Social Studies
(Grade 8 – World History)

Unit #: 1
Unit Title – Beginnings of Human Society – Early Man to Neolithic
Our complex society has its roots in the earliest emergence of human species. Over time, people evolved, used resources and created technologies that stimulated the growth of civilization. This unit will examine these themes, so students are able to comprehend the building blocks of society and how the notion of "civilization" emerged from Paleolithic tribes to early agrarian societies.
Recommended Pacing
25 Days (42 minutes per period)
Standards

2014 NJ Student Learning Standards – Social Studies

CPI	CPI Description
6.2.8.A.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
6.2.8.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

C3 Framework Inquiry Arc

Dimension 1 –Developing Questions and Planning Inquiries	Dimension 2 – Applying Disciplinary Concepts

• Is geography destiny? • What are the most essential tools of a historian? • To what extent did the agricultural revolution transform human society? • How do hunter-gatherers adapt to and change their environment? • What does it mean to be human? • What are the elements of a civilization?	• Economics • Geography • Sociology • Anthropology • History
Dimension 3 – Evaluating Sources and Using Evidence	*Dimension 4 – Communicating Conclusions and Taking Informed Action*
• Artifacts such as: Cave Paintings Skull Samples Primary Tools	• Conduct a virtual archeological dig, view evidence and develop a site report, drawing conclusions from the evidence. • Use various technologies to publish and present conclusions regarding inquiry questions. For example: Artifact portfolio, • Map data and spatially represent conclusions. • Group project using multiple social science disciplines to interpret and report conclusions regarding artifacts.

C3 Framework Indicators (K-12 Pathways)	
C3 Indicator	*C3 Indicator Description*
(Indicator #)	• Indicator Text
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	•
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Common Core Standards

CCR	*CCR Description*
CCR #	CCR text

Interdisciplinary Connections

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)

Integration of Technology: Use of technology: such as
iPads
Chrome Books
Google Classroom
Video Clips
Document reader

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)
•	

Instructional Focus

Enduring Understanding(s)

- Archaeologists discover and analyze evidence of early humans and their lives.
- The lives of early hunter-gather societies were shaped by their physical environment, meeting their needs their needs through hunting and gathering.
- Early humans evolved and adapted to their environment through the use of technology.

Essential Questions

- Why do humans study history?
- What are the tools of a historian?
- How did the agricultural revolution transform human society?
- How do humans adapt to and change their environment?
- What does it mean to be human?
- What are the elements of a civilization?

Themes

- Specialization of Labor
- Civics
- Geography
- Ideas in culture

Suggested Inquiries:

- Why do humans study history?
- During which era, the Paleolithic or Neolithic, did humans make the greatest impact?
- Is geography destiny?
- What does it mean to be human?
- Which aspects of human life defined civilization?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Common Assessment – Writing Assessment – For example: Comparison of two pieces of picture evidence about life in Paleolithic and Neolithic Society.

Objectives

Students will know or learn:
- Names and adaptations of major hominid species
- How early man adapted to his environment
- How archaeologists and other scientists use evidence to piece together the story of the past.
- The ways in which the agricultural revolution affected humankind
- The elements of civilization

Students will be able to:
- Interpret and evaluate Primary Sources
- Use data to draw conclusions
- Take notes based on observations
- Demonstrate content knowledge through writing
- Extract important information from texts

Integration

Technology Integration and Use of Data

Integration of Technology: Use of technology: such as
iPads
Chrome Books
Google Classroom
Video Clips
Document reader

Writing Integration

- Common Assessment

Competencies

- Collaboration, Presentation, Research, Communication, Problem Solving, Global and Self Awareness

Suggested Resources

- May include: The Big History Project, Brain Pop, Discovery Education and other relevant print and internet sources

Social Studies
(Grade 8 – World History)

Unit # 2 –Emerging Civilizations (Mesopotamia, Ancient Egypt, Israelites)

Summary and Rationale
As early man moved into river valleys with newly developed agricultural techniques, the earliest Neolithic societies transformed into civilizations. Although Mesopotamia and Egypt possessed the same elements necessary to civilization each advanced into its own unique society. This unit will examine the leap from primitive society to civilization, establishing patterns for subsequent human history and how these societies recorded their history. Students, by reading early primary sources, and studying artifacts, will understand the commonalities and unique characteristics of Mesopotamia, Egypt and the Israelites.

