



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Documents

School: Township of Ocean Intermediate

Course: Ancient World History formerly Grade 8 Social Studies

Department: Social Studies

Supervisor: John Bosmans

Board Approval	Supervisor	Notes
September 2012	Stephen Sarles	Update Standards & Name Change
July 2014	Stephen Sarles	Update Standards
December 2017	John Bosmans	Update Standards

Home of the Spartans!
#spartanlegacy



Department Social Studies Subject Grade 8 – Ancient World History

Week	Marking Period 1	Week	Marking Period 3
1	Intro	21	Judaism
2	Geography and Initial Benchmark	22	Christianity
3	Mycenae	23	Islam
4	Trojan War	24	Indo Europeans
5	Trojan War	25	Hinduism
6	City States: Sparta and Athens	26	Buddhism
7	Persian War	27	Byzantium Empire
8	Persian War	28	Feudalism
9	Greek Golden Age	29	Charlemagne
10	Peloponnesian War	30	Crusades
Week	Marking Period 2	Week	Marking Period 4
11	Alexander The Great	31	Building a Civilization
12	Alexander the Great	32	Building a Civilization
13	Hellenistic Age	33	Ancient Mesopotamia
14	Early Rome	34	Ancient Mesopotamia
15	Early Rome	35	Ancient Egypt
16	Punic Wars	36	PARCC Testing
17	Roman Empire	37	Ancient Egypt
18	Roman Empire	38	FINAL DBQ Benchmark
19	Fall of Rome	39	Final Exams
20	Fall of Rome	40	Graduation Practice

Time Frame	11 Weeks
Topic	
Ancient Greece	
Essential Questions	
<ul style="list-style-type: none"> • How did the Ancient Greeks combine and divide (in terms of political differences, social differences and physical differences to create a lasting influence on civilization today? • How does the environment affect the development of Greek city-states? • How does acquiring basic needs lead to the advancement of civilization? • How does fulfilling basic needs lead to war? • Why did some city-states engage in war and other times in unity? • How does the culture of Ancient Greece relate to current Western Culture? • What role does technology, the economy, and the government play in advancing a culture? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Geography affects political and social identities. • Unity and division arise from common threats or common needs leading to war and advancement. • The culture of Ancient Greece is the basis of Western Civilization, due to their past success. 	
Alignment to NJSLs	
<p>NJSLS- 6.2.8.A.3.b; 6.2.8.A.3.c; 6.2.8.A.3.d; 6.2.8.B.3.a; 6.2.8.B.3.b; 6.2.8.C.3.b; 6.2.8.D.3.a; 6.2.8.D.3.d;6.2.8.D.3.f; 6.2.8.C.4.b.</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Resources of the Aegean and Mediterranean Sea and the Hellespont. • Conflict over control of resources: Trojan War, Persian War, Peloponnesian War • Development of Athenian Democracy & Spartan Oligarchy • Social hierarchies and the rights of Women, slaves, foreigners and free men in Sparta and Athens • Compare and contrast the responsibilities of citizens in Athens and the US • The use of Greek Mythology in the development of Greek culture and ideals • Development of Art, Architecture and philosophy during the Golden Age of Greece • Creation of the Hellenistic time period under Alexander the Great 	
Learning Activities	
<ul style="list-style-type: none"> • Map identification, World History Atlas • Compare story of Troy in the Iliad and movie Troy • Create timeline of Ancient Greece • Debate whether Alexander was a conqueror or assimilator • Create timeline of Ancient Greece • Research paper • DBQ 	
Assessments	
<ul style="list-style-type: none"> • Map quiz • Timeline of Greece • Written comparison of the story of Troy with analysis of motivation for changes between 	

versions							
<ul style="list-style-type: none"> • Comprehension questions and Outline chapter sections • Research Paper • Written analysis of the results of the debate • Formal Unit Test • DBQ and open-ended assessments 							
21st Century Skills							
√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		
Interdisciplinary Connections							
<u>New Jersey Student Learning Standards for English Language Arts-</u> RH.6-8.1-10; WHST6-8.1-10; NJLSA.R1-10; RST.6-8.1-10; NJLSA.W1-10							
Technology Integration							
<ul style="list-style-type: none"> • Internet Research • Laptop and Projector • Google Chromebooks • Elmo Projector 							

