Grade 8 Social Studies Curriculum Maps

Grade: 8 Subject: Social Studies	Unit 1: Beginnings of Civilizations (Prehistory – 1000 BC)
Big Idea/Rationale	Early humans slowly spread from Africa to other parts of the world. These early people struggled to survive by using basic stone tolls and weapons to hunt animals, catch fish, and gather plants and nuts. For hundreds of thousands of years, early people lived in this way. Then, as the last Ice Age ended, some people learned to farm. This breakthrough gave rise to villages and cities—and in time, to the first civilizations.
Enduring Understanding (Mastery Objective)	Examine the migration of early humans from African to other parts of the world and the way early societies gave rise to the first civilizations. Analyze how the Neolithic Revolution drastically changed human way of life, impacting the transition from a nomadic lifestyle to a sedentary lifestyle.
Essential Questions (Instructional Objective)	• What scientific evidence suggests that modern humans spread from Africa to other lands and gradually developed ways to adapt to their environment? • Why did the development of agriculture create a major turning point in human history? • What significant changes did agriculture make in the way in which many people lived? • How did farming lead to villages, and then cities? • How did cities lead to civilization and the beginnings of recorded history?
Content (Subject Matter)	• The First People • Beginnings of Agriculture • Foundations of Civilization
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.8.A.1.a—Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies. • 6.2.8.B.1.a—Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. • 6.2.8.B.1.b—Compare and contrast how nomadic and agrarian societies used land and natural resources. • 6.2.8.C.1.a—Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations. • 6.2.8.C.1.b—Determine the impact of technological advancements on hunter/gatherer and agrarian societies. • 6.2.8.D.1.a—Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

	- 6.2.8.D.1.b—Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures. - 6.2.8.D.1.c—Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. - 6.2.8.A.2.a—Explain why different ancient river valley civilizations developed similar forms of government. **CCS** - 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources. - 06-08.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of the source distinct from prior knowledge or opinions. - 06-08.RH.03—Identify key steps in a texts description of a process related to history/social studies (e.g. how a bill becomes law how interest rates are raised or lowered). - 06-08.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary specific to domains related to history/social studies. - 06-08.RH.05—Describe how a text presents information (e.g. sequentially comparatively causally). - 06-08.RH.06—Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language inclusion or avoidance of particular facts). - 06-08.RH.07—Integrate visual information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts. - 06-08.RH.08—Distinguish among fact opinion and reasoned judgment in a text. - 06-08.RH.09—Analyze the relationship between a primary and secondary source on the same topic. - 06-08.RH.10—By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 2-29. Interactive timeline via website: http://www.becominghuman.org/node/interactive-documentary Art analysis website: http://www.visual-arts-cork.com/ancient-art/stone-age.htm
Notes	

Grade: 8 Subject: Social Studies	Unit 2: The Ancient Near East (4000 BC – 550 BC)
Big Idea/Rationale	Historians use the term *Ancient Near East* to refer to a number of cultures that developed in Southwest Asia before about 500 BC. This region has often been called the Cradle of Civilization, because the world's first civilizations developed there. People of the Ancient Near East were the first to develop writing, to use the wheel, and to form huge empires.
Enduring Understanding (Mastery Objective)	Trace the development of the first civilizations and the rise of their empires. Examine the influence of the Hebrews and Judaism.
Essential Questions (Instructional Objective)	• How did the first known civilization that arose in Mesopotamia influence culture and innovations in the region for thousands of years? • What impact did Indo-European invaders have on the Fertile Crescent? • What impact did the ancient Hebrews and Judaism have on Western Civilization? • How did the Persians create one of the largest and best-governed empires in the ancient world?
Content (Subject Matter)	• Fertile Crescent • Mesopotamia • Sumer • Hebrews & Judaism • Persian Empire
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.8.D.1.c—Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. • 6.2.8.A.2.a—Explain why different ancient river valley civilizations developed similar forms of government. • 6.2.8.A.2.b—Explain how codifying laws met the needs of ancient river valley societies. • 6.2.8.A.2.c—Determine the role of slavery in the economic and social structures of ancient river valley civilizations. • 6.2.8.B.2.a—Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. • 6.2.8.B.2.b—Compare and contrast physical and political maps of ancient 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.C.2.a—Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.
- 6.2.8.D.2.a—Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
- 6.2.8.D.2.b—Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
- Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
- 6.2.8.D.2.c—Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
- 6.2.8.D.2.d—Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
- 6.2.8.C.3.a—Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
- 6.2.8.C.3.b—Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
- 6.2.8.D.3.e—Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.D.3.f—Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