Recommended Pacing
45 Days (42 minutes per period)

Standards

NJ Student Learning Standards for Social Studies

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

C3 Framework Inquiry Arc

Dimension 1 –Developing Questions and Planning Inquiries	*Dimension 2 – Applying Disciplinary Concepts*
- What are the elements that make up a civilization? - How does geography influence settlement and daily life? - How does government provide order for a civilization? - What effect does social hierarchy have on society and individuals?	- Economics - Geography - Religion - History - Sociology - Technology
Dimension 3 – Evaluating Sources and Using Evidence	*Dimension 4 – Communicating Conclusions and Taking Informed Action*
- Primary source readings such as Hammurabi's Code and Egyptian Book of the Dead, Ten Commandments - Ancient Art and Artifacts	- Analyze evidence and create a museum report connected to key concepts. - Map data and spatially represent conclusions - Collaborative activities that may include multiple social science disciplines to interpret and report conclusions regarding artifacts. - Use various technologies to research and or presentation

C3 Framework Indicators (K-12 Pathways)	
C3 Indicator	*C3 Indicator Description*
D1.1.6-8.	• Explain how a question represents key ideas in the field.
D1.2.6-8.	• Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
D1.3.6-8.	• Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.6-8.	• Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
D1.5.6-8.	• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
D2.Civ.1.6-8.	• Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
D2.Civ.2.6-8.	• Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
D2.Civ.3.6-8.	• Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
D2.Civ.4.6-8.	• Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.
D2.Civ.5.6-8.	• Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
D2.Civ.6.6-8.	• Describe the roles of political, civil, and economic organizations in shaping people's lives.
D2.Civ.7.6-8.	• Apply civic virtues and democratic principles in school and community settings.
D2.Civ.8.6-8.	• Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
D2.Civ.9.6-8.	• Compare deliberative processes used by a wide variety of groups in various settings.
D2.Civ.10.6-8.	• Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
D2.Civ.11.6-8.	• Differentiate among procedures for making decisions in the classroom, school, civil

		society, and local, state, and national government in terms of how civic purposes are intended.
D2.Civ.12.6-8.	•	Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
D2.Civ.13.6-8.	•	Analyze the purposes, implementation, and consequences of public policies in multiple settings.
D2.Civ.14.6-8.	•	Compare historical and contemporary means of changing societies, and promoting the common good.
D2.Eco.1.6-8.	•	Explain how economic decisions affect the well-being of individuals, businesses, and society.
D2.Eco.2.6-8.	•	Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
D2.Eco.3.6-8.	•	Explain the roles of buyers and sellers in product, labor, and financial markets.
D2.Eco.4.6-8.	•	Describe the role of competition in the determination of prices and wages in a market economy.
D2.Eco.5.6-8.	•	Explain ways in which money facilitates exchange by reducing transactional costs.
D2.Eco.6.6-8.	•	Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
D2.Eco.7.6-8.	•	Analyze the role of innovation and entrepreneurship in a market economy.
D2.Eco.8.6-8.	•	Explain how external benefits and costs influence market outcomes.
D2.Eco.9.6-8.	•	Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.
D2.Eco.10.6-8.	•	Explain the influence of changes in interest rates on borrowing and investing.
D2.Eco.11.6-8.	•	Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
D2.Eco.12.6-8.	•	Explain how inflation, deflation, and unemployment affect different groups.
D2.Eco.13.6-8.	•	Explain why standards of living increase as productivity improves.
D2.Eco.14.6-8.	•	Explain barriers to trade and how those barriers influence trade among nations.
D2.Eco.15.6-8.	•	Explain the benefits and the costs of trade policies to individuals, businesses, and society.
D2.Geo.1.6-8.	•	Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.6-8.	•	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
D2.Geo.3.6-8.	•	Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.
D2.Geo.4.6-8.	•	Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
D2.Geo.5.6-8.	•	Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
D2.Geo.6.6-8.	•	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
D2.Geo.7.6-8.	•	Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
D2.Geo.8.6-8.	•	Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
D2.Geo.9.6-8.	•	Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
D2.Geo.10.6-8.	•	Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
D2.Geo.11.6-8.	•	Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

D2.Geo.12.6-8.	• Explain how global changes in population distribution patterns affect changes in land use in particular places.
D2.His.1.6-8.	• Analyze connections among events and developments in broader historical contexts.
D2.His.2.6-8.	• Classify series of historical events and developments as examples of change and/or continuity.
D2.His.3.6-8.	• Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
D2.His.4.6-8.	• Analyze multiple factors that influenced the perspectives of people during different historical eras.
D2.His.5.6-8.	• Explain how and why perspectives of people have changed over time.
D2.His.6.6-8.	• Analyze how people's perspectives influenced what information is available in the historical sources they created.
D2.His.9.6-8.	• Classify the kinds of historical sources used in a secondary interpretation
D2.His.10.6-8.	• Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
D2.His.11.6-8.	• Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
D2.His.12.6-8.	• Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
D2.His.13.6-8.	• Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
D2.His.14.6-8.	• Explain multiple causes and effects of events and developments in the past.
D2.His.15.6-8.	• Evaluate the relative influence of various causes of events and developments in the past.
D2.His.16.6-8.	• Organize applicable evidence into a coherent argument about the past.
D2.His.17.6-8.	• Compare the central arguments in secondary works of history on related topics in multiple media.
D3.1.6-8.	• Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.6-8.	• Evaluate the credibility of a source by determining its relevance and intended use.
D3.3.6-8.	• Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
D3.4.6-8.	• Develop claims and counterclaims while pointing out the strengths and limitations of both.
D4.1.6-8.	• Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
D4.2.6-8.	• Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
D4.3.6-8.	• Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.6-8.	• Critique arguments for credibility
D4.5.6-8.	• Critique the structure of explanations.
D4.6.6-8.	• Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
D4.7.6-8.	• Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
D4.8.6-8.	• Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
D1.1.6-8.	• Explain how a question represents key ideas in the field.

