

Week	Marking Period 1	Week	Marking Period 3
1	Intro	21	Mycenae
2	Geography	22	Trojan War
3	Initial DBQ Building a Civilization	23	City States: Sparta and Athens
4		24	Research Project
5		25	Greek Golden Age
6	Ancient Mesopotamia	26	
7		27	NJ ASK
8	Ancient Egypt	28	Alexander and the Hellenistic Age
9		29	
10	Geo Bee	30	
Week	Marking Period 2	Week	Marking Period 4
11	Indo Europeans	31	Early Rome
12	Judaism	32	Rome Republic
13		33	Roman Empire
14	Christianity	34	Fall of Rome
15		35	Byzantine Empire and FINAL DBQ
16	Islam	36	Plague
17		37	Charlemagne
18	Hinduism / Buddhism	38	Feudalism
19		39	Crusades
20		40	Final Exams

Time Frame September and October	
Topic	
Building a Civilization	
Essential Questions	
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"> - Location, Geographic features and Natural Resource of the following areas: <ul style="list-style-type: none"> o Middle East o North Africa - Development of technology to control the geography - 5 Needs of A Civilization <ul style="list-style-type: none"> o Food and water o Clothing and Shelter o Security <ul style="list-style-type: none"> • Natural defenses • Weapons and tools • community o emotional needs <ul style="list-style-type: none"> • community - Farming and Domestication Lead to the Components - 6 Components of Civilization <ul style="list-style-type: none"> o Cities <ul style="list-style-type: none"> ▪ Ur – walled cities ▪ Egypt – no walls o Written language/ record keeping <ul style="list-style-type: none"> ▪ Hammurabi o Specialization/ technology <ul style="list-style-type: none"> ▪ Irrigation of Sumer due to harsh dry climate o Organized religion <ul style="list-style-type: none"> ▪ Polytheism of Sumer ▪ Afterlife of Egyptian Religion ▪ gives understanding of the world in substitute for science o Monumental Architecture <ul style="list-style-type: none"> ▪ Ziggurats and pyramids of Giza - Organized Government <ul style="list-style-type: none"> o Government/Pharaoh <ul style="list-style-type: none"> ▪ Hatshepsut ▪ King Tutankhamen ▪ Ramses II o Hammurabi – King of Babylon - Basic Human Needs and Components of a civilization - Ancient Egypt - Ancient Mesopotamia 	<ul style="list-style-type: none"> • Mapping • Identification of Regions • Analysis of definition of a civilization • Group collaboration • Relating to present • Use of technology for historical investigation • Studying skills • Outlining • Reading comprehension • Document Based Questions • Research skills

Learning Activities

- Web Hunt
- Group work
- Sloppy copy map
- Civilization model Group Project
- Power points and note taking
- Video clips
- Google Earth
- Library Hunt and Gather vs. Farmers
- DBQ comparing Early River Valley Civilizations

Assessments

Formative:

- Current Events
- Map quiz
- Outlining Homework
- Webquest on Egypt and Sumer Seeds

Summative:

- Formal Unit Assessment with Essay proving Sumer and Egypt fit the criteria
- Build A Civilization Project

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections – Common Core Standards

RH-1,2,4-10 WHST- 1.a-e WHST – 2.a-f WHST-4-10

Technology Integration

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

Smart Board and Smart Notebook

Elmo

Power point

Projector

Internet

- Stratologica

- Email
- BBC
- Glogster
- Teachers on the Web
- Flixtime
- You Tube
- History Channel
- Interactive Maps
- British Museum
- X Timeline
- Wikispaces
- Google Apps

