



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

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

DEPARTMENT World Cultures

COURSE Ancient World History, Grade 8

## **Curriculum Development Timeline**

School: Township of Ocean Intermediate School

Course: Ancient World History, Grade 8

Department: Social Studies

Board Approval	Supervisor	Notes
September 2012	Stephen Sarles	Updated Standards & Name Change
July 2014	Stephen Sarles	Updated Standards
December 2017	John Bosmans	Updated Standards
August 2018	John Bosmans	Prepare for Block
March 2019	John Bosmans	Review
August 2022	Valerie Sorce	Alignment to Standards

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Building a Civilization	21	Ancient Greece
2	Building a Civilization	22	Ancient Greece
3	Building a Civilization	23	Ancient Greece
4	Building a Civilization	24	Ancient Rome
5	Building a Civilization	25	Ancient Rome
6	Mesopotamia and Egypt	26	Ancient Rome
7	Mesopotamia and Egypt	27	Ancient Rome
8	Mesopotamia and Egypt	28	Ancient Rome
9	Mesopotamia and Egypt	29	Ancient Rome
10	Mesopotamia and Egypt	30	Ancient Rome
Week	Marking Period 2	Week	Marking Period 4
11	World Religions	31	Decline of Civilization, Middle Ages, Rise of Holy Roman Empire, Feudalism and the Crusades
12	World Religions	32	Decline of Civilization, Middle Ages, Rise of Holy Roman Empire, Feudalism and the Crusades
13	World Religions	33	Decline of Civilization, Middle Ages, Rise of Holy Roman Empire, Feudalism and the Crusades
14	World Religions	34	Decline of Civilization, Middle Ages, Rise of Holy Roman Empire, Feudalism and the Crusades

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DEPARTMENT World Cultures COURSE Ancient World History, Grade 8

15	World Religions	35	Decline of Civilization, Middle Ages, Rise of Holy Roman Empire, Feudalism and the Crusades
16	World Religions	36	Decline of Civilization, Middle Ages, Rise of Holy Roman Empire, Feudalism and the Crusades
17	Ancient Greece	37	Shifts in History/ Big History
18	Ancient Greece	38	Shifts in History/ Big History
19	Ancient Greece	39	Shifts in History/ Big History
20	Ancient Greece	40	Shifts in History/ Big History

**Holocaust Education:** Shifts in History (NJSLS- 6.3.8.CivicsPD.1, 6.3.8.CivicsPR.5)

**Amistad Education:** Shifts in History (NJSLS- 6.1.8.CivicsDP.3.a, 6.1.8.CivicsHR.4.a)

**LGBTQ+/Persons with Disabilities:** Achievements of LGBTQ leaders in Roman history. (Ancient Rome Unit)

**Climate Change:** Climate effects on a civilization's food supply. (Building Civilization Unit)

**Asian-American and Pacific Islander History Mandate:** Identify the basic tenets of the major world religions, including Buddhism. (World Religions)

**Diversity, Equity, and Inclusion Mandate:** : Achievements of LGBTQ leaders in Roman history. (Ancient Rome Unit)

### Core Instructional & Supplemental Materials including various levels of Texts

*Nystrom Atlas of World History*, The DBQ Project: Mini-Q's in World History, *Stanford History Education Group*, G-Suite, Newsela, Padlet, [sheppardsoftware.com](http://sheppardsoftware.com), History Channel, Ed Puzzle, Time Magazine, Smithsonian Magazine, *Textbook: McDougal Littell- World History: Patterns of Interaction*. [Museum of London](http://Museum of London), [PBS -Climate changes](http://PBS -Climate changes), [The Buddha-PBS](http://The Buddha-PBS)

Time Frame 2 Weeks

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### Topic

Building A Civilization

### Alignment to Standards

[NJSLs](#) - 6.2.8.GeoPP.1.a, 6.2.8.GeoPP.1.b, 6.2.8.HistoryCC.1.a, 6.2.8.HistoryCC.1.b, 6.2.8.HistoryCC.1.c, 6.2.8.HistoryCC.1.d, 6.2.8.HistorySE.1.a

### Learning Objectives and Activities

Students will be able to:

- Recognize how early humans were dependent on fulfilling basic needs of food and water, physical security, and emotional security.
- Understand that the Neolithic Revolution was driven by the use of systematic agriculture, irrigation systems, surplus of food, domestication, and shared language.
- Identify institutions, specialization of labor, organized government, cities, monumental architecture, religion and values, and written language as common elements of advanced civilizations.
- Read and prioritize information from a non-fiction text using digital media.
- Interpret primary sources and engage in experimentation to explain the above-described changes in human history in a written format.
- Build a unique civilization using simulation technology.