D1.2.6-8.	• Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
D1.3.6-8.	• Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

Common Core Standards

C3 Dimension	*Common Core ELA Anchor Standards*	*Shared Language*
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Integration of Technology

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

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Instructional Focus

Enduring Understanding(s)

- People, places and ideas change over time.
- Cultures are held together by shared beliefs and common practices and values.

Essential Questions

- To what extent are civilizations a product of their geography?
- Is geography destiny?
- Is every civilization unique or do they follow a common pattern?
- What impact does religion and philosophies have on cultural developments?
- Why do empires rise and fall?
- How does conflict develop?
- What makes a culture unique?

Themes

- Specialization of Labor
- Civics
- Geography
- Ideas in culture

Suggested Inquiries:
- Is geography destiny?   - Was Egypt really the gift of the Nile?   - Were the Sumerians the first great civilization?   - Was Hammurabi's Code of Laws fair or cruel?   - Did the means the Assyrians used justify the end results?   - What made Egyptian culture unique?
Evidence of Learning (Assessments – parenthetical notes reference competencies)
- Common Assessment – Analyzing primary sources reading and images, for example, (Reading Like a Historian, "Did slaves build the Great Pyramid of Giza?")   - Analyze evidence and create a museum report connected to key concepts.   - Map data and spatially represent conclusions   - Collaborative activities that may include multiple social science disciplines to interpret and report conclusions regarding artifacts.   - Use various technologies to research and or presentation
Objectives
Students will know or learn: - Why people settled in both Mesopotamia and Egypt   - How Mesopotamian, Egyptian and Israelite's religions affected daily life and culture   - The ideas and inventions of Mesopotamia and Egypt that influenced other civilizations   - How civilization developed in Mesopotamia and Egypt   - Factors that led to the rise and fall of ancient Egyptian Empire   Students will be able to: - Interpret and evaluate Primary Sources   - Use data to draw conclusions   - Take notes based on observations   - Demonstrate content knowledge through writing   - Extract important information from texts

Integration

Technology Integration and Use of Data
Integration of Technology: Use of technology: such as iPads Chrome Books Google Classroom Video Clips Document Reader
Writing Integration
Common Assessment
Competencies
Collaboration, presentation

Suggested Resources

- Read Like a Historian   - Artifacts   - Discovery Education

Social Studies
(Grade 8 – World History)

Unit #: 3
Asian River Valley Civilizations
Summary and Rationale
As early man moved into river valleys with newly developed agricultural techniques, the earliest Neolithic societies transformed into civilizations. Although China and south Asia possessed the same elements necessary to civilization each advanced into its own unique society. This unit will examine the leap from primitive society to civilization, establishing patterns for subsequent human history and how these societies recorded their history. Students, by reading early primary sources, and studying artifacts, will understand the commonalities and unique characteristics of Indus Valley and China.
Recommended Pacing
35 Days (42 minutes per period)
Standards

NJ Student Learning Standards for Social Studies

CPI	*CPI Description*
6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.A.2.b	Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.A.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
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 early river valley civilizations.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical

	civilizations and provided motivation for expansion.
6.2.8.C.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.C.3.b	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.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

C3 Framework Inquiry Arc

Dimension 1 –Developing Questions and Planning Inquiries	*Dimension 2 – Applying Disciplinary Concepts*
- How does geography influence settlement and daily life? - How does government provide order for a civilization? - What effect does social hierarchy have on society and individuals? - What impact does religion and philosophies have on cultural development? - What effect do rulers have on their country?	- Economics - Geography - Sociology - Anthropology - History
Dimension 3 – Evaluating Sources and Using Evidence	*Dimension 4 – Communicating Conclusions and Taking Informed Action*
Gather information from a multitude of sources, which could include primary sources, artifacts and the Internet to gather evidence about Asian River Valley civilizations to be able to understand their unique characteristics and their enduring legacies.	Understanding past cultures, events and themes allows modern day humans to reflect on their values, predict world events, and think critically in order to evaluate information and take informed action.

C3 Framework Indicators (K-12 Pathways)	
C3 Indicator	*C3 Indicator Description*
D1.1.6-8.	Explain how a question represents key ideas in the field.
D1.2.6-8.	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
D1.3.6-8.	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.6-8.	Explain how the relationship between supporting questions and compelling questions is