Time Frame	7 Weeks
Topic	
Ancient Rome	
Essential Questions	
<ul style="list-style-type: none"> • Considering the similarities between the two civilizations, why has the American Civilization endured whereas the Western Roman Empire collapsed? • How does the Roman Republic resemble the US today? • How do the empires compare? • How does government (including law) create order in a society? • Analyze the differences of authoritative and representative governments. • How did the Roman Empire enable Christianity to spread? • Why did Rome divide? • Why did the Roman Republic and Empire fall? • How did the Roman Republic and Empire fall? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Government provides unity and division. • Society is dependent on providing the 5 basic needs 	
Alignment to NJSLS	
<p>NJSLS- 6.2.8.A.3.a; 6.2.8.A.3.b; 6.2.8.A.3.c; 6.2.8.A.3.e; 6.2.8.B.3.a; 6.2.8.C.3.a; 6.2.8.C.3.b; 6.2.8.C.3.c; 6.2.8.D.3.a; 6.2.8.D.3.c; 6.2.8.D.3.d; 6.2.8.D.3.f.</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"> • The methods used by Roman rulers to control and unify their empires • Rights and responsibilities of free men, women, and slaves in the political, economic, and social structure of Rome • The principles of the Roman republic that later influenced the development of the U.S. Constitution • The extent to which Roman legal systems influenced the legal system in the U.S. • The impact of expanding land and sea trade routes through the Mediterranean Sea • How technology and innovation enhanced the Roman republic and empire • The major achievements of Rome during its' golden age • Factors that contributed to the decline of the Roman Empire • The Republic and Empire fulfilled the basic needs in an organized fashion. • failure to do so ended in collapse of the government. 	
Learning Activities	
<ul style="list-style-type: none"> • Map Labeling • World History Atlas • Primary Source Analysis • Document Based Questions • Computer Lab web quests • Debate 	

- DBQ (Research Simulation Task)

Assessments

- Rome Geography Quiz
- Completed Roman Government Timeline
- Analysis of authoritarian and representative governments, similarities and differences
- Completed Julius Caesar web quest
- Completed thematic map of Rome’s expansion
- Completed research project on the Roman emperors, Roman provinces, and Roman daily life
- Unit Test on early Rome and the republic
- Unit Test on the Roman Empire and the Fall of Rome
- DBQ and open-ended assessments

21st Century Skills

√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts- RH.6-8.1-10; WHST6-8.1-10; NJSLSA.R1-10; RST.6-8.1-10; NJSLSA.W1-10

Technology Integration

- Internet Research
- Laptop and Projector
- Google Chromebooks
- Elmo Projector

Time Frame	4 weeks
Topic	
Middle Ages, Rise of the Holy Roman Empire, Feudalism and the Crusades	
Essential Questions	
<ul style="list-style-type: none"> • How are successful societies dictated by their reliance on an organized structure which fulfills their basic needs? • How and why did Byzantium prosper? • How and why did feudalism emerge in Europe? • How was daily life similar to the agricultural revolution? • How were the Germanic kingdoms that succeeded the Roman Empire reunited under Charlemagne? • Why did political and religious leaders compete for power? • Explain the relationship between the historic Christians and Muslims. 	
Enduring Understandings	
<ul style="list-style-type: none"> • Societies that provide the basic needs towards an advanced civilization flourish. • Society seeks to fulfill their basic needs through an organized structure such as government and/or religion. 	
Alignment to NJSLS	
NJSLS- 6.2.8.A.1-D.1; 6.2.8.A.2-D.2;6.2.8.B.4.c; 6.2.8.C.4.a & d.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • The origins and legacy of the Byzantine Empire • The organizations of feudalism and its’ emergence as a government structure during the Middle Ages • Reasons for church reform and the emergence of the church as a powerful force during the Middle Ages • Reasons for the Crusades and lingering tensions between different religious groups as a result • The rise of Charlemagne and the creation of the Holy Roman Empire • Architectural achievements, including cathedrals • The devastating effects of the bubonic plagues 	
Learning Activities	
<ul style="list-style-type: none"> • Timeline Activity • Feudal system visual • World History Atlas • Primary Source Analysis • Document Based Questions • History Channel’s “Dark Ages” • DBQ 	
Assessments	
<ul style="list-style-type: none"> • Unit Test • DBQ • Role play 	

21st Century Skills							
√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		
Interdisciplinary Connections							
<u>New Jersey Student Learning Standards for English Language Arts-</u> RH.6-8.1-10; WHST6-8.1-10; NJLSA.R1-10; RST.6-8.1-10; NJLSA.W1-10							
Technology Integration							
<ul style="list-style-type: none">• Internet Research• Laptop and Projector• Google Chromebooks• Elmo Projector							

Time Frame	6 Weeks
Topic	
World Religions - Birth and Expansion of Judaism, Christianity, Islam, Hinduism and Buddhism	
Essential Questions	
<ul style="list-style-type: none"> • How have world religious beliefs and practices influenced the development of history, culture and society? • What are the basic tenets of each major world religion? • How does religion fulfill needs? • How does monotheism create individualism and free will? • Where has each religion started? • How has each religion expanded? • What affect does the development of each religion have on the course of human history? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Religion fulfills emotional needs that support the growth of an advanced civilization. • Belief systems shaped the values of classical societies. 	
Alignment to NJSLS	
NJSLS- 6.2.8.D.3.f, 6.2.8.D.3.e.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Monotheism fulfills emotional needs and affects law and social structure • Personal and Positive relationship with Yahweh • Free will • 10 Commandments • 10 Plagues • 10 Commandments • Judea- Christian Beliefs • 5 pillars of Islam • Migration of the Aryans to India • Aryan Caste System promotes social order • Migrating people based on beliefs not homeland led to physical needs for survival • Canaan • Exodus • Babylonian Captivity • Influence of Religion on Government • Saul • David • Solomon and his Temple • Emperor Constantine and Theodosius • Muslim Influence on Trade Routes • Social/political history Of Islam • Muhammad • Spread of Islam • Sunni and Shi'ites • Hindu Caste System promotes Social Order and Security 	