### Assessments

#### **Formative:**

- Unit quizzes /tests
- Teacher observation
- Class/ group participation
- Kahoot Review
- Do Nows
- Primary Source Document Analysis
- Homework Assessment
- Exit Ticket

#### **Summative:**

- Unit quizzes /tests

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### **Benchmark:**

- DBQ Analysis

### **Alternative:**

- Civilization building using Minecraft.

### **Interdisciplinary Connections**

English Language Arts- NJSLA.R1, NJSLA.R2, NJSLA.W1, NJSLA.W4., WHST.6-8.1, RH.6-8.7

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis, Essays using various resources from print and media.

### **Career Readiness, Life Literacies, and Key Skills**

- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

### **Technology Integration**

Students will access and assess 3D modeling and simulation software to further investigate lesson concepts.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

### **Career Education**

- CRP4. Communicate clearly and effectively and with reason
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity

Time Frame

3 Weeks

Topic

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### Egypt & Mesopotamia

### Alignment to Standards

[NJSLS](#) - 6.2.8.HistoryCC.2.a, 6.2.8.HistoryCC.2.b, 6.2.8.HistoryCC.2.c, 6.2.8.HistoryCA.2.a, 6.2.8.CivicsPI.2.a, 6.2.8.CivicsHR.2.a, 6.2.8.GeoHE.2.a, 6.2.8.GeoSV.2.a, 6.2.8.GeoGE.2.a

### Learning Objectives and Activities

Students will be able to:

- Describe the geography of Mesopotamia and how it led to the rise of city-states.
- Identify and explain the challenges of the geography of Sumeria and its effect on the Sumerian worldview.
- Describe the geography of Egypt and explain its influence on the Egyptian structure of government as well as the worldview of that culture.

### Assessments

#### **Formative:**

- Class discussion,
- primary source analysis
- class debate
- Section reading and notes
- DBQ Analysis
- Google Earth Geography

#### **Summative:**

- Unit Quizzes
- Unit Test/Open Ended Essay

#### **Benchmark:**

- 

#### **Alternative:**

- Webquest on Egypt and Sumer Seeds

### Interdisciplinary Connections

English Language Arts- NJSLSA.R1, NJSLSA.R2, WHST.6-8.4, WHST.6-8.6, RH.6-8.2. Students will analyze and interpret primary source documents, DBQ online

### Career Readiness, Life Literacies, and Key Skills

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9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

### Technology Integration

Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

### Career Education

CRP11. Use technology to enhance productivity.

Time Frame

3 Weeks

### Topic

Ancient Greece

### Alignment to Standards

[NJSL](#) - 6.2.8.CivicsHR.3.a, 6.2.8.CivicsDP.3.a, 6.2.8.CivicsDP.3.b, 6.2.8.HistoryUP.3.a, 6.2.8.HistoryUP.3.b, 6.2.8.HistoryCA.3.a, 6.2.8.HistoryCC.3.a, 6.2.8.GeoPP.3.a, 6.2.8.GeoPP.3.b, 6.2.8.EconEM.3.a, 6.2.8.EconGE.3.a

### Learning Objectives and Activities

Students will be able to:

- Discuss how geography affects political and social identities.
- Recognize the historical trend that unity and division arise from common threats or common needs, which lead to outcomes such as war and cultural advancement.
- Explain how and why Ancient Greece became the basis for later Western Civilization.
- Describe the resources native to the Aegean Sea, Mediterranean Sea, and Hellespont and the conflicts that arose as a means to control those resources, such as the Trojan War, the Persian War, and the Peloponnesian War.
- Analyze the development of Athenian demography and Spartan oligarchy.
- Describe and compare social hierarchies in both Athens and Sparta.

### Assessments

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### **Formative:**

- Open-ended questions
- DBQ analysis
- Class discussion
- Do Now Activity
- Exit Ticket
- Peloponnesian War Simulation

### **Summative:**

- Unit Test/Open Ended Essay, Persian War Debate

### **Benchmark:**

- 

### **Alternative:**

- Golden Age Project, Archeological Dig of the City-States of Ancient Greece

### Interdisciplinary Connections

English Language Arts RH.6-8.1,RH.6-8.2, NJSLA.W1, WHST.6-8.4,WHST.6-8.8.. - Students will read, analyze, and interpret primary source documents and construct an open ended essay based on research.

