

8th Grade World History Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District 8th Grade World History Curriculum	
Content Area: Social Studies	
Course Title: World History	Grade level: 8th
Unit 1: Uncovering the Past	Dates for Units : 3 weeks
Unit 2: Mesopotamia, Egypt, and Kush	Dates for Units: 4 weeks
Unit 3: Civilizations in India and China	Dates for Units : 4 weeks
Unit 4: Foundations of Western Ideas	Dates for Units : 4 weeks
Unit 5: The Roman World	Dates for Units : 3 weeks
Unit 6: Islamic and African Civilizations	Dates for Units : 4 weeks
Unit 7: Empires of Asia and the Americas	Dates for Units :5 weeks
Unit 8: Renewal in Europe	Dates for Units : 5 weeks
Date Created: 8/2020 Revised: 01/2022	Board Approved On: 8/27/20 Revision Approved On: 01/28/22

**Lower Cape May Regional School District Social Studies/World History 8th grade Curriculum
Unit 1 Overview**

Content Area: Social Studies

Unit Title: Early Humans and Societies

Target Course/Grade Level: World History 8th grade

Unit Summary:

- History is the study of the past, and the people who study history are called historians. Historians try to learn what life was like for people long ago in places around the world. To understand the people and places of the past, historians study clues and evidence. Some historians studied the earliest humans. Early people hunted animals, gathered plants, and learned how to make stone tools. Eventually, people learned to grow food and raise animals themselves. In this unit, students will learn about the study of history and about the world's earliest peoples.

Interdisciplinary Connections:

- Map skills lessons integrate science and math skills.
- Reading and writing tasks integrate language arts skills.

21st Century Themes, Skills, and Standards:

<http://www.state.nj.us/education/cccs/2014/career/>

- 9.1.8.A.1- Critical Thinking
- 9.1.8.A.2- Group Work
- 9.8.A.4- Project Management Plan

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
6.2.8.GeoPP.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.GeoPP.1.b	Use maps to examine the impact of the various migratory patterns of hunters/gathers that moved from Africa to Eurasia, Australia and the Americas.
6.2.8.HistoryCC.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.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Why do scholars study the people, events, and ideas of long ago? ● How did humans’ ways of living change as they interacted and adapted? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Historians use many kinds of clues to understand how people lived in the past. ● Physical geography and human geography contribute to the study of history. ● Prehistoric people learned to adapt to their environment, to make simple tools, to use fire, and to use language. ● As people migrated around the world they learned to adapt to new environments. ● The development of agriculture brought great changes to human society.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Why scholars study people, events and ideas from long ago. ● How humans’ ways of living changed as they interacted and adapted. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Explain that historians and archaeologists use a variety of clues to study past civilizations. ● Point out that understanding the past can help people better understand the present and plan for the future. ● Discuss how geography can help shape a place’s history. ● Point out that early humans depended on their natural environment for food and shelter. ● Explain that the shift from hunting and gathering to agriculture led to the development of larger, more permanent human settlements.

	<ul style="list-style-type: none"> ● Discuss how surpluses and labor specialization allowed complex villages to develop and how humans’ lives changed as a result.
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**Lower Cape May Regional School District Social Studies/World History 8th grade Curriculum
Unit 2 Overview**

Content Area: Social Studies

Unit Title: Mesopotamia, Egypt, and Kush

Target Course/Grade Level: World History/8th grade

Unit Summary:
 The world’s first civilizations developed in Asia and Africa after people learned how to farm. These civilizations began in river valleys, which were perfect places for people to grow crops. With the development of farming, people no longer had to travel in search of food. Instead, they could settle down in one place. Eventually, people built the first towns and cities and invented government, writing, and the wheel. They also created huge buildings and temples and produced incredible works of art. In this unit, students will learn about the early civilizations of Mesopotamia, Egypt, and Kush.

Interdisciplinary Connections:

- Map skills lessons integrate science and math skills.
- Reading and writing tasks integrate language arts skills.

21st Century Themes, Skills, and Standards:

- 9.1.8.A.1- Critical Thinking
- 9.1.8.A.2- Group Work
- 9.1.8.A.4- Project Management Plan

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.