- Buddhism formed in reaction to Hinduism
- Conflict between Religious Groups including war, conquest and genocide

Learning Activities

- DBQs
- Research
- Primary source analysis

Assessments

- DBQ – project
- Religious Leader Project
- Information on Final Exam
- Concept map/ Graphic Organizer of Islam development and beliefs

21st Century Skills

√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts- RH.6-8.1-10; WHST6-8.1-10; NJLSA.R1-10; RST.6-8.1-10; NJLSA.W1-10

Technology Integration

- Internet Research
- Laptop and Projector
- Google Chromebooks
- Elmo Projector

Time Frame	2 Weeks
Topic	
Building A Civilization	
Essential Questions	
<ul style="list-style-type: none">• How did the development of farming change daily life in the Neolithic Age and was mirrored in the Dark Ages?• What are the basic needs?• Why are these considered “needs”?• How is technology created and used to meet the needs?• What are the seeds of growth?• How do these define the Neolithic Revolution?• What are the 6 components necessary to be a civilization?• How is each component a direct result of fulfilling the basic needs?• What is the significance of <i>Written Language</i>?• What is the purpose of Monumental Architecture?• How is each component related to one another in their development?	
Enduring Understandings	
<ul style="list-style-type: none">• Humans create and use technology to obtain their basic needs.• The seeds necessary to create a shift from the Paleolithic to the Neolithic Age.• Agriculture was the driving force behind the development of each component of an advanced civilization.	
Alignment to NJSLS	
NJSLS- 6.2.8.A.1-D.1; 6.2.8.A.2-D.2;6.2.8.B.4.c; 6.2.8.C.4.a & d.	
Key Concepts and Skills	
<ul style="list-style-type: none">• Food and Water• Physical Security• Emotional Security• Irrigation systems• Paleolithic Age• Neolithic Age• Neolithic Revolution• Artisans• Systematic Agriculture• Cultural Diffusion• Surplus of Food• Domestication• Shared Language• Civilization• Institution• Specialization of Labor• Organized government• Cities• Monumental Architecture	

- Religion and Values
- Written Language

Learning Activities

- Web Hunt
- Group work
- Sloppy copy map
- Civilization model Group Project
- Power points and note taking
- Google Earth
- Nomads v. Farmer “Feeding” activity
- DBQ (Narrative PARCC Response)

Assessments

- Map quiz
- Outlining Homework
- Build A Civilization Project
- DBQ and open-ended assessments

21st Century Skills

√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts- RH.6-8.1-10; WHST6-8.1-10; NJSLSA.R1-10; RST.6-8.1-10; NJSLSA.W1-10

Technology Integration

- Internet Research
- Laptop and Projector
- Google Chromebooks
- Elmo Projector

Time Frame	4 weeks
Topic	
Egypt and Sumer	
Essential Questions	
<ul style="list-style-type: none">• How does Geography affect Culture?• What are the challenges of Sumer geography?• Describe the technology developed to overcome these challenges.• How does government develop in order to manage and overcome these challenges?• How are the challenges of Mesopotamian geography reflected in their religion?• How do the challenges influence government structure?• How does abundance enable a unified government?• How is the concept of abundance mirrored in their religion?• How does abundance influence their structure of government?	
Enduring Understandings	
<ul style="list-style-type: none">• The geography of Sumer led to the rise of city-states.• The challenges of the Sumerian geography affect their world view.• The geography of Egypt influences the structure of government.• The geography of Egypt affects their world view.	
Alignment to NJSLS	
NJSLS- 6.2.8.A.1-D.1; 6.2.8.A.2-D.2;6.2.8.B.4.c; 6.2.8.C.4.a & d.	
Key Concepts and Skills	
<ul style="list-style-type: none">• Geographic Features• Natural Resources• Development of Technology to control geography• Systematic agriculture• Domestication• Benefits and challenges of the Nile River and the Tigris and Euphrates Rivers• city- state• monarchy• cuneiform• Hammurabi• polytheism• pyramids• benefits of the Nile River• Specialization• Upper and Lower Egypt• expansion into Nubia• theocracy• pharaoh• Hieroglyphics• afterlife• reincarnation• ziggurats	

Learning Activities

- Sloppy copy map
- Power points and note taking
- Video clips
- Library Hunt and Gather vs. Farmers
- DBQ comparing Early River Valley Civilizations
- DBQ

Assessments

- Map quiz
- Outlining Homework
- Webquest on Egypt and Sumer Seeds
- Formal Unit Assessment with Essay proving Sumer and Egypt fit the criteria
- DBQ and open-ended assessments

21st Century Skills

√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Skills	√	Information Literacy	√	Media Literacy		

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts- RH.6-8.1-10; WHST6-8.1-10; NJLSA.R1-10; RST.6-8.1-10; NJLSA.W1-10

Technology Integration

- Internet Research
- Laptop and Projector
- Google Chromebooks
- Elmo Projector