### Career Readiness, Life Literacies, and Key Skills

### Technology Integration

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

### Career Education

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Time Frame	3 Weeks
Topic	
Ancient Rome	
Alignment to Standards	
<a href="#">NJSLs</a> - 6.2.8.CivicsPI.3.a, 6.2.8.CivicsHR.3.a, 6.2.8.CivicsDP.3.a, 6.2.8.CivicsDP.3.b, 6.2.8.HistoryUP.3.a, 6.2.8.HistoryUP.3.b, 6.2.8.GeoPP.3.a, 6.2.8.EconEM.3.a, 6.2.8.EconGE.3.a, 6.2.8.HistoryCA.3.a, 6.2.8.HistoryCA.3.b, 6.2.8.HistoryCC.3.a	
Learning Objectives and Activities	
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Explain how governments and laws exert order over a society.</li><li>• Describe the methods of control used by Roman rulers to unify their empire.</li><li>• Delineate the rights and responsibilities of free men, women, and slaves in the political, economic, and social structure of Rome.</li><li>• Describe how technology and innovation enhanced the Roman Republic and empire.</li><li>• Differentiate between authoritarian and representative governments.</li><li>• Draw comparisons between the Roman Republic and modern American democracy.</li><li>• Analyze how the Roman Empire facilitated the spread of Christianity.</li><li>• Articulate the reasons for the fall of the Roman Empire.</li></ul>	
Assessments	
<p><b><u>Formative:</u></b></p> <ul style="list-style-type: none"><li>• Primary Source analysis</li><li>• Google Earth</li><li>• Teacher observation</li><li>• Primary source document analysis</li><li>• Section Reading and Notes</li><li>• Do Now Activity</li><li>• Exit Ticket</li><li>• Class debate on Caesar and Octavian</li></ul> <p><b><u>Summative:</u></b></p>	

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- Unit Quizzes & Chapter Test.
- Roman Republic as a Democracy Written Reflection

### **Benchmark:**

- 

### **Alternative:**

- Roman Leader Billboard

### **Interdisciplinary Connections**

English Language Arts- NJSLA.R1, NJSLA.R8, RH.6-8.1, NJSLA.W4, WHST.6-8.2- Students will read, analyze, and interpret primary source documents. Students will research various historical text to write and support claims in a debate format on the Ancient Roman empire and the impact it has had on the government of the United States of America.

### **Career Readiness, Life Literacies, and Key Skills**

- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

### **Technology Integration**

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Students will access, assess, and cite digital resources to conduct research and investigations which extend their knowledge.
  - 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
  - 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.

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- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.
  - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

### Career Education

CRP1. Act as a responsible and contributing citizen and employee

Time Frame	3 Weeks
Topic	
Decline of Civilization, Middle Ages, Rise of Holy Roman Empire, Feudalism and the Crusades	
Alignment to Standards	
<a href="#">NJSLs</a> - 6.2.8.CivicsDP.4.a, 6.2.8.CivicsPI.4.a, 6.2.8.EconNE.4.a, 6.2.8.GeoHE.4.a, 6.2.8.GeoHE.4.b, 6.2.8.GeoHE.4.c, 6.2.8.GeoHP.4.a, 6.2.8.GeoHP.4.b, 6.2.8.GeoHP.4.c, 6.2.8.GeoGI.4.a, 6.2.8.GeoSV.4.a, 6.2.8.HistoryCC.4.a, 6.2.8.HistoryCC.4.b, 6.2.8.HistoryCC.4.c, 6.2.8.HistoryCC.4.d, 6.2.8.HistoryCC.4.e, 6.2.8.HistoryCC.4.f, 6.2.8.HistoryCC.4.g	
Learning Objectives and Activities	
Students will be able to: <ul style="list-style-type: none"> <li>• Explain how and why Byzantium prospered.</li> <li>• Identify and analyze the factors that led feudalism to emerge in Europe after the fall of the Roman Empire.</li> <li>• Describe the daily life of feudal peasants and compare it the experiences of those who lived during the Agricultural Revolution.</li> <li>• Describe the process by which Charlemagne successfully reunited the Germanic kingdoms that succeeded the Roman Empire.</li> <li>• Explain the nature of interactions between Christians and Muslims in that era.</li> </ul>	

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### Assessments

#### **Formative:**

- Teacher observation
- Class discussion
- Reading and Note Taking
- Kahoot
- DBQ Online Analysis
- Geography Map Analysis
- Do Now Activity
- Exit Ticket
- Role Play
- Feudal System Timeline
- Graphic Organizer

#### **Summative:**

- Unit Test/Open Ended Question

#### **Benchmark:**

- 

#### **Alternative:**

- 

### Interdisciplinary Connections

English Language Arts- NJSLA.R1, NJSLA.R8, RH.6-8.1, NJSLA.W4, WHST.6-8.2- Students will analyze primary source documents to present arguments and construct essays.