Time Frame	November and December
Topic	
World Religions	
Essential Questions	
<ol style="list-style-type: none"> 1. How does religion fulfill a motivating need of survival? 2. How does each religion fulfill the basic needs? 3. Why is religion necessary? 4. What are the basic tenets of each major world religion? 5. What affect does the development of each religion have on the course of human history? What is the impact? 6. When has religion been used as a reason for control? 7. How does the current impression of Islam differ with the reality of Islamic people? 	
Enduring Understandings	
<ol style="list-style-type: none"> 1. Religions support social structure and are a means of social control. 2. Society depends on religion to answer the unknown. 3. A threat to the basic belief system of a society causes conflict. 4. Religious beliefs promote group identity, community survival and expansion. 5. Religion can be used for economic, social and political gains. 6. The religious idea of free will translates to secular law in America. 7. Religion fulfills an individual's emotional needs and guides a society. Religious beliefs promote group identity and community survival and expansion. 8. Extremes can threaten a group survival. 9. Explain how fear motivates a society. 	
Alignment to NJCCCS	
6.2.8.A.2.c,6.2.8.B.2.b, 6.2.8.D.2.a-d,6.2.8.A.3.a-b; 6.2.8.B.3.a; 6.2.8.D.3.a,b,c,e,f; 6.2.8.B.4.d-f 6.2.8.D.4.a- c	
Key Concepts and Skills	
<p>Beliefs and origins of the following religions:</p> <p>Judaism</p> <ul style="list-style-type: none"> - Religion <ul style="list-style-type: none"> o Monotheism fulfills emotional needs o Personal and Positive relationship with Yahweh o Free will - Location <ul style="list-style-type: none"> o Migrating people based on beliefs not homeland led to physical needs for survival o Canaan o Exodus <ul style="list-style-type: none"> ▪ 10 Commandments ▪ 10 Plagues o Babylonian Captivity <ul style="list-style-type: none"> ▪ Return home and write Torah - Government <ul style="list-style-type: none"> o Monotheism affects law and social structure o 10 Commandments o 3 kings 	<ul style="list-style-type: none"> • Tolerance • Understanding • Analysis of historical effect of belief systems • Synthesis of spatial distributions and patterns of belief systems • Note taking • Charting • Research synthesis • Memory Skills • Study Skills

- Saul
 - David
 - Solomon
 - Temple
 - Christianity
 - a) Origin and beliefs
 - b) Est. as a religion
 - Constantine and Theodosius
 - Islam
 - Location
 - trade
 - Beliefs
 - 5 pillars
 - Social/political history
 - Muhammad
 - Spread of Islam
 - Sunni and Shi'ites
 - Links to Judaism and Christianity
 - Hinduism
 - Location
 - Migration from Steppes to India
 - Government
 - Aryan Caste System
 - Promotes social order
 - Religion
 - Hinduism
 - Promotes security
 - Buddhism
 - Individuality in reaction to Hinduism
 - Buddhism
- Confucius and the Chinese Dynasty
- Greek Mythology
- Polytheism vs. Monotheism
- Conflict between Religious Groups including
- War, conquest and genocide

Learning Activities

- Web Hunts
- Group work
- World History Atlas
- Sloppy copy map
- Power points and note taking
- Video clips
- DBQs
- Debate
- Research
- Primary source analysis

Assessments

Formative:

- Weekly outlining homework
- Current Events
- Written assessment (Day Paper, short summary, creative writing as ancient role, or word splash)
- Notebook Check and Quizzes
- DBQ – project
- Comparison between Hammurabi’s Code and the 10 Commandments and the different effects on society each would have (positive and negative approach)

Summative:

- Formal Unit Assessment with Essay
- DBQ
- Religious Leader Project
- Information on Final Exam
- Cumulative Map Assessment (South West Asia)
- essay on group identity
- Concept map of Islam development

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections – Common Core Standards

RH-1,2,4-10; WHST- 1.a-e; WHST – 2.a-f; WHST-4-10

Technology Integration

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

Smart Board and Smart Notebook

Elmo

Power point

Projector

Internet

- Stratologica
- Email
- BBC
- Glogster
- Teachers on the Web
- Flixtime
- You Tube
- History Channel
- Interactive Maps
- British Museum
- X Timeline

- Wikispaces
- Google Apps

Time Frame**January, February****Topic**

Greece

Essential Questions

1. How does the environment effect the development of Greece's political and social culture?
2. How much does the success or failure of a civilization depend upon its labor?
3. How does the fulfillment of basic needs leads to advancement of the civilization?
4. How does the culture of Ancient Greece relate to current Western Culture

Enduring Understandings

1. Lack of resources leads to conflict between peoples and nations.
2. A society's ability to organize its labor directly affects its success.
3. The development of technology to obtain basic needs leads to advancement of civilization.
4. The culture of Ancient Greece is the basis of Western Civilization

Alignment to 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**Key Concepts**

- 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
- Development of Art, Architecture and philosophy during the Golden Age of Greece
- The use of Greek Mythology in the development of Greek culture and ideals
- Creation of the Hellenistic time period under Alexander the Great

Skills:

- Organization of timeline
- Map Labeling
- Research and charting
- Analyzing primary and secondary resources
- Debate
- Note taking

Learning Activities

Create time line of Ancient Greece
 Compare story of Troy in the Iliad and movie Troy
 Map identification, World History Atlas
 Research paper
 Debate whether Alexander was a conqueror or assimilator

Assessments

Time line of Greece
 Research Paper
 Written analysis of the results of the debate
 Formal Unit Test
 Written comparison of the story of Troy with analysis of motivation for changes between versions

