

| 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 |

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| 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 NJCCCS | |
| Common Core- RH.6-8.1-10; WHST6-8.1-10; RL.8.1-10; RI.8.1-10; W.8.1-10; SL.8.1-10; L.8.1-6. | |
| NJCCCS- 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. | |
| 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
- 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

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

Interdisciplinary Connections

Common Core- RH.6-8.1-10; WHST6-8.1-10; RL.8.1-10; RI.8.1-10; W.8.1-10; SL.8.1-10; L.8.1-6.

Technology Integration

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

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| 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 NJCCCS | |
| <p>NJCCCS- 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

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

Interdisciplinary Connections

Common Core- RH.6-8.1-10; WHST.6-8.1-10; RL.8.1-10; RI.8.1-10; W.8.1-10; SL.8.1-10; L.8.1-6.

Technology Integration

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

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| 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 NJCCCS | |
| NJCCCS- 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 | | | | | | | |
| Common Core- RH.6-8.1-10, WHST6-8.1-10, RL.8.1-10, RI.8.1-10, W.8.1-10, SL.8.1-10, L.8.1-6. | | | | | | | |
| Technology Integration | | | | | | | |
| <ul style="list-style-type: none"> • Internet Research • Laptop and Projector • Google Chromebooks • Elmo Projector | | | | | | | |

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| 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 NJCCCS | |
| NJCCCS- 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

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

Interdisciplinary Connections

Common Core- RH.6-8.1-10, WHST6-8.1-10, RL.8.1-10, RI.8.1-10, W.8.1-10, SL.8.1-10, L.8.1-6.

Technology Integration

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

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|---|----------------|
| 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 NJCCCS | |
| NJCCCS- 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

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

Interdisciplinary Connections

Common Core- RH.6-8.1-10, WHST6-8.1-10, RL.8.1-10, RI.8.1-10, W.8.1-10, SL.8.1-10, L.8.1-6.

Technology Integration

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

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| 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 NJCCCS | |
| NJCCCS- 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 | | | | | | | |
|---|------------|---|----------------------|---|----------------|---|---------------|
| <ul style="list-style-type: none"> • Sloppy copy map • Power points and note taking • Video clips • Library Hunt and Gather vs. Farmers • DBQ comparing Early River Valley Civilizations • DBQ | | | | | | | |
| Assessments | | | | | | | |
| <ul style="list-style-type: none"> • 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 | | | | | | | |
| Common Core- RH.6-8.1-10, WHST6-8.1-10, RL.8.1-10, RI.8.1-10, W.8.1-10, SL.8.1-10, L.8.1-6. | | | | | | | |
| Technology Integration | | | | | | | |
| <ul style="list-style-type: none"> • Internet Research • Laptop and Projector • Google Chromebooks • Elmo Projector | | | | | | | |