

8th GRADE SOCIAL STUDIES

**Lawton C. Johnson Summit Middle School
Summit, NJ**

**8th Grade
Social Studies**

**Developed by
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Summit Public Schools

Summit, New Jersey

Grade Level / Content Area: Social Studies Grade 8

Length of Course: 36 Weeks of Active Teaching
2 Weeks of Mid-Term/Final Exam Reviews and Exams

Curriculum

Course Description:

World History: Prehistory to the Age of Discovery

The eighth grade social studies program continues to expand student understanding of the world by reaching back to the beginning of human development and continuing through the Age of Discovery. The course: *World History: Prehistory to the Age of Discovery*, is primarily a history course with a strong focus on cultural achievements, economics and political science. Social studies skills are also reinforced throughout the curriculum. The students will build upon what they already know about world geography and cultures by investigating the civilizations that have formed modern nations. The various culture groups that have become part of the legacy of our nation are part of the focus and interwoven in the curriculum.

The historical basis of this course allows for connections to other social sciences as they relate to each time period. This will provide students with a better understanding of the social sciences within the historical context. Critical issues of the past will be compared to modern problems with the aim of helping students recognize the interdependence of world civilizations.

Study begins with the foundations of civilization, the ancient Middle East, Africa, Asia, Europe and the Americas and continues to examine those regions throughout time, including the Middle Ages, the rise and fall of empires, the spread of civilization and the beginning of global encounters. As students build upon their knowledge of the political systems of these civilizations, they will learn about the historical roots and achievements of these civilizations which helped to form our modern day society.

The New Jersey Core Curriculum Content Standards for Social Studies are evident throughout this course of study. During the year, an emphasis will be placed on social studies skills as students investigate topics and interpret facts and ideas. Media presentations, short-term group and individual projects, reading assignments, writing, discussions, class presentations, cooperative learning, role playing, chart and study skills are all essential components of the program. Current events will be discussed as they relate to the curriculum and the development of the student's ability to become critical thinkers as citizens in a democratic society.

Unit 1 – Foundations of Civilization

<p>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.</p>	
<p>Big Ideas: In this unit, students will become acquainted with the discipline of history and apply this understanding to the study of early man and the development of civilizations. (Prehistory – 300 B.C.)</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>1. How do we study history? What are the methodologies?</p>	<p>Students will understand that...</p> <p>Scholars study and learn from the past in the areas of History, Anthropology, and Archaeology.</p> <p>Anthropological discoveries of early hominids and the innovations of early humans helped scholars understand the development of early civilizations.</p>
<p>2. How did the Neolithic period and its innovations affect early man?</p>	<p>The dramatic change brought about by the innovations of the Neolithic Revolution led from the Old Stone Age to the New Stone Age.</p> <p>The Neolithic caused changes in technology, religion, art, and agriculture.</p>
<p>3. What characteristics define a civilization and how does this change over time?</p>	<p>There are identifiable components of civilization such as cities, organized governments, complex religions, social classes, job specialization, public works, arts & architecture which change over time.</p>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>6.2.8.C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.</p> <p>6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p> <p>6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.</p> <p>6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>	<p>Instructional Focus: Students will learn how scholars study the past and how the Neolithic Revolution encouraged the rise of civilizations.</p> <p>Sample Assessments: Objective based quizzes and test Analyze written selections Analyze graphic data, images, time-lines, primary sources Compare viewpoints Synthesize information Group discussions and debate Analyze cause and effect Drawing inferences and conclusions Research Project Writing – persuasive, expository, biographical essays</p> <p>Instructional Strategies: Interdisciplinary Connections People and Nature, Impact of Change Over Time, Influence of Belief Systems, Leaving a Legacy, How the Arts Reflect/Influence People and Cultures, Language and Literacy, and Influences of Economic Forces.</p> <p>Technology Integration Where Appropriate: Use of Internet and Technology for research, data collection, finding and developing visual material, interactive lessons and presentations.</p> <p>Global Perspectives Cultural Diffusion, Migration, Achievements, Effects of Cultural Interactions, Roles & Responsibilities of People in Society (classes, gender, occupations), Impact of Revolutions/Sudden Change, Political/Governmental Organization</p>

	and Change, and Leaving a Legacy.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21st Century Skills:</p> <ul style="list-style-type: none">Creativity and InnovationCritical Thinking and Problem SolvingCommunication and CollaborationInformation LiteracyMedia LiteracyLife and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none">Financial, Economic, Business, and Entrepreneurial LiteracyCivic LiteracyHealth Literacy