	mutually reinforcing.
D1.5.6-8.	• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
D2.Civ.1.6-8.	• Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
D2.Civ.2.6-8.	• Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
D2.Civ.3.6-8.	• Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
D2.Civ.4.6-8.	• Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.
D2.Civ.5.6-8.	• Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
D2.Civ.6.6-8.	• Describe the roles of political, civil, and economic organizations in shaping people's lives.
D2.Civ.7.6-8.	• Apply civic virtues and democratic principles in school and community settings.
D2.Civ.8.6-8.	• Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
D2.Civ.9.6-8.	• Compare deliberative processes used by a wide variety of groups in various settings.
D2.Civ.10.6-8.	• Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
D2.Civ.11.6-8.	• Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.
D2.Civ.12.6-8.	• Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
D2.Civ.13.6-8.	• Analyze the purposes, implementation, and consequences of public policies in multiple settings.
D2.Civ.14.6-8.	• Compare historical and contemporary means of changing societies, and promoting the common good.
D2.Eco.1.6-8.	• Explain how economic decisions affect the well-being of individuals, businesses, and society.
D2.Eco.2.6-8.	• Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
D2.Eco.3.6-8.	• Explain the roles of buyers and sellers in product, labor, and financial markets.
D2.Eco.4.6-8.	• Describe the role of competition in the determination of prices and wages in a market economy.
D2.Eco.5.6-8.	• Explain ways in which money facilitates exchange by reducing transactional costs.
D2.Eco.6.6-8.	• Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
D2.Eco.7.6-8.	• Analyze the role of innovation and entrepreneurship in a market economy.
D2.Eco.8.6-8.	• Explain how external benefits and costs influence market outcomes.
D2.Eco.9.6-8.	• Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.
D2.Eco.10.6-8.	• Explain the influence of changes in interest rates on borrowing and investing.
D2.Eco.11.6-8.	• Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
D2.Eco.12.6-8.	• Explain how inflation, deflation, and unemployment affect different groups.
D2.Eco.13.6-8.	• Explain why standards of living increase as productivity improves.
D2.Eco.14.6-8.	• Explain barriers to trade and how those barriers influence trade among nations.
D2.Eco.15.6-8.	• Explain the benefits and the costs of trade policies to individuals, businesses, and society.

D2.Geo.1.6-8.	• Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.6-8.	• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
D2.Geo.3.6-8.	• Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.
D2.Geo.4.6-8.	• Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
D2.Geo.5.6-8.	• Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
D2.Geo.6.6-8.	• Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
D2.Geo.7.6-8.	• Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
D2.Geo.8.6-8.	• Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
D2.Geo.9.6-8.	• Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
D2.Geo.10.6-8.	• Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
D2.Geo.11.6-8.	• Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
D2.Geo.12.6-8.	• Explain how global changes in population distribution patterns affect changes in land use in particular places.
D2.His.1.6-8.	• Analyze connections among events and developments in broader historical contexts.
D2.His.2.6-8.	• Classify series of historical events and developments as examples of change and/or continuity.
D2.His.3.6-8.	• Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
D2.His.4.6-8.	• Analyze multiple factors that influenced the perspectives of people during different historical eras.
D2.His.5.6-8.	• Explain how and why perspectives of people have changed over time.
D2.His.6.6-8.	• Analyze how people's perspectives influenced what information is available in the historical sources they created.
D2.His.9.6-8.	• Classify the kinds of historical sources used in a secondary interpretation
D2.His.10.6-8.	• Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
D2.His.11.6-8.	• Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
D2.His.12.6-8.	• Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
D2.His.13.6-8.	• Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
D2.His.14.6-8.	• Explain multiple causes and effects of events and developments in the past.
D2.His.15.6-8.	• Evaluate the relative influence of various causes of events and developments in the past.
D2.His.16.6-8.	• Organize applicable evidence into a coherent argument about the past.
D2.His.17.6-8.	• Compare the central arguments in secondary works of history on related topics in multiple media.
D3.1.6-8.	• Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.6-8.	• Evaluate the credibility of a source by determining its relevance and intended use.
D3.3.6-8.	• Identify evidence that draws information from multiple sources to support claims,

	• noting evidentiary limitations.	
D3.4.6-8.	• Develop claims and counterclaims while pointing out the strengths and limitations of both.	
D4.1.6-8.	• Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.	
D4.2.6-8.	• Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	
D4.3.6-8.	• Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	
D4.4.6-8.	• Critique arguments for credibility	
D4.5.6-8.	• Critique the structure of explanations.	
D4.6.6-8.	• Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	
D4.7.6-8.	• Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.	
D4.8.6-8.	• Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.	
D1.1.6-8.	• Explain how a question represents key ideas in the field.	
D1.2.6-8.	• Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	
D1.3.6-8.	• Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.	

Common Core Standards

C3 Dimension	*Common Core ELA Anchor Standards*	*Shared Language*
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Integration of Technology

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)
•	

Instructional Focus

Enduring Understanding(s)
- Conflict can lead to change.
- Leaders can bring about change in society.
- People, places and ideas change over time.

Essential Questions
- Is geography destiny?
- To what extent are civilizations a product of their geography?
- Is every civilization unique or do they follow a common pattern?
- What impact does religion and philosophies have on cultural developments?
- What role does geography play with a society's development?
- What does conflict develop?
- What makes a culture unique?
- What are the roles and responsibilities of governments?