6.2.8.GeoHE.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.GeoSV.2.a	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.GeoGE.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.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.HistoryCA.2.a	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.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How did geography influence the development of civilizations in Southwest Asia? ● How was the success of the Egyptian civilization tied to the Nile River? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The valleys of the Tigris and Euphrates rivers were the site of the world’s first civilizations. ● The Sumerians developed the first civilization in Mesopotamia. ● The Sumerians made many advances that helped their society develop. ● After the Sumerians, many cultures ruled parts of the Fertile Crescent. ● The water, fertile soils, and protected setting of the Nile Valley allowed a great civilization to arise in Egypt around 3200BC ● Egyptian government and religion were closely connected during the Old Kingdom ● During the Middle and New Kingdoms, order and greatness were restored in Egypt ● The Egyptians made lasting achievements in writing, architecture, and art

	<ul style="list-style-type: none"> ● The kingdom of Kush, which arose south of Egypt in a land called Nubia, developed an advanced civilizations with a large trading network.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Why scholars study the people, events, and ideas of long ago? ● How geography influenced the development of civilizations? ● How did humans’ ways of living change as they interacted and adapted? ● How the success of Egyptian civilization was tied to the Nile River? 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Explain that the physical features and climate of Southwest Asia have strongly influenced where and how people live. ● Explain that Sumer, an early civilization, developed in Mesopotamia, the land between the Tigris and Euphrates rivers. ● Describe how several great empires rose and fell in the Fertile Crescent, the region stretching from the Persian Gulf northwest up the Tigris and Euphrates and west to the Mediterranean Sea. ● Point out that the yearly flood of the Nile River made the area near the river very fertile. ● Talk about the many different crops Egyptian farmers were able to grow, including grains, fruits, vegetables, and flax. ● Tell students that the Nile was also a valuable mode of transportation. Trade goods and sometimes armies traveled north and south along the river.

<p>Lower Cape May Regional School District Social Studies/World History 8th grade Curriculum Unit 3 Overview</p>
<p>Content Area: Social Studies</p>
<p>Unit Title: Civilizations in India and China</p>
<p>Target Course/Grade Level: 8th grade/World History</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Two of the earliest civilizations of the ancient world arose in India and in China. In both of these places, river valleys provided the setting for the development of civilization. These civilizations also gave rise to new spiritual traditions. In this unit, you will learn about the advanced civilizations and cultures of India and China.
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Map skills lessons integrate science and math skills. ● Reading and writing tasks integrate language arts skills.

21st Century Themes, Skills, and Standards:

- 9.1.8.A.1- Critical Thinking
- 9.1.8.A.2- Group Work
- 9.1.8.A.4- Project Management Plan

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
6.2.8.CivicsPI.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.CivicsHR.3.a	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.HistoryUP.3.b	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.GeoPP.3.a	Use geographic models to describe how 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.EconEM.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.EconGE.3.a	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.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.HistoryUP.3.c	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.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How do India’s rich history and culture affect the world today? ● How do the people, events and ideas that shaped ancient China continue to influence the world? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Indian Civilization first developed on the Indus River. ● Hinduism, the largest religion in India today, developed out of ancient Indian beliefs and practices. ● Buddhism began in India and became a major religion. ● The Mauryas and the Guptas built great empires in India. ● The people of ancient India made great contributions to the arts and science. ● Chinese civilization began with the Shang dynasty along the Huang He. ● Confucius and other philosophers taught ways to deal with political and social problems in Ancient China. ● The Qin dynasty unified China with a strong government and a system of standardization. ● The Han Dynasty created a new form of government that valued family, art and learning. ● Trade routes led to the exchange of new products and ideas among China, Rome, and other lands.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● India’s rich history and culture. ● India’s affect on the world today. ● China’s ancient history and how it has influenced the world today. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Point out that India’s rich history and culture are important parts of the world’s cultural legacy. ● Explain that India’s literature, religion, drama, and poetry have influenced the world. ● Discuss India’s important contributions to the world in mathematics, astronomy, and architecture. ● Discuss the importance of China’s ancient dynasties and the dynastic cycle. ● Explain that Chinese philosophies such as