Unit 2 – Middle East and Ancient Egypt

<p>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.</p>	
<p>Big Ideas: In this unit, students will become acquainted with the Fertile Crescent, Persian, and Egyptian civilizations and their influence on later civilizations. Students will also learn about the development of Judaism and contrast it to earlier religions. (3200 B.C. – 500 B.C.)</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>1. How did the Fertile Crescent civilizations, Persia, and Egypt develop and influence later civilizations?</p> <p>2. How did Judaism develop and what characteristics does it have in contrast to other earlier religions?</p>	<p>Students will understand that...</p> <p>Cultural traits and innovations of these societies led to the development of future societies. These societies will include the Sumerians, Hittites, Assyrians, Babylonians, Persians, Phoenicians, and Ancient Egypt.</p> <p>Egypt had three distinct time periods which were the Old, Middle, and New Kingdoms.</p> <p>Judaism had distinct origins and basic tenants such as monotheism, which differentiates Judaism from earlier religions.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies.</p> <p>6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations.</p> <p>6.2.8.B.2.a Determine the extent to which</p>	<p>Instructional Focus: Students will understand the early civilizations of Mesopotamia, Persia and Egypt as well as explore the roots of Judaism.</p> <p>Sample Assessments: Objective based quizzes and test Analyze written selections</p>

<p>geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p> <p>6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline</p> <p>6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p> <p>6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p>	<p>Analyze graphic data, images, time-lines, primary sources Compare viewpoints Synthesize information Group discussions and debate Analyze cause and effect Drawing inferences and conclusions Research Project Writing – persuasive, expository, biographical essays</p> <p>Instructional Strategies: Interdisciplinary Connections People and Nature, Impact of Change Over Time, Influence of Belief Systems, Leaving a Legacy, How the Arts Reflect/Influence People and Cultures, , Language and Literacy, and Influences of Economic Forces.</p> <p>Technology Integration Where Appropriate: Use of Internet and Technology for research, data collection, finding and developing visual material, interactive lessons and presentations.</p> <p>Global Perspectives Cultural Diffusion, Migration, Achievements, Effects of Cultural Interactions, Roles & Responsibilities of People in Society (classes, gender, occupations), Impact of Revolutions/Sudden Change, Political/Governmental Organization and Change, and Leaving a Legacy</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p>

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Unit 3 – Ancient India and China

<p>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.</p>	
<p>Big Ideas: Students will become familiar with the major contributions of civilizations in India, Pakistan and China. (2600 B.C. - A.D. 550)</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ol style="list-style-type: none"> 1. What were the major political, economic, and artistic contributions of India and Pakistan’s civilizations and how did they influence other civilizations? 2. What are the major contributions of Dynastic China and how did they influence other civilizations? 3. What were the main religions that developed in Ancient China and India? What was their influence on cultures around the world? 	<p>Students will understand that...</p> <p>The Indus River Valley civilizations made great great contributions to other civilizations through their social development and cultural achievements. The Aryan people were the original civilization of the Indus River Valley from which other civilizations developed.</p> <p>The Asoka and Gupta empires developed specific cultural traits that can be found in modern India.</p> <p>The political, economic, and artistic developments of Dynastic China have influenced modern China and the rest of the world.</p> <p>The major religions of the Indus River Valley and Ancient China were Hinduism, Buddhism, Taoism, and Confucianism and will be able to describe the belief systems of each, compare/contrast their characteristics, and identify their impact on future civilizations.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Student will:</p>	<p>Instructional Focus: Students will investigate the</p>