Themes
- Specialization of Labor
- Civics
- Geography
- Ideas in culture

Suggested Inquiries:
- Were Harappa and Mohenjo- Daro settlements or advanced civilizations?
- Is geography destiny?
- Did social hierarchy (India- caste) (China – social classes) help or hinder their development?
- Which empire, the Gupta or the Mauryan, left a more lasting legacy?
- Which empire, the Shang or the Zhou, had the greater technological advancements?
- Which dynasty Han or Qin was better for China's growth and development?

Evidence of Learning (Assessments – parenthetical notes reference competencies)
- Common Assessment – Essay –(which may include) How did geography influence river valley civilizations?

Objectives
Students will know or learn:
- Mountains, rivers, deserts and other geographical features influenced settlement in India and China
- Concepts of Hinduism and Buddhism
- Interconnectedness of the caste system, religion and daily life
- How dynasties rose and fell in both India and China
- The far-reaching impact of technological and cultural advances in India and China

Students will be able to:
- Interpret and evaluate Primary Sources
- Use data to draw conclusions
- Take notes based on observations
- Demonstrate content knowledge through writing
- Extract important information from texts

Integration

Technology Integration and Use of Data
- Integration of Technology: Use of technology: such as
  iPads

Chrome Books
Google Classroom
Video Clips
- Document Reader

Writing Integration
• Common Assessment - Essay – How geography influences river valley civilizations?

Competencies
• Collaboration
• Research
• Communication
• Self and Global Awareness
• Problem Solving

Suggested Resources

- Internet sources/maps
- Print sources
- Audio-visual sources
- Artifacts

Social Studies
(Grade 8- World History)

Unit #:4
Unit Title – Classical Civilizations (Greece and Rome)

Summary and Rationale

This unit is designed to examine the origins and rise and fall of classical civilizations of Greece and Rome. Students will focus on the various mechanisms that these societies used to reach their height of golden ages. Activities will focus on political, economic and cultural achievements of these civilizations. Students will consider how conflict and change helped create and destroy classical civilizations. The legacies of Greece and Rome laid the foundation of Western Civilization.

Recommended Pacing

45 Days (42 minutes per period)

Standards

NJ Student Learning Standards for Social Studies

CPI	CPI Description
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.A.3.b	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.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.A.3.e	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.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.B.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
6.2.8.C.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.C.3.b	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.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece,

	Rome, India, and China over time.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

C3 Framework Inquiry Arc	
Dimension 1 –Developing Questions and Planning Inquiries	*Dimension 2 – Applying Disciplinary Concepts*
- What happened to the Minoan civilization? - How did myths help define Greek culture? - Which of the Greek poleis were free, productive and successful? - Which type of democracy works best, direct democracy or representative democracy? - Was Rome's (Greece) geography its destiny? - Are the Aeneid and the stories of Romulus and Remus historical or mythological? - To what extent was the Roman Republic was a democracy? - To what extent was the Roman Legion responsible for the growth of Rome? - Was the fall of Roman Republic inevitable? - How did the plebeians change the Republic? - Did the Roman Empire fall? - Should military leaders gain political power? - What was (Greece's) Rome's most important and enduring legacy?	- Economics - Geography - Anthropology - History - Civics
Dimension 3 – Evaluating Sources and Using Evidence	*Dimension 4 – Communicating Conclusions and Taking Informed Action*
- Primary Sources, which may include, The Iliad and Odyssey, the Aeneid, and works of various philosophers, for example "The Apology". - Secondary Sources - Art and artifacts	- Map data and spatially represent conclusions - Collaborative activities that may include multiple social science disciplines to interpret and report conclusions regarding artifacts. - Use various technologies to research and or presentation - Evaluate the responsibilities of citizens and leaders in a democratic society.

C3 Framework Indicators (K-12 Pathways)	
C3 Indicator	*C3 Indicator Description*
D1.1.6-8.	• Explain how a question represents key ideas in the field.
D1.2.6-8.	• Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
D1.3.6-8.	• Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.6-8.	• Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
D1.5.6-8.	• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
D2.Civ.1.6-8.	• Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
D2.Civ.2.6-8.	• Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
D2.Civ.3.6-8.	• Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
D2.Civ.4.6-8.	• Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.
D2.Civ.5.6-8.	• Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
D2.Civ.6.6-8.	• Describe the roles of political, civil, and economic organizations in shaping people's lives.
D2.Civ.7.6-8.	• Apply civic virtues and democratic principles in school and community settings.
D2.Civ.8.6-8.	• Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
D2.Civ.9.6-8.	• Compare deliberative processes used by a wide variety of groups in various settings.
D2.Civ.10.6-8.	• Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
D2.Civ.11.6-8.	• Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.
D2.Civ.12.6-8.	• Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
D2.Civ.13.6-8.	• Analyze the purposes, implementation, and consequences of public policies in multiple settings.
D2.Civ.14.6-8.	• Compare historical and contemporary means of changing societies, and promoting the common good.
D2.Eco.1.6-8.	• Explain how economic decisions affect the well-being of individuals, businesses, and society.
D2.Eco.2.6-8.	• Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
D2.Eco.3.6-8.	• Explain the roles of buyers and sellers in product, labor, and financial markets.
D2.Eco.4.6-8.	• Describe the role of competition in the determination of prices and wages in a market economy.
D2.Eco.5.6-8.	• Explain ways in which money facilitates exchange by reducing transactional costs.
D2.Eco.6.6-8.	• Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
D2.Eco.7.6-8.	• Analyze the role of innovation and entrepreneurship in a market economy.
D2.Eco.8.6-8.	• Explain how external benefits and costs influence market outcomes.
D2.Eco.9.6-8.	• Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.