### Career Readiness, Life Literacies, and Key Skills

### Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

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- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

### Career Education

Time Frame	3 Weeks
Topic	
World Religions-Birth and Expansion of Judaism, Christianity, Islam, Hinduism & Buddhism	
Alignment to Standards	
<a href="#">NJSLs</a> - 6.2.8.HistoryUP.3.c, 6.2.8.HistoryCC.3.a, 6.2.8.EconNE.4.a, 6.2.8.GeoHE.4.c, 6.2.8.HistoryCC.4.b	
Learning Objectives and Activities	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the basic tenets of the major world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.</li> <li>● Discuss the human needs that religion fulfills.</li> <li>● Analyze the ways in which monotheism reinforces individualism and free will.</li> <li>● Identify the historical hearths of world religions.</li> <li>● Analyze the diffusion of world religions.</li> <li>● Analyze the effect of various world religions on the course of human history.</li> </ul>	
Assessments	
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> </ul>	

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- Graphic organizers
- Class discussion
- Open ended questions
- Primary Source Analysis
- DBQ Online
- Do Now Activity
- Mapping
- Graphic Organizer
- Section Reading and Notes

### **Summative:**

- Unit Test/Open Ended Essay

### **Benchmark:**

- 

### **Alternative:**

- Hinduism Caste System Role Playing, Religious Leader Project

## Interdisciplinary Connections

## Career Readiness, Life Literacies, and Key Skills

## Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.

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- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

### Career Education

CRP12- Students will work collaboratively while using global competence to analyze the Hindu caste system, the roles played by individuals in each level, and how such a system impacted the individual and society as a whole.

Time Frame	3 Weeks
Topic	
Shifts in History/ Big History	
Alignment to Standards	
<p><a href="#">NJSLs</a> - 6.1.8.CivicsPI.3.a, 6.1.8.CivicsPI.3.b, 6.1.8.CivicsPI.3.c, 6.1.8.CivicsPI.3.d, 6.1.8.CivicsPD.3.a, 6.1.8.CivicsDP.3.a, 6.1.8.CivicsHR.3.a, 6.1.8.CivicsHR.3.b, 6.1.8.CivicsHR.3c, 6.1.8.GeoSV.3.a, 6.1.8.HistoryCC.3.b, 6.1.8.HistoryCC.3.c, 6.1.8.HistoryCC.3.d, 6.1.8.HistoryUP.3.a, 6.1.8.HistoryUP.3.b, 6.1.8.HistoryUP.3.c, 6.1.8.HistorySE.3.a, 6.1.8.HistorySE.3.b, 6.1.8.CivicsDP.4.a, 6.1.8.CivicsHR.4.a, 6.1.8.GeoSV.4.a, 6.1.8.EconET.4.b, 6.1.8.EconNE.4.a, 6.1.8.EconNE.4.b, 6.1.8.HistoryCC.4.a, 6.1.8.HistoryCC.4.b, 6.1.8.HistoryCC.4.c, 6.1.8.HistoryCC.4.d, 6.1.8.HistoryCC.5.a, 6.1.8.HistoryCC.5.b, 6.1.8.HistoryCC.5.c, 6.1.8.HistoryCC.5.d, 6.1.8.HistoryCC.5.e, 6.1.8.HistoryCC.5.f, 6.1.8.HistoryCC.5.g, 6.1.8.HistoryUP.5.a, 6.1.8.HistoryUP.5.b, 6.1.8.HistoryUP.5.c</p>	
Learning Objectives and Activities	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify specific individuals who have shaped our domestic and global policy and influenced our national values, culture, domestic policy, and role abroad.</li> <li>• Analyze the ways in which specific events have shaped domestic and global policy, as well as influenced our role on a global stage.</li> <li>• Recognize that history and the branches of the social sciences can be traced through the understanding and development of one commodity, institution, or process.</li> </ul>	
Assessments	
<b><u>Formative:</u></b>	

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- Class discussion
- Graphic organizers
- Chapter reading and notes
- DBQ Online
- Primary Source Document Analysis
- Teacher Observation
- Do Now Activity
- Homework Discussion
- Exit Ticket

### **Summative:**

- Unit Test/Quiz/Open Ended Essay

### **Benchmark:**

- DBQ Analysis/Content Assessment

### **Alternative:**

- Simulated class hearings to present and debate solutions to current global issues.

## Interdisciplinary Connections

English Language Arts- NJSLSA.R1, NJSLSA.R8, RH.6-8.1, NJSLSA.W4, WHST.6-8.2, RH.6-8.10 - Students will analyze primary source documents to present arguments and construct essays. Students will also be able to analyze, comprehend and present information from various historical texts.

## Career Readiness, Life Literacies, and Key Skills

## Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

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- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.
  - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

### Career Education

CRP1, CRP5, CRP9, CRP 12- Through research and analysis of current global issues, students will present persuasive arguments clearly and effectively with reason in a simulated hearing on a variety of issues currently impacting the United States and the world and how these events are linked to past events in history. Students will consider the environmental, social, and economic impacts of their decisions while demonstrating ethical leadership.

### Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

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# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

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

DEPARTMENT World Cultures

COURSE Ancient World History, Grade 8

### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### **Supports for Students With 504 Plans:**

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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