<p>6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p> <p>6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations..</p> <p>6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.</p> <p>6.2.8.D.4.g Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p>	<p>civilizations that arose in Ancient India and China. Students will also focus on the major religions that developed in those areas of the world.</p> <p>Sample Assessments: Objective based quizzes and test Analyze written selections Analyze graphic data, images, time-lines, primary sources Compare viewpoints Synthesize information Group discussions and debate Analyze cause and effect Drawing inferences and conclusions Research Project Writing – persuasive, expository, biographical essays</p> <p>Instructional Strategies: Interdisciplinary Connections People and Nature, Impact of Change Over Time, Influence of Belief Systems, Leaving a Legacy, How the Arts Reflect/Influence People and Cultures, , Language and Literacy, and Influences of Economic Forces.</p> <p>Technology Integration Where Appropriate: Use of Internet and Technology for research, data collection, finding and developing visual material, interactive lessons and presentations.</p> <p>Global Perspectives Cultural Diffusion, Migration, Achievements, Effects of Cultural Interactions, Roles & Responsibilities of People in Society (classes, gender, occupations), Political/Governmental Organization and Change, Leaving a Legacy</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem</p>

Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Unit 4 – Ancient Greece

<p>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.</p>	
<p>Big Ideas: Students will become acquainted with the Ancient Greek civilization and understand how its contributions influenced the development of modern civilizations. (1750 B.C. - 133 B.C.)</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ol style="list-style-type: none"> 1. What were the cultural and scientific contributions of the Ancient Greek civilization? 2. What was the Hellenistic Age and how did it contribute to cultural blending? 3. How did religions, mythologies, and other belief systems shape the values of classical societies? 4. What are the main characteristics of the Golden Age of Greece and the interaction between city-states? 	<p>Students will understand that...</p> <p>The Ancient Greek civilization has left a lasting legacy in the areas of scientific, art, and culture which has directly affected modern-day Western Civilization.</p> <p>Alexander the Great spread Greek learning and culture throughout much of the world through territorial expansion.</p> <p>Greek religion included many gods and goddesses with specific characteristics, that had a significant impact on Greek literature and belief systems.</p> <p>Greece was a collection of independent city-states that shared a similar culture, but often came into conflict with each other. Each city-state contributed unique innovations to Western Civilization.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p> <p>6.2.8.C.3.c</p>	<p>Instructional Focus:</p> <p>Students will describe how the Greeks developed city-states and produced a civilization whose cultural, scientific and political influence lasted for many centuries.</p>

<p>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.</p> <p>6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p> <p>6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>	<p>Sample Assessments:</p> <ul style="list-style-type: none"> Objective based quizzes and test Analyze written selections Analyze graphic data, images, time-lines, primary sources Compare viewpoints Synthesize information Group discussions and debate Analyze cause and effect Drawing inferences and conclusions Research Project Writing – persuasive, expository, biographical essays <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Interdisciplinary Connections People and Nature, Impact of Change Over Time, Influence of Belief Systems, Leaving a Legacy, How the Arts Reflect/Influence People and Cultures, Language and Literacy, and Influences of Economic Forces. <p>Technology Integration</p> <p>Where Appropriate: Use of Internet and Technology for research, data collection, finding and developing visual material, interactive lessons and presentations.</p> <p>Global Perspectives</p> <p>Cultural Diffusion, Migration, Achievements, Effects of Cultural Interactions, Roles & Responsibilities of People in Society (classes, gender, occupations), Impact of Revolutions/Sudden Change, Political/Governmental Organization and Change, and Leaving a Legacy.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Unit 5 – Ancient Rome and The Rise of Christianity

<p>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.</p>	
<p>Big Ideas: In this unit, students will become acquainted with the Ancient Roman civilization and understand how its contributions influenced the development of modern civilizations. (509 B.C. – A.D. 476)</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>1. How did Ancient Roman culture develop and what is its legacy?</p> <p>2. How did Christianity develop and what was its influence on Roman society?.</p> <p>3. What leads to the decline of a great civilization (Rome)?</p>	<p>Students will understand that...</p> <p>The development of Rome's society, with its transition from Republic to Empire, has left a lasting legacy on western culture.</p> <p>Roman achievements had a long-term impact on the modern world.</p> <p>Christianity evolved out of Judaic traditions and developed into a major world religion.</p> <p>Christianity had a direct impact on the evolution of the Roman Empire.</p> <p>Numerous factors led to the decline and fall of Rome namely social, economic, political and military.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p> <p>6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in</p>	<p>Instructional Focus: Students will explore the rise of the Roman Republic and Empire, the emergence of Christianity and the decline of Rome.</p> <p>Sample Assessments: Objective based quizzes and test Analyze written selections Analyze graphic data, images, time-</p>