	<p>Legalism, Confucianism, and Daoism had immediate and lasting effects on China’s history.</p> <ul style="list-style-type: none"> ● Point out that many Chinese innovations are still used in the modern world.
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<p>Lower Cape May Regional School District Social Studies/8th grade Curriculum Unit 4 Overview</p>	
<p>Content Area: Social Studies</p>	
<p>Unit Title: Foundations of Western Ideas</p>	
<p>Target Course/Grade Level: World History/8th Grade</p>	
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● The foundations of Western civilization can be traced back more than 2,000 years to the eastern Mediterranean region. There, the ancient Hebrews, their descendants, and the ancient Greeks developed many of the ideas and traditions that have shaped the world today. The Jewish religion, Judaism, is based on a belief in one God and basic ideas about right and wrong. The ancient Greeks also revolutionized science and mathematics and created some of the world’s most famous art and literature. You will learn how the Hebrews and Greeks helped shape the world you live in today. 	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Map skills lessons integrate science and math skills. ● Reading and writing tasks integrate language arts skills. 	
<p>21st Century Themes, Skills, and Standards:</p> <ul style="list-style-type: none"> ● 9.1.8.A.1- Critical Thinking ● 9.1.8.A.2- Group Work ● 9.1.8.A.4- Project Management Plan 	
<p>Learning Targets</p>	
<p>CPI #</p>	<p>Cumulative Progress Indicators (CPI) for Unit</p>
<p>6.2.8.CivicsHR.3.a</p>	<p>Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p>

6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.CivicsDP.3.c	Cite evidence of 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.HistoryUP.3.b	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.CivicsDP.3.a	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.GeoPP.3.a	Use geographic models to describe how 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.GeoPP.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.EconET.3.a	Identify the effect of inflation and debt on the American people. Evaluate the policies of state and national governments during this time.
6.2.8.EconEM.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.EconGE.3.a	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.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.HistoryUP.3.c	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.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How did the Hebrews and their descendants defend themselves and maintain their beliefs? ● What factors shaped government in Greece? ● What advances did the Greeks make that still influence the world today? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Originally desert nomads, the Hebrews’ descendants, the Israelites, established a great kingdom. ● The central ideas and laws of Judaism are contained in sacred texts such as the Torah. ● Although many Jews were forced out of Israel by the Romans, shared beliefs and customs helped Jews maintain their religion ● Greece’s geography and its nearness to the sea strongly influence the development of trade and the growth of city-states. ● The people of Athens tried many different forms of government before creating a democracy. ● The ancient Greeks created great myths and works of literature that influence the way we speak and write today. ● Over time the Persians came to rule a great empire which eventually brought them into conflict with the Greeks. ● The two most powerful city-states in Greece, Sparta and Athens, had very different cultures and became bitter enemies in the 400’s B.C. ● Alexander the Great built a huge empire and helped spread Greek culture into Egypt and Asia ● Ancient Greeks made lasting contributions in the arts, philosophy, and science.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● That Hebrews and their descendants defended themselves and 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Point out that the Hebrews and their descendants believed they were in a covenant with God: they promised to follow the teachings of their faith, and God

<p>maintained their beliefs.</p> <ul style="list-style-type: none"> ● The factors which shaped government in Greece. ● The advances which the Greeks made that still influence the world today. 	<p>promised them a homeland.</p> <ul style="list-style-type: none"> ● Explain that strong and wise leadership brought unity to the people of Israel and helped them overcome their enemies. ● Discuss the ways in which the Jews were able to maintain their faith during extended period of exile. ● Point out that Greece was covered by mountains. ● Explain that the rugged terrain made land travel difficult. ● Discuss how the landscape might lead to many smaller communities instead of one large country. ● Explain that classical Greece is part of the larger era known as ancient Greece. ● Point out that the classical period lasted only about 150 years, from the end of the Persian Wars in 479 BC to the death of Alexander the great in 323 BC. ● Explain that the period is called classic because Greek civilization reached its peak at this time.
<p>Lower Cape May Regional School District Social Studies/World History 8th grade Curriculum Unit 5 Overview</p>	
<p>Content Area: Social Studies</p>	
<p>Unit Title: The Roman World</p>	
<p>Target Course/Grade Level: World History/8th grade</p>	
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Rome grew from a small town in Italy to the center of a great empire. The Romans had a lasting influence on world history. Their legacy was great, and made many advances in engineering and architecture, and they developed advanced systems of written laws and government. A new religion called Christianity appeared and spread throughout the empire. You will learn about the rise of Rome, the growth and spread of Christianity and the ultimate division and decline of one of the world’s greatest empires. 	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Map skills lessons integrate science and math skills. ● Reading and writing tasks integrate language are skills. 	
<p>21st Century Themes, Skills, and Standards:</p> <ul style="list-style-type: none"> ● 9.1.8.A.1- Critical Thinking 	