D2.Eco.10.6-8.	• Explain the influence of changes in interest rates on borrowing and investing.
D2.Eco.11.6-8.	• Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
D2.Eco.12.6-8.	• Explain how inflation, deflation, and unemployment affect different groups.
D2.Eco.13.6-8.	• Explain why standards of living increase as productivity improves.
D2.Eco.14.6-8.	• Explain barriers to trade and how those barriers influence trade among nations.
D2.Eco.15.6-8.	• Explain the benefits and the costs of trade policies to individuals, businesses, and society.
D2.Geo.1.6-8.	• Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.6-8.	• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
D2.Geo.3.6-8.	• Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.
D2.Geo.4.6-8.	• Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
D2.Geo.5.6-8.	• Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
D2.Geo.6.6-8.	• Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
D2.Geo.7.6-8.	• Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
D2.Geo.8.6-8.	• Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
D2.Geo.9.6-8.	• Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
D2.Geo.10.6-8.	• Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
D2.Geo.11.6-8.	• Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
D2.Geo.12.6-8.	• Explain how global changes in population distribution patterns affect changes in land use in particular places.
D2.His.1.6-8.	• Analyze connections among events and developments in broader historical contexts.
D2.His.2.6-8.	• Classify series of historical events and developments as examples of change and/or continuity.
D2.His.3.6-8.	• Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
D2.His.4.6-8.	• Analyze multiple factors that influenced the perspectives of people during different historical eras.
D2.His.5.6-8.	• Explain how and why perspectives of people have changed over time.
D2.His.6.6-8.	• Analyze how people's perspectives influenced what information is available in the historical sources they created.
D2.His.9.6-8.	• Classify the kinds of historical sources used in a secondary interpretation
D2.His.10.6-8.	• Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
D2.His.11.6-8.	• Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
D2.His.12.6-8.	• Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
D2.His.13.6-8.	• Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
D2.His.14.6-8.	• Explain multiple causes and effects of events and developments in the past.

D2.His.15.6-8.	• Evaluate the relative influence of various causes of events and developments in the past.
D2.His.16.6-8.	• Organize applicable evidence into a coherent argument about the past.
D2.His.17.6-8.	• Compare the central arguments in secondary works of history on related topics in multiple media.
D3.1.6-8.	• Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.6-8.	• Evaluate the credibility of a source by determining its relevance and intended use.
D3.3.6-8.	• Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
D3.4.6-8.	• Develop claims and counterclaims while pointing out the strengths and limitations of both.
D4.1.6-8.	• Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
D4.2.6-8.	• Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
D4.3.6-8.	• Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.6-8.	• Critique arguments for credibility
D4.5.6-8.	• Critique the structure of explanations.
D4.6.6-8.	• Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
D4.7.6-8.	• Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
D4.8.6-8.	• Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
D1.1.6-8.	• Explain how a question represents key ideas in the field.
D1.2.6-8.	• Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
D1.3.6-8.	• Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

Common Core Standards

C3 Dimension	*Common Core ELA Anchor Standards*	*Shared Language*
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed	Anchor Reading Standard 1 Anchor Writing Standards 1-8	Argument, Explanation, Sources, Evidence, Claims, Counterclaims,

Action	Anchor Speaking and Listening Standards 1-6	Visually/Visualize, Credibility

Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
•	

Instructional Focus

Enduring Understanding(s)

- People, places and ideas change over time.
  - o Roman government changed over time from a republic to an empire
  - o Greek poleis evolved from kings and tyrants into democracies.
- The value that a society places on individual rights is often reflected in that society's government.
  - o Greek ideas of citizenship established the foundation of American rights and responsibilities.
  - o Roman ideas of democratic institutions to establish the foundation of American government.
- Countries have relationships with one another.
  - o
- Conflict can lead to change.
- Leaders can bring about change in society.

Essential Questions

- Why do people form governments?
- Why does conflict develop?
- Does geography shape human choices/action or does human action shape action?
- How does government provide order for a civilization?
- What effect does social hierarchy have on society and individuals
- How do movement and cultural diffusion influence the development of civilizations?
- What are the enduring legacies of classical civilizations?