<p>urban areas, and to allow for greater division of labor.</p> <p>6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p> <p>6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>	<p>lines, primary sources Compare viewpoints Synthesize information Group discussions and debate Analyze cause and effect Drawing inferences and conclusions Research Project Writing – persuasive, expository, biographical essays</p> <p>Instructional Strategies: Interdisciplinary Connections People and Nature, Impact of Change Over Time, Influence of Belief Systems, Leaving a Legacy, How the Arts Reflect/Influence People and Cultures, Language and Literacy, and Influences of Economic Forces.</p> <p>Technology Integration Where Appropriate: Use of Internet and Technology for research, data collection, finding and developing visual material, interactive lessons and presentations.</p> <p>Global Perspectives Cultural Diffusion, Migration, Achievements, Effects of Cultural Interactions, Roles & Responsibilities of People in Society (classes, gender, occupations), Impact of Revolutions/Sudden Change, Political/Governmental Organization and Change, and Leaving a Legacy</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p>

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Unit 6 – Civilizations of the Americas

<p>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.</p>	
<p>Big Ideas: In this unit, students will become acquainted with the pre-Colombian civilizations of Central and South America. (Prehistory – A.D. 1750)</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>1. How did the pre-Columbian civilizations of the Maya, Aztec, and Inca develop and what was their impact?</p> <p>2. What are the similarities/differences between the three main civilizations of the Americas?</p>	<p>Students will understand that...</p> <p>The development of the Maya, Aztec, and Inca societies left a lasting legacy in Mesoamerica and South America.</p> <p>These civilizations, although developing in different parts of the Americas, had many similarities yet were distinct cultures.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p> <p>6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.</p> <p>6.2.8.C.4.b Analyze how trade, technology, the</p>	<p>Instructional Focus: Students will examine the major civilizations of the Americas. (Maya, Aztec, and Inca)</p> <p>Sample Assessments: Objective based quizzes and test Analyze written selections Analyze graphic data, images, timelines, primary sources Compare viewpoints Synthesize information Group discussions and debate Analyze cause and effect Drawing inferences and conclusions Research Project</p>

<p>availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.</p> <p>6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>	<p>Writing – persuasive, expository, biographical essays</p> <p>Instructional Strategies: Interdisciplinary Connections People and Nature, Impact of Change Over Time, Influence of Belief Systems, Leaving a Legacy, How the Arts Reflect/Influence People and Cultures, Language and Literacy, and Influences of Economic Forces.</p> <p>Technology Integration Where Appropriate: Use of Internet and Technology for research, data collection, finding and developing visual material, interactive lessons and presentations.</p> <p>Global Perspectives Cultural Diffusion, Migration, Achievements, Effects of Cultural Interactions, Roles & Responsibilities of People in Society (classes, gender, occupations), Impact of Revolutions/Sudden Change, Political/Governmental Organization and Change, and Leaving a Legacy.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p>

