to establish generalizations, make predictions, or draw conclusions.
- Determine relevance of historical lessons (e.g. ideas, documents, tactical errors, and events) and apply to a given situation, problem, or challenge.
- Evaluate the interdependent nature for a given situation or conflict.

Meaning

Understandings:

- Current political, economic, and cultural issues facing Asia today can be traced back throughout history.
- Over time, through exposure to the neighboring people in China and Korea, Japanese developed their own distinctive culture.
- How societies organize themselves to create and manage wealth and resources.

Essential Questions:

- What influences have China and Japan had on Korea throughout history and do these factors still contribute to enduring tensions among nations in the East?
- What are the cultural characteristics of Medieval Chinese dynasties?
- Have the traditions that were important to the Japanese during the Middle Ages transcended through time?
- What were the implications of geography, religion and feudalism on the development of Japanese culture in the middle ages?

Acquisition	
Students will know..... • the Tang dynasty reunified China. • the factors that enabled the Song dynasty to grow despite their military setbacks. • the different religions native to Imperial China and the influences that each religion had on Chinese society, government, and economics. • social structures of China under both Tang and Song dynasties. • Tang and Song themes of artwork and literature. • how Kublai Khan conquered China, Korea and Tibet and organized rule. • the Mongols established a vast empire and established the Yuan dynasty in China. • The Chinese restored rule over China with the Ming Dynasty. • the political, economic, and social costs/benefits of the Great Wall of China. • Korea's geographic location influenced the development of Korean civilization. • the cultural achievements of the Koryo dynasty. • The Joseon Dynasty lasted for 500 years, until the year 1910, when Japan annexed Korea. • Japan's geography preserved Japanese identity. • The Yamato clan rose to power based on their right to rule from divine powers and thus became Japan's first and only Dynasty. • the early people of the Japanese islands were organized by family clans where certain clans rose to power, thus creating a political and social system of feudalism.	Students will be able to.... • summarize how the Tang dynasty reunified China. • explain how the Song dynasty grew rich and powerful. • understand how China created an ordered society. • describe the cultural achievements of the Tang and Song Dynasties. • analyze how Daoism and Confucianism influenced Chinese society. • summarize how Mongol armies built and Empire. • describe China under Mongol rule. • understand how the Ming dynasty restored Chinese rule. • explain the changes that occurred in the 15th century that changed China's relationship with the rest of the world. • describe how geography affected life on the Korean Peninsula. • understand the influence of China and Buddhism on Korea. • Explain influences of Confucianism on the cultural life in Korea. • explain the major achievements of the Joseon dynasty. • analyze how Korea was able to preserve its own cultural identity. • explain how geography set Japan apart from other empires/kingdoms during the Middle Ages. • understand how China influenced Japan and describe the Heian period. • summarize the Japanese Feudal system. • Compare and contrast the European and Japanese Feudal systems. • understand how the Samurai fit into Medieval Japan's social structure. • explain the role of the Samurai in

• The Japanese Feudal system is similar to that of Europe during the Middle Ages. • Samurai were the warrior class in Japan. • Bushido was the code that the Samurai followed. • Samurai were part of the Japanese feudal society structure. • Zen Buddhism shaped culture in Japan.	Medieval Japan. • explain how the Tokugawas united Japan. • Explain the culture that emerged from Japan's medieval period.
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks: • Maps of Asia (China, Southeast Asia, Korea and Japan). • Chinese Dynasties Four Door Booklet: Topics on the foldable: Rise and Rule, Accomplishments, Belief Systems, and Difficulties and Decline. • Students will create a Twitter news feed updating fellow Chinese Citizens of Mongol conquest. • Label a map of medieval Japan and explain the positive and negative aspects of its geography. • Document Based Reading on the Samurai accompanied by reading comprehension questions. • Haiku poem about a Samurai warrior • Skit: Battle between Knight and Samurai Activity. • Simulation called SPAM (samurai, peasants, artisans, merchants), which shows how feudalism worked in Japanese society.	Other Evidence: •
Formative Assessments: • Checkpoint questions • Quizzes	Summative Assessments: • Tests • Essays

● Exit Tickets ● Interviews/check-ins (brief, private, 5-minute interview of each student) ● Homework ● Journals ● Discussion responses ● Independent practice ● Self-assessment through charting of goals and progress group ● Academic prompt ● Guided practice ● Observations ● Concept Diagrams ● Advanced Organizers ● Unit Organizers ● Learning Logs ● Assessments	● Student Reflections ● Portfolios (could also be assessed during. ● Benchmark Assessments ● Performances/skits/role plays ● Socratic Seminar
Alternate Assessments: ● Student choice ● Oral assessment ● Interviews (private interview with the student) ● Portfolio ● Essays ● Podcast ● Vlog	Benchmark: ● DBQ Essay
Stage 3- Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
Day 1- Day 9: Two Golden Ages of China and The Mongol and Ming Empires ● The Tang and Song Dynasty (Government, economy, empire, and decline) ● Social classes of Tang and Song China ● Culture of Tang and Song China ● Confucianism ● The Mongolian Empire and invasion of China (The Yuan Dynasty) ● The Ming Dynasty and restoration ● Chinese exploration Day 10- Day 14: Korea and its Traditions ● Geography of Korea ● The Three Kingdoms Period ● The Joseon Dynasty	