Themes

- Civics
- Geography
- Ideas in culture
- Identity

Suggested Inquiries:

- Which theory was most plausible about the end (demise) of the Minoan Civilization?
- How did myths help define Greek culture?
- Which of the Greek poleis were free, productive and successful?
- Which type of democracy works best, direct democracy or representative democracy?
- Was Rome's (Greece) geography its destiny?
- Are the Aeneid and the stories of Romulus and Remus historical or mythological?
- How democratic was the Roman Republic?
- To what extent was the Roman Legion responsible for the growth of Rome?
- Was the fall of Roman Republic inevitable?
- Did the Roman Empire fall?
- Should military leaders gain political power?
- What was (Greece's) Rome's most important and enduring legacy?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- **Common Assessment:** Writing assignment, such as, comparing the different aspects of culture of various civilizations. (Rome superior to other civilization? Government, technology, religion)
- Create a presentation that may include multimedia resources
- Analyzing primary sources
- Use of guiding questions

Objectives

Students will know or learn:
- How the geography of Greece and Rome influenced cultural diffusion.
- That Greece and Rome's polytheistic belief systems influenced their cultures.
- New ideas of democracy, republican government and citizenship that originated in Greece and Rome
- Greco-Roman philosophies, architecture, mathematics, science, literature have influenced modern socity.
- Factors that led to the rise and fall of Greece and Rome

Students will be able to:
- Interpret and evaluate Primary Sources
- Use data to draw conclusions
- Take notes based on observations
- Demonstrate content knowledge through writing
- Extract important information from texts

Integration

Technology Integration and Use of Data

- Integration of Technology: Use of technology: such as
  iPads
  Chrome Books
  Google Classroom
  Video Clips
- Document Reader

Writing Integration

- Common Assessment – such as Reading Historian Text –based evidence -

Competencies

- Collaboration, Research, Communication, Problem Solving, Self and Global Awareness

Suggested Resources

- Read Like a Historian
- Discovery Education/Youtube
- Internet and print resources

Social Studies
– The Medieval Transformation and Increasing Exchanges)

Unit #5
Unit Title – The Medieval Transformation
Summary and Rationale
After the Roman Empire fell and divided, the western Roman Empire developed a new social, economic and political system to help restore order, feudalism. The Eastern Empire, or Byzantine Empire was able to continue to grow and survive for a thousand years. The religions of Christianity and Islam impacted life and politics during the Middle Ages. This unit will transition students from the study of ancient world history to the medieval transformation of the Western world resulting from both internal factors and increasing global exchanges. It will also provide the foundation for the more in-depth study of the European Renaissance and the great Eurasian empires of the early modern era in grade 9.
Recommended Pacing
35 Days (42 minutes per period)
Standards

NJ Student Learning Standards for Social Studies

CPI	CPI Description
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.
6.2.8.A.4.b	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.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
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.
6.2.8.B.4.c	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
6.2.8.B.4.d	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.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.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a	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.C.4.b	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.
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.b	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders
6.2.8.D.4.d	Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.D.4.e	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.D.4.f	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

C3 Framework Inquiry Arc	
Dimension 1 –Developing Questions and Planning Inquiries	*Dimension 2 – Applying Disciplinary Concepts*
- Was feudalism necessary? - What purpose do religions serve? - How did the major monotheistic religions both unify and divide people?	- Economics - Geography - Sociology - Anthropology - History
Dimension 3 – Evaluating Sources and Using Evidence	*Dimension 4 – Communicating Conclusions and Taking Informed Action*
- Primary Sources, such as religious texts and literature - Maps and diagrams - Internet web sources and videos	- Map data and spatially represent conclusions - Collaborate activities that may include medieval fair, interdisciplinary lessons and construction of medieval castles. - Use various technologies to research for presentations
C3 Framework Indicators (K-12 Pathways)	
C3 Indicator	*C3 Indicator Description*
D1.1.6-8.	• Explain how a question represents key ideas in the field.
D1.2.6-8.	• Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
D1.3.6-8.	• Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.6-8.	• Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
D1.5.6-8.	• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
D2.Civ.1.6-8.	• Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
D2.Civ.2.6-8.	• Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
D2.Civ.3.6-8.	• Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
D2.Civ.4.6-8.	• Explain the powers and limits of the three branches of government, public officials, and