Civic Literacy

Health Literacy

Unit 7 – Medieval Europe and The Byzantine Empire

<p>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.</p>	
<p>Big Ideas: In this unit, students will become acquainted with the characteristics of the Western European Middle Ages and Byzantine Empire as well as the legacies of these civilizations. (500 A.D. - 1500 A.D.)</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ol style="list-style-type: none"> 1. What are the key aspects of Medieval Europe’s major institutions and their innovations? 2. How did economic forces influence the rise of Medieval Europe? 3. What role did the Catholic Church play and how did it influence politics and culture? 4. What were the major conflicts of the time and how did they affect the Medieval world? 5. What are the major political, economic, and artistic contributions of the Byzantine Empire and how did they 	<p>Students will understand that...</p> <p>Feudalism, manorialism, the Papacy, and the medieval town were major institutions of Medieval Europe.</p> <p>The development of learning and culture of the High Middle Ages led to the birth of the Renaissance.</p> <p>The Agricultural and Commercial Revolution of the Middle Ages led to modern business practices and transformed the social structure of Medieval Europe.</p> <p>The Catholic Church had a significant influence on the politics and culture of Medieval Europe</p> <p>The Crusades, Black Plague, The Great Schism, and Hundred Years War greatly impacted medieval life, both economically and culturally.</p> <p>Byzantine cultural traits and accomplishments influenced Medieval Eastern Europe.</p>

influence other civilizations?	Future cultures were influenced by the Byzantine legacy.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.C.4.c Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.</p> <p>6.2.8.C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.</p> <p>6.2.8.D.4.b Analyze how religion both unified and divided people.</p> <p>6.2.8.D.4.c 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.</p> <p>6.2.8.D.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.</p> <p>6.2.8.D.4.e Assess the demographic, economic, and religious impact of the plague on Europe.</p> <p>6.2.8.D.4.f Determine which events led to the rise and eventual decline of European feudalism.</p> <p>6.2.8.D.4.h Determine the extent to which the Byzantine Empire influenced the</p>	<p>Instructional Focus: Students will trace the political, cultural, religious, economic and technological changes that occurred in Medieval Europe. Students will also examine the rise and fall of the Byzantine Empire.</p> <p>Sample Assessments: Objective based quizzes and test Analyze written selections Analyze graphic data, images, time-lines, primary sources Compare viewpoints Synthesize information Group discussions and debate Analyze cause and effect Drawing inferences and conclusions Research Project Writing – persuasive, expository, biographical essays</p> <p>Instructional Strategies: Interdisciplinary Connections People and Nature, Impact of Change Over Time, Influence of Belief Systems, Leaving a Legacy, How the Arts Reflect/Influence People and Cultures, Language and Literacy, and Influences of Economic Forces.</p> <p>Technology Integration Where Appropriate: Use of Internet and Technology for research, data collection, finding and developing visual material, interactive lessons and presentations.</p> <p>Global Perspectives Cultural Diffusion, Migration, Achievements, Effects of Cultural Interactions, Roles & Responsibilities of People in Society (classes, gender, occupations), Impact of</p>

<p>Islamic world and western Europe. 6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period.</p>	<p>Revolutions/Sudden Change, Political/Governmental Organization and Change, and Leaving a Legacy.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Unit 8 – Muslim Civilizations

<p>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.</p>	
<p>Big Ideas: In this unit, students will become acquainted with the religion and culture of Islam and its influence on civilizations. (622 A.D. - 1629 A.D.)</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>1. How did Islam develop and what are its basic tenants?</p>	<p>Students will understand that...</p> <p>Islam developed out of the tribal Bedouin civilization.</p> <p>Islam has many basic beliefs that affect the daily lives of Muslims. (5 pillars, Shariah, Koran, Sunni and Shiite, and Jihad)</p> <p>Islam came out of the monotheistic traditions of Judaism and Christianity.</p>
<p>2. How did Islam become a dominant world religion?</p>	<p>The success of Muslim leaders led to the development of powerful Muslim Empires and the expansion of the Muslim faith.</p>
<p>3. What are Islam’s major achievements and contributions to the world?</p>	<p>Muslim culture had significant achievements in economics, art, literature, architecture, math & medicine, which have impacted the world.</p>
<p>4. What were the major Islamic empires and how did they influence world history?</p>	<p>Numerous Muslim Empires existed and left a lasting legacy on the world. These empires include Ottoman, Safavid, Abbasid, Umayyad, Delhi Sultanate, and Mughal.</p>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.</p> <p>6.2.8.D.4.b Analyze how religion both unified and divided people.</p> <p>6.2.8.D.4.c 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.</p> <p>6.2.8.D.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.</p> <p>6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period.</p>	<p>Instructional Focus: Students will understand the basic tenants of Islam and examine the rise and spread of the religion throughout the Middle East and South Asia.</p> <p>Sample Assessments: Objective based quizzes and test Analyze written selections Analyze graphic data, images, time-lines, primary sources Compare viewpoints Synthesize information Group discussions and debate Analyze cause and effect Drawing inferences and conclusions Research Project Writing – persuasive, expository, biographical essays</p> <p>Instructional Strategies: Interdisciplinary Connections People and Nature, Impact of Change Over Time, Influence of Belief Systems, Leaving a Legacy, How the Arts Reflect/Influence People and Cultures, Language and Literacy, and Influences of Economic Forces.</p> <p>Technology Integration Where Appropriate: Use of Internet and Technology for research, data collection, finding and developing visual material, interactive lessons and presentations.</p> <p>Global Perspectives Cultural Diffusion, Migration, Achievements, Effects of Cultural Interactions, Roles & Responsibilities of People in Society (classes, gender, occupations), Impact of Revolutions/Sudden Change,</p>