Day 15- Day 20: The Emergence of Japan and the Feudal Age

- Geography of Japan
- Early traditions: Shintoism, introduction of Buddhism
- Japan's relationship with China
- The Heian Period
- Comparing European Feudalism and the Japanese Feudal system (Social hierarchy and society)
- The Tokugawas unite Japan
- Zen Buddhism and Culture

Day 21- Day 25: Diverse Cultures of Southeast Asia

- Geography of Southeast Asia
- Trade with other regions
- Early traditions
- Indian culture spreads and Islam is introduced
- New Kingdoms - The Pagan Kingdom, the Khmer Empire, and the Srivijaya Empire
- Vietnam emerges and preserves its culture

Recommended Accommodations and Modifications**IEP/504: Add Modifications/Accommodations as per Student's IEP/504**

- Follow students' specific Individualized Education Plan and/or 504.
- Visual daily schedule
- Use of graphic organizers
- Work-in-progress check
- Use of hard copy of notes
- Provide study guides for assessments
- Allow for more time on assessments and assignments.
- Provide alternate assignments and retakes on assessments.

RTI Tier I, II, or III modification as per Educational Proficiency Plans (EPPs):

- Tier I: Classroom- Instruction & Resources
 - One-One Conferencing
 - Content adjustments: chunking material, provide material based on reading level, provide vocabulary sheets, etc.
 - Use of Graphic Organizers/Guided Notes
 - Leveled Reading materials
 - Differentiated grouping: Example: small group instruction- ability, interest, choice
 - Differentiated instruction
 - Modeling
 - Check for understanding
 - [Differentiated Instruction Checklist](#)
- Tier 2: Targeted Interventions
 - Extended time and alternate assessment responses (oral/written)
 - Parent contact

- Extra content materials
- Tier 3: Intensive Interventions and Comprehensive Evaluation
 - Individualized reward system or contract
 - Observation by school counselor

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Students at Risk of School Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Communication logs

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills

- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials Visuals, graphs, pictures, maps
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education
- Communicate high expectations for the success of all students
- Integrate the arts into learning activities

Specific Resources for Unit

- **Song Dynasty: China's Age of Invention**
- Prosperity in Song China (960-1279) (video) | Khan Academy
- The Yuan Dynasty | Boundless World History - Lumen Learning
- An introduction to the Ming dynasty (1368–1644) (article ...
- Feudal Japan | The History of Feudal Japan
- The Age of the Samurai
- Meet the Samurai Women of Asian History - ThoughtCo
- Shotoku Seventeen Article Primary Source
- PBS- Japan: Memoirs of a Secret Empire

General Resources for Course

Prentice Hall World History, Textbook

Khan Academy

Study.com

Google Classroom

Additional Primary and Secondary Sources:

[Fordham University Sourcebook](#): Database that contains primary sources for nearly many historic topics/events.

[Docsteach](#)- is an interactive website developed by the National Archives which includes thousands of primary sources. The site features seven tools designed to teach specific historical thinking skills—weighing evidence, interpreting data, focusing on details, and more. Each employs interactive components including puzzles, scales, maps, flow charts, and others that teachers and students can tailor to their needs.

[Library of Congress](#) - offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

Curriculum Development

Annenberg- [Bridging World History](#) - explores world history content and classroom

applications through the integrated use of video, text, classroom activities, and Web-based interactive activities. There are 26 units.

[Digital History](#) - offers teachers and students information and resources about American history including an online textbook, interactive timeline, multimedia, and primary source materials. It was developed in collaboration with the University of Houston, the Chicago Historical Society, and the Museum of Fine Arts in Houston.

[World History for Us All](#) – contains a world history curriculum for middle and secondary school teachers designed by San Diego State University and the National Center for History in the Schools of UCLA. The website contains a complete, ready-made curriculum, including lesson plans, PowerPoint presentations and other classroom resources.

[Teaching History](#) - is designed to help K–12 history teachers access valuable resources and materials. Funded by the U.S. Department of Education, the Center for History and New Media (CHNM).

The [New Jersey Amistad Curriculum](#) provides a range of instructional tools (e.g., primary and secondary sources, activities, assessments) regarding African-American history and the contributions of African-Americans to our society. This web-based tool is free to New Jersey educators.

[New Jersey Commission on Holocaust Education](#) -The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust/Genocide Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state. The Commission will provide assistance and advice to the public and private schools and will meet with county and local school officials, and other interested public and private organizations, to assist with the study of the Holocaust and genocide

[United States Holocaust Museum Educator Page](#) - Here you will find Holocaust education resources tailored for classroom use—films, lesson plans, and curricular materials. In addition, there is guidance on sound teaching strategies and information about professional development opportunities.

[Inclusivity/Diversity/Disabilities/LGBTQ Resources:](#)

- [Emerging America](#) -
- [Teaching Tolerance](#)
- [One archives foundation](#)
- [Trevor Project](#)
- [GLSEN New Jersey 2017 snapshot](#)

[EuroDocs](#): the database contains a variety of primary sources specific to ancient civilizations and European history.

Information Literacy:

- [Disinformation Portal](#)

Asian American / Pacific Islander Resources

- [Teacher's Guide](#)
- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

- Selected Resources from <https://www.asianpacificheritage.gov/ForTeachers.html>