	bureaucracies at different levels in the United States and in other countries.
D2.Civ.5.6-8.	• Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
D2.Civ.6.6-8.	• Describe the roles of political, civil, and economic organizations in shaping people's lives.
D2.Civ.7.6-8.	• Apply civic virtues and democratic principles in school and community settings.
D2.Civ.8.6-8.	• Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
D2.Civ.9.6-8.	• Compare deliberative processes used by a wide variety of groups in various settings.
D2.Civ.10.6-8.	• Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
D2.Civ.11.6-8.	• Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.
D2.Civ.12.6-8.	• Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
D2.Civ.13.6-8.	• Analyze the purposes, implementation, and consequences of public policies in multiple settings.
D2.Civ.14.6-8.	• Compare historical and contemporary means of changing societies, and promoting the common good.
D2.Eco.1.6-8.	• Explain how economic decisions affect the well-being of individuals, businesses, and society.
D2.Eco.2.6-8.	• Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
D2.Eco.3.6-8.	• Explain the roles of buyers and sellers in product, labor, and financial markets.
D2.Eco.4.6-8.	• Describe the role of competition in the determination of prices and wages in a market economy.
D2.Eco.5.6-8.	• Explain ways in which money facilitates exchange by reducing transactional costs.
D2.Eco.6.6-8.	• Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
D2.Eco.7.6-8.	• Analyze the role of innovation and entrepreneurship in a market economy.
D2.Eco.8.6-8.	• Explain how external benefits and costs influence market outcomes.
D2.Eco.9.6-8.	• Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.
D2.Eco.10.6-8.	• Explain the influence of changes in interest rates on borrowing and investing.
D2.Eco.11.6-8.	• Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
D2.Eco.12.6-8.	• Explain how inflation, deflation, and unemployment affect different groups.
D2.Eco.13.6-8.	• Explain why standards of living increase as productivity improves.
D2.Eco.14.6-8.	• Explain barriers to trade and how those barriers influence trade among nations.
D2.Eco.15.6-8.	• Explain the benefits and the costs of trade policies to individuals, businesses, and society.
D2.Geo.1.6-8.	• Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.6-8.	• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
D2.Geo.3.6-8.	• Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.
D2.Geo.4.6-8.	• Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
D2.Geo.5.6-8.	• Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

D2.Geo.6.6-8.	• Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
D2.Geo.7.6-8.	• Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
D2.Geo.8.6-8.	• Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
D2.Geo.9.6-8.	• Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
D2.Geo.10.6-8.	• Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
D2.Geo.11.6-8.	• Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
D2.Geo.12.6-8.	• Explain how global changes in population distribution patterns affect changes in land use in particular places.
D2.His.1.6-8.	• Analyze connections among events and developments in broader historical contexts.
D2.His.2.6-8.	• Classify series of historical events and developments as examples of change and/or continuity.
D2.His.3.6-8.	• Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
D2.His.4.6-8.	• Analyze multiple factors that influenced the perspectives of people during different historical eras.
D2.His.5.6-8.	• Explain how and why perspectives of people have changed over time.
D2.His.6.6-8.	• Analyze how people's perspectives influenced what information is available in the historical sources they created.
D2.His.9.6-8.	• Classify the kinds of historical sources used in a secondary interpretation
D2.His.10.6-8.	• Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
D2.His.11.6-8.	• Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
D2.His.12.6-8.	• Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
D2.His.13.6-8.	• Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
D2.His.14.6-8.	• Explain multiple causes and effects of events and developments in the past.
D2.His.15.6-8.	• Evaluate the relative influence of various causes of events and developments in the past.
D2.His.16.6-8.	• Organize applicable evidence into a coherent argument about the past.
D2.His.17.6-8.	• Compare the central arguments in secondary works of history on related topics in multiple media.
D3.1.6-8.	• Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.6-8.	• Evaluate the credibility of a source by determining its relevance and intended use.
D3.3.6-8.	• Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
D3.4.6-8.	• Develop claims and counterclaims while pointing out the strengths and limitations of both.
D4.1.6-8.	• Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
D4.2.6-8.	• Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
D4.3.6-8.	• Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital

	technologies (e.g., Internet, social media, and digital documentary).
D4.4.6-8.	• Critique arguments for credibility
D4.5.6-8.	• Critique the structure of explanations.
D4.6.6-8.	• Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
D4.7.6-8.	• Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
D4.8.6-8.	• Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
D1.1.6-8.	• Explain how a question represents key ideas in the field.
D1.2.6-8.	• Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
D1.3.6-8.	• Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

Common Core Standards

C3 Dimension	*Common Core ELA Anchor Standards*	*Shared Language*
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)

Integration of Technology

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)
•	

Instructional Focus

Enduring Understanding(s)

• Cultures are held together by shared beliefs and common practices and values.
• Religious beliefs influence government and other institutions in society.
• In the past, daily life was very much influenced by ones place in the social pyramid.

Essential Questions

• What impact did religion have on society?

- What role does government play in protecting its people?
- Why does conflict develop?
- How did new ideas change the way people live?

Themes

- Civics
- Geography
- Ideas in culture
- Politic and power

Suggested Inquiries:

- Was feudalism necessary?
- What purpose do religions serve?
- How did the major monotheistic religions both unify and divide people?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Written assessment and projects which may include medieval fair, presentations and castle building.

Objectives

Students will know or learn:
- Byzantine Empire was an extension of the Roman Empire but developed its own cultural identity.
- Feudalism transformed the economic, political and social aspects of medieval life.
- Religions, such as Christianity and Islam, both unified and divided medieval society.

Students will be able to:
- Interpret and evaluate Primary Sources
- Use data to draw conclusions
- Take notes based on observations
- Demonstrate content knowledge through writing
- Extract important information from texts
-

Integration

Technology Integration and Use of Data

- Integration of Technology: Use of technology: such as
  iPads
  Chrome Books
  Google Classroom
  Video Clips
- Document Reader

Writing Integration

- Guiding Questions
-

Competencies

- Collaboration
- Communication
- Research
- Problem Solving
- Self and Global Awareness

Suggested Resources

- Internet sources
- Print sources
- Audio-visual sources
- artifacts