	Political/Governmental Organization and Change, and Leaving a Legacy.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21st Century Skills:</p> <ul style="list-style-type: none">Creativity and InnovationCritical Thinking and Problem SolvingCommunication and CollaborationInformation LiteracyMedia LiteracyLife and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none">Financial, Economic, Business, and Entrepreneurial LiteracyCivic LiteracyHealth Literacy

Unit 9 – Kingdoms and Trading States of Africa

<p>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.</p>	
<p>Big Ideas: In this unit, students will become acquainted with the kingdoms and trading states of Africa and their influence on other civilizations. (730 B.C – 1591 A.D.)</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>1.How did the kingdoms of West Africa develop and influence world history?</p> <p>2.How did the kingdoms of East Africa develop and influence world history?</p> <p>3.What are the cultural traits of Medieval Africa?</p>	<p>Students will understand that...</p> <p>The trans-saharan trade caused the development of major African Kingdoms. (Ghana, Mali, Songhai)</p> <p>In the West African forest, the cultures of the Benin and Hausa developed</p> <p>The triangular-trade of the Red Sea led to the development of East African Kingdoms and City-States. (Axum, Ethiopia, Great Zimbabwe, East African City-States)</p> <p>Medieval African societies shared many common cultural traits. (Extended vs. Nuclear Family, Kinship, Lineage and Clan, Consensus Decision-Making, and De-Centralized Government)</p> <p>The visual and performing arts, as well as religion were central parts of African Medieval life.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p>	<p>Instructional Focus:</p>

<p>6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.</p> <p>6.2.8.C.4.d Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.</p> <p>6.2.8.D.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.</p> <p>6.2.8.D.4.b Analyze how religion both unified and divided people.</p> <p>6.2.8.D.4.c 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.</p> <p>6.2.8.D.4.i Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.</p> <p>6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period.</p>	<p>Students will explore early African civilizations, which include the rise of African Kingdoms, trading states, and major cultural traits.</p> <p>Sample Assessments: Objective based quizzes and test Analyze written selections Analyze graphic data, images, time-lines, primary sources Compare viewpoints Synthesize information Group discussions and debate Analyze cause and effect Drawing inferences and conclusions Research Project Writing – persuasive, expository, biographical essays</p> <p>Instructional Strategies: Interdisciplinary Connections People and Nature, Impact of Change Over Time, Influence of Belief Systems, Leaving a Legacy, How the Arts Reflect/Influence People and Cultures, Language and Literacy, and Influences of Economic Forces.</p> <p>Technology Integration Where Appropriate: Use of Internet and Technology for research, data collection, finding and developing visual material, interactive lessons and presentations.</p> <p>Global Perspectives Cultural Diffusion, Migration, Achievements, Effects of Cultural Interactions, Roles & Responsibilities of People in Society (classes, gender, occupations), Impact of Revolutions/Sudden Change, Political/Governmental Organization and Change, and Leaving a Legacy.</p>
<p>The following skills and themes listed to the right should be reflected in the</p>	<p>21st Century Skills:</p>

design of units and lessons for this course or content area.

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