- 9.1.8.A.2- Group Work
- 9.1.8.A.4- Project Management Plan

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
6.2.8.CivicsPI.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.CivicsHR.3.a	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.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.HistoryUP.3.b	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.CivicsDP.3.a	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.GeoPP.3.a	Use geographic models to describe how 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.GeoPP.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.EconEM.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.EconGE.3.a	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.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.HistoryUP.3.c	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.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How did Rome become the dominant power in the Mediterranean region? ● Why the Roman Empire fell and what was its legacy? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Rome’s location and government helped it become a major power in the ancient world. ● Rome’s tripartite government and written laws helped create a stable society. ● The later period of the Roman Republic was marked by wars of expansion and political crises. ● After changing from a republic to an empire, Rome grew politically and economically, and developed a culture that influenced later civilizations ● People in the Roman Empire practiced many religions before Christianity, based on the teachings of Jesus of Nazareth, spread and became Rome’s official religion. ● Problems from both inside and outside caused the Roman Empire to split into a western half, which collapsed, and an eastern half that prospered for hundreds of years.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How Rome became the dominant power in the Mediterranean region. ● What the causes were, which led to the fall of 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Link this information to other powerful civilizations about which they have read. ● Point out on the map Rome’s favorable location near the center of the Mediterranean Sea. ● Explain that Roman civilization reached its height

<p>the Roman Empire.</p> <ul style="list-style-type: none"> ● What is the legacy of the Roman Empire? 	<p>shortly after AD 100, by which time it had been in existence for more than 800 years.</p> <ul style="list-style-type: none"> ● Point out that nomadic peoples often attach settlements to gain the goods that civilizations produce. ● Economic, military, political and social problems all contributed to the empire’s decline. ● The Eastern Roman Empire survived after the Western Empire had fallen. ● The Roman Empire had a profound influence on the cultures of Europe, the United States and other parts of the World.
<p>Lower Cape May Regional School District Social Studies/World History 8th grade Curriculum Unit 6 Overview</p>	
<p>Content Area: Social Studies</p>	
<p>Unit Title: Islamic and African Civilizations</p>	
<p>Target Course/Grade Level: World History/8th Grade</p>	
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● In the 600s a man named Muhammad introduced the religion of Islam to the people of Southwest Asia. One hundred years later, Islam had spread throughout the region, across North Africa, and into parts of Europe. Later, Islam spread into West Arica, the home of rich and vibrant trading kingdoms. You will learn about the rise and spread of Islam and the kingdoms of West Africa into which it spread. 	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Map skills lessons integrate science and math skills. ● Reading and writing tasks integrate language are skills. 	
<p>21st Century Themes, Skills, and Standards:</p> <ul style="list-style-type: none"> ● 9.1.8.A.1- Critical Thinking ● 9.1.8.A.2- Group Work ● 9.1.8.A.4- Project Management Plan 	
<p>Learning Targets</p>	
<p>CPI #</p>	<p>Cumulative Progress Indicators (CPI) for Unit</p>

6.2.8.GeoHE.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.GeoHP.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.GeoGI.4.a	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
6.2.8.GeoHP.4.a	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.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environment.
6.2.8.GeoHE.4.c	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.HistoryCC.4.b	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.GeoHP.4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
6.2.8.HistoryCC.4.f	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.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations..
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How were Muslim leaders able to spread Islam and create an empire? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● In the harsh desert climate of Arabia, Muhammad, a merchant from Mecca, introduced a major world religion called Islam. ● Sacred texts called the Qur'an and the Sunnah guide