Comprehension questions and Outline chapter sections

DBQ and open-ended assessments

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

RH-1,2,4-10; WHST- 1a-e; WHST- 2a-f; WHST- 4-10

Technology Integration

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

Smart Board and Smart Notebook

Elmo

Power point

Projector

Internet

- Stratalogica
- Email
- BBC
- Glogster
- Teachers on the Web
- Flixtime
- You Tube
- History Channel
- Interactive Maps
- British Museum
- X Timeline
- Wikispaces

Google Apps

Time Frame	March-April
Topic	
ANCIENT ROME – THE REPUBLIC, THE EMPIRE, AND THE FALL	
Essential Questions	
<ul style="list-style-type: none"> • How do people react when their security is threatened? • How have representative governments developed throughout history? • How do authoritarian governments differ from representative governments? • How did the republic of Rome play a role in the development of the republic in the United States? • How did the peace and security of the Roman Empire allow Christianity to spread? • How do government and law create order in a society? • What are the consequences of society’s dependence on their government to provide the basic needs? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Analyze how people react when their sense of security is threatened • Analyze and describe the differences between authoritarian and representative governments • Understand the foundation of our republic • Judge how Ancient Rome resembles the United States today. • Discuss how the diversity of the Roman Empire enabled Christianity to spread • Apply prior knowledge to understand why Rome divided • Debate how the American Empire compares to the outcome of the Roman Empire • Analyze the consequences of society’s dependence on their government to provide the 5 basic needs 	
Alignment to 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,	
Key Concepts and Skills	
Key Concepts: <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 	Skills: <ul style="list-style-type: none"> • Label a map, develop a key • Organize and create a timeline • Analyze primary sources • Research an assigned topic • Debate using prior knowledge
Learning Activities	
<ul style="list-style-type: none"> • Map Labeling 	

- Creating maps
- World History Atlas
- Primary Source Analysis
- Document Based Questions
- Computer Lab web quests
- Debate
- Group Research Project

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

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

RH: 1- 10; WHST: 1a-e, 2a-f, 4-10

Technology Integration

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

Smart Board and Smart Notebook

Elmo

Power point

Projector

Internet

- Stratologica
- Email
- BBC
- Glogster
- Teachers on the Web
- Flixtime
- You Tube
- History Channel
- Interactive Maps
- British Museum
- X Timeline
- Wikispaces

Google Apps

Time Frame	May-June						
Topic							
THE MIDDLE AGES							
Essential Questions							
<ul style="list-style-type: none"> • How did the Greeks and Romans influence Byzantine culture? • How did the Byzantine Empire preserve the culture of the Greeks and Romans? • How does religion fulfill a motivating need of survival? • How did the Crusades lead to the development of Western Civilization? • How did the plague affect European society during the Middle Ages? • How can religion be used for social, economic, and political gains? • How do religious tensions of the past mirror religious tensions today? 							
Enduring Understandings							
<ul style="list-style-type: none"> • The Byzantine Empire is an extension of Greek and Roman culture. • Religion is used to create order in society. • The rebirth of European civilization stems from the Crusades. • Religious differences motivate conflict. 							
Alignment to NJCCCS							
6.2.8.A.4.a, 6.2.8.A.4.b, 6.2.8.A.4.c, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.e, 6.2.8.B.4.g, 6.2.8.C.4.c, 6.2.8.C.4.e, 6.2.8.D.4.d, 6.2.8.D.4.e, 6.2.8.D.4.f, 6.2.8.D.4.g, 6.2.8.D.4.h, 6.2.8.D.4.i, 6.2.8.D.4.j							
Key Concepts and Skills							
Key Concepts: <ul style="list-style-type: none"> • Byzantine Empire • Plague • Charlemagne • Feudalism • Crusades 		Skills: <ul style="list-style-type: none"> • Label a map, develop a key • Organize and create a timeline • Analyze primary sources • Research an assigned topic • Debate using prior knowledge 					
Learning Activities							
<ul style="list-style-type: none"> • History Channel – Dark Ages Video • World History Atlas • Chess Board Activity • Analysis of Primary and Secondary Sources • Medieval Castle Activity – Group Work • Graphic Organizer comparing social hierarchy 							
Assessments							
<ul style="list-style-type: none"> • Formal Test • Research Project • Completed Medieval Castle Activity • Analysis on the outcome of the Battle of Tours 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

RH: 1-10; WHST: 1a-e, 2a-f, 4-10

Technology Integration

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

Smart Board and Smart Notebook

Elmo

Power point

Projector

Internet

- Stratalogica
- Email
- BBC
- Glogster
- Teachers on the Web
- Flixtime
- You Tube
- History Channel
- Interactive Maps
- British Museum
- X Timeline
- Wikispaces

Google Apps