<ul style="list-style-type: none"> ● What factors shaped early African civilizations? 	<p>Muslims in their religion, daily life, and laws.</p> <ul style="list-style-type: none"> ● After the early spread of Islam, three large Islamic empires formed—Ottoman, Safavid, and Mughal ● Muslim scholars and artists made important contributions to science, art and literature. ● Geography, resources, culture and trade influenced the growth of societies in West Africa. ● The rulers of Ghana built an empire by controlling the salt and gold trade ● Between 1000 and 1500 three great kingdoms—Mali, Songhai, and Great Zimbabwe—devolved in Africa. ● Although the people of West Africa did not have a written language, their culture has been passed down through oral history, writings by other people, and the arts.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How Muslim leaders spread Islam. ● How Muslim leaders created an empire. ● What the factors were that shaped early African societies. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Discuss the importance of Arabian peninsula trade routes in spreading religion. ● Describe the role of Muhammad in spreading Islam to others. ● Point out that military victory by Muslim armies and Muslim policies toward conquered peoples played important roles in the expansion of the empire. ● Discuss significant advances in science and the arts made by those living in Muslim lands. ● Discuss the role of Africa’s physical geography in shaping the development of its early civilizations. ● Summarize how the location of the empires of Ghana, Mali, and Songhai affected their growth. ● Explore how trade influenced the civilizations of central and eastern Africa, such as Great Zimbabwe.
<p>Lower Cape May Regional School District Social Studies/World History 8th grade Curriculum Unit 7 Overview</p>	
<p>Content Area: Social Studies</p>	
<p>Unit Title: Empires of Asia and the Americas</p>	
<p>Target Course/Grade Level: World History/8th grade</p>	

Unit Summary:

- The Asian civilizations of China and Japan were great centers of learning and culture. In China, a series of dynasties ruled a large and unified empire. China made many advances during this time, including the invention of paper money and gunpowder. To the east, Japan reached a golden age of art and literature during the Heian Period. Later, the country developed a government run by generals called shoguns and warriors known as samurai. Across the world, people began to build cities and empires in the Americas. Religion and an interest in astronomy guided the lives of these people. You will learn about the history and culture of the people of China, Japan, and the early Americas.

Interdisciplinary Connections:

- Map skills lessons integrate science and math skills.
- Reading and writing tasks integrate language arts skills.

21st Century Themes, Skills, and Standards:

- 9.1.8.A.1- Critical Thinking
- 9.1.8.A.2- Group Work
- 9.1.8.A.4- Project Management Plan

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
6.2.8.CivicsPI.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.EconNE.4.a	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.CivicsDP.4.a	Use evidence of 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.GeoHE.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.GeoHP.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.GeoGI.4.a	Determine how Africa's physical geography and natural resources

	presented challenges and opportunities for trade, development, and the spread of religion.
6.2.8.GeoHP.4.a	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.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environment.
6.2.8.GeoHE.4.c	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.History.CC.4.b	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.GeoHP.4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
6.2.8.HistoryCC.4.f	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.HistoryCC.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
6.2.8.HistoryCC.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.
6.2.8.HistoryCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.GeoSV.4.a	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.HistoryCC.4.e	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

<p>6.2.8.HistoryCC.4.g</p>	<p>Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p>
<p>6.2.8.CivicsPI.4.a</p>	<p>Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations..</p>
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How did China change after the fall of the Han dynasty? ● How did the Japanese blend borrowed customs and native traditions into a unique culture? ● What led to the development of complex societies in the Americas? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The Period of Disunion was followed by reunification by rulers of the Sui, Tang, and Song dynasties. ● The Tang and Song dynasties were periods of economic, cultural, and technological accomplishments. ● Confucian thought influenced the Song government. ● The Chinese were ruled by foreigners during the Yuan dynasty, but they threw off Mongol rule and prospered during the Ming dynasty. ● Japan’s early societies were both isolated from and influenced by China and Korea. ● Japanese culture experienced a golden age during the Heian period of the 800s to the 1100s. ● Japan developed a military society led by generals called shoguns. ● The Maya developed an advanced civilization that thrived in Mesoamerica from about 250 until the 900s. ● The strong Aztec Empire, founded in Central Mexico in 1325, lasted until the Spanish conquest in 1521. ● The Incas controlled a huge empire in South America, but it was conquered by the Spanish.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How China changed after the fall of the Han dynasty. ● How the Japanese borrowed customs and traditions and combined them to make a unique culture. ● What led to the development of complex societies in the Americas. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Point out that after the Han Dynasty fell, China had many years of unrest. ● Explain that eventually the Chinese regained control of the land and experienced a period of brilliant achievements. ● Point out that control of China changed hands several times before the rule of dynasties finally ended. ● Point out that Japan’s island nature and isolation from the mainland helped it develop a distinct culture. ● Explain that the exchange of visitors with China and Korea led to great cultural changes in Japan. ● Point out that Chinese influences such as language and religion were major factors in the development of Japan. ● Discuss the development of agriculture in Mesoamerica

	<p>and the Andes.</p> <ul style="list-style-type: none"> ● Explain that advances in society are only possible when a surplus of food allows people to work at jobs not related to food productions. ● Understand the development of complex cities requires the creation of an advanced system of agriculture.
<p>Lower Cape May Regional School District Social Studies/8th grade World History Curriculum Unit 8 Overview</p>	
<p>Content Area: Social Studies</p>	
<p>Unit Title: Renewal in Europe</p>	
<p>Target Course/Grade Level: World History/8th grade</p>	
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● When the Roman Empire collapsed, Europe lost its center of power, and a new period called the Middle Ages began. During the Middle Ages, Europe was divided into small kingdoms. At the same time, through, the strong influence of the Christian church tied most Europeans together. Later, during the Renaissance and Reformations, people changed the way they looked at the world. They developed new ideas about art, politics, and religion, ideas that changed Europe forever. You will learn about life during the Middle Ages, the Renaissance, and the Reformation. 	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Map skills lessons integrate science and math skills. ● Reading and writing tasks integrate language are skills. 	
<p>21st Century Themes, Skills, and Standards:</p> <ul style="list-style-type: none"> ● 9.1.8.A.1- Critical Thinking ● 9.1.8.A.2- Group Work ● 9.1.8.A.4- Project Management Plan 	
<p>Learning Targets</p>	
<p>CPI #</p>	<p>Cumulative Progress Indicators (CPI) for Unit</p>
<p>6.2.8.Civics.DP.4.a</p>	<p>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.</p>
<p>6.2.8.GeoHE.4.a</p>	<p>Explain how geography influenced the development of the political,</p>

	economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environment.
6.2.8.GeoHE.4.c	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.HistoryCC.4.b	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.GeoHP.4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
6.2.8.HistoryCC.4.f	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.HistoryCC.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
6.2.8.HistoryCC.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.
6.2.8.HistoryCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.GeoSV.4.a	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.HistoryCC.4.e	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
6.2.8.HistoryCC.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.

<p>6.2.8.CivicsPI.4.a</p>	<p>Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations..</p>
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How did life in Europe change after the fall of Rome? ● How did religion affect Europe’s political and social life during the later Middle Ages? ● What political and economic changes led to the Renaissance? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Because Europe has many types of landforms and climates, different ways of life have developed there. ● Despite the efforts of Christians to maintain order, Europe was a dangerous place after the fall of Rome ● A complex web of duties and obligations governed relationships between people in the Middle Ages ● Although the feudal systems of Europe and Japan were similar, their cultures were very different ● Popes and kings dominated European society in the Middle Ages ● The Christian and Muslim cultures fought over holy sites during a series of medieval wars ● The Christian Church was central to life in the Middle Ages ● Europe’s political and social systems underwent great changes in the late Middle Ages ● In the Middle Ages, the Christina Church dealt harshly with people who did not respect its authority. ● The growth of wealthy trading cities in Italy led to a rebirth of the arts and learning called the Renaissance ● The Renaissance spread far beyond Italy, and as it spread, it changed ● Efforts to reform the Roman Catholic Church led to changes in society and the creation of new churches.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How life in Europe changed after the fall of Rome. ● How religion affected Europe’s political and social life during the Middle Ages and later. ● The political and economic changes led to the Renaissance. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Explain that after the Roman Empire fell, Europe became an unstoppable and violent place ● Tell that feudalism emerged as a new social order of the Middle Ages. ● Point out that Japan, like Europe, also developed a feudal society ● Explain that during feudalism popes of the Roman Catholic Church and kings dominated society ● Talk about the Crusades, the bubonic plague, and the Hundred Years’ War as important events that shook European society. These events also moved Europe slowly away from feudalism ● Point out that Feudalism provided a social and political structure in Europe during the Middle Ages

	<ul style="list-style-type: none"> ● That throughout Europe, Roman Catholicism was the dominant religion ● Explain that renaissance means rebirth and discuss what sort of rebirth Europe might have experienced after the Middle Ages.
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**Lower Cape May Regional School District Social Studies/World History 8th grade Curriculum
Evidence of Learning**

Specific Formative Assessments Utilized in Daily Lessons:

- Textbook provided testing materials and worksheets.
- The following formative assessment tools will be incorporated by individual educators. Kahoot, Socrative, quizlet or other online assessment platforms as discovered.

Summative Assessment Utilized throughout Units:

- Quizzes to be done periodically at the discretion of the teacher.
- Unit 1 – Chapter tests and Unit exams
- Unit 2 - Chapter tests and Unit exams
- Unit 3 - Chapter tests and Unit exams
- Unit 4 - Chapter tests and Unit exams
- Unit 5 - Chapter tests and Unit exams
- Unit 6- Chapter tests and Unit exams
- Unit 7- Chapter tests and Unit exams
- Unit 8- Chapter tests and Unit exams

Modifications for ELL’s, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications
- ADD TO LIST AS YOU SEE NECESSARY

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

Life and Career Standards

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below: [LINK APPROPRIATE INTERDISCIPLINARY CONNECTIONS & RELEVANT NJSLS HERE](#)
- CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Project-based Learning Tasks:

- A debate, speech, social media campaign, or multimedia presentation on a current event or controversial issue—the more local and personally relevant to students, the better.
- Create a museum exhibit about a historical time, place, person, event, or development.
- A proposal for a monument that explains a historical event or development.
- A simulation of a situation when people in the past, or in the present day, have to solve a problem, make a decision, or advise a leader.
- Signage, a podcast, a guided tour, a field guide, or an annotated online map about local history.
- An action or service learning project to benefit the community
- Additional PBLs may be developed and incorporated at various times throughout the year at teacher’s discretion.

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- [Link Research resources here.](#)

Technology:

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
- Books online
- Laptops/Chromebooks
- Ipads/Ipods as per IEP
- Mimio/Smartboard
- Internet
- Safari Montage
- Brain Pop
- History Channel

- CNN – Student News
- PBS
- You Tube/Netflix/Hulu
- History Globe
- Google Classroom/Zoom/Google Meet
- Additional resources will be utilized as needed

Resources:

Ancillary resources and materials used to deliver instruction are included below:

- Teacher created materials
- Media Center resources (books/videos)
- Safari Montage
- Various internet sites for informational text, online museums, webquests, pictures, maps, and videos
- Teachers Pay Teachers
- School/Teacher owned activity books

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students).

	Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.

Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”)	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to

	complete.
Curriculum development Resources/Instructional Materials:	
<p>List or Link Ancillary Resources and Curriculum Materials Here:</p> <ul style="list-style-type: none"> ● VCR/DVD, Video and video guide, Safari Montage (Ancient Mesopotamia), You Tube, Horrible Histories Egypt, BrainPop (Sumerians and Ancient Wonders of the World), Netflix, and Hulu ● Text-support materials (tests, quizzes ...) ● Teacher Generated Materials (worksheets, tests, projects, activities(independent & group, internet research and scavenger hunts) 5. Note taking ● Current Events and online resources as needed within curriculum topics 	
Board of Education Approved Text(s)	
<ul style="list-style-type: none"> ● Textbook: World History, Holt McDougal, Houghton Mifflin Harcourt 	