CCS

- 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
- 06-08.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of the source distinct from prior knowledge or opinions.
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	a text.
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	• 06-08.RH.10—By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 30-59.
Notes	

Grade: 8 **Subject:** Social Studies	**Unit 3: Nile Civilization (5000 BC – AD 300)**
Big Idea/Rationale	The Nile is the longest river in the world. In addition to the geographic distinction, it is also known as the site of one of the world's earliest civilization—ancient Egypt. Egypt, the land of pyramids and pharaohs, is certainly the most famous civilization of the Nile, but it was not the only one. South of Egypt, in the region called Nubia, other civilizations grew and made great cultural advances of their own.
Enduring Understanding (Mastery Objective)	• Analyze the development, growth, and achievements of the kingdom of Egypt • Analyze the development, growth, and achievements of the Nubian kingdoms.
Essential Questions (Instructional Objective)	• What made Egypt one of the most stable and long-lasting civilizations of the ancient world? • What were the Egyptian's religion, burial practices, and advances in art, writing and science? • What were the advances of the Kush civilization that developed south of Egypt in a region called Nubia?
Content (Subject Matter)	• Kingdom of Egypt • Egyptian Culture • Nubian Kingdoms
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.8.A.2.a—Explain why different ancient river valley civilizations developed similar forms of government. • 6.2.8.A.2.b—Explain how codifying laws met the needs of ancient river valley societies. • 6.2.8.A.2.c—Determine the role of slavery in the economic and social structures of ancient river valley civilizations. • 6.2.8.B.2.a—Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. • 6.2.8.B.2.b—Compare and contrast physical and political maps of ancient 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.C.2.a—Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.

- 6.2.8.D.2.a—Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
- 6.2.8.D.2.b—Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
- 6.2.8.D.2.c—Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
- 6.2.8.D.2.d—Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
- 6.2.8.A.3.b—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.C.3.b –Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
- 6.2.8.C.3.c—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.D.3.a—Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.D.3.f—Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

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Notes	

Grade: 8 Subject: Social Studies	Unit 4: Ancient India and China (2500 BC – 250 BC)
Big Idea/Rationale	Like Mesopotamia and Egypt, India and China were each home to an early river valley civilization. The people of India and China developed their own governments, languages, customs, and social structures as well as religions and philosophies that still shape life in Asia.
Enduring Understanding (Mastery Objective)	Analyze the early civilizations of India and China and how each developed their own governments, languages, customs and religions.
Essential Questions (Instructional Objective)	• How did early civilizations arise in the Indus River Valley, then flourished, and then mysteriously died out? • How did India's later Vedic civilization develop a culture based on both old and new beliefs? • How did Hinduism evolve over a long time in India, giving rise to a variety of beliefs and practices and to other religions, including Jainism? • What is Buddhism? • How did Buddhism incorporate the teaching that people can escape suffering of the world through the Buddha's teachings? • How did Buddhism, which developed in India, spread to other parts of Asia and the world? • What made China's river valley civilizations build the foundations of a long-shared Chinese culture? • What are the achievements of the Shang and Zhou dynasties that can still be felt today?
Content (Subject Matter)	• Early India • Hinduism • Buddhism • China's First Dynasties
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.8.A.2.a—Explain why different ancient river valley civilizations developed similar forms of government. • 6.2.8.A.2.b—Explain how codifying laws met the needs of ancient river valley societies. • 6.2.8.B.2.a—Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. • 6.2.8.B.2.b—Compare and contrast physical and political maps of ancient 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.C.2.a—Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.
- 6.2.8.D.2.a—Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
- 6.2.8.D.2.c—Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
- 6.2.8.D.2.d—Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
- 6.2.8.A.3.a—Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.A.3.b—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.A.3.e—Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
- 6.2.8.B.3.a—Determine how geography and 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.C.3.a—Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
- 6.2.8.C.3.b—Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
- 6.2.8.C.3.c—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.D.3.a—Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.D.3.b—Relate the Chinese dynastic system to the longevity of authoritarian rule in China.
- 6.2.8.D.3.d—Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
- 6.2.8.D.3.e—Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.D.3.f—Determine the extent to which religions, mythologies, and

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Notes	

Grade: 8 Subject: Social Studies	Unit 5: Classical Greece (2100 BC – 150 BC)
Big Idea/Rationale	The small, rugged peninsula in southern Europe called Greece was the home of a series of advanced civilizations. From the far-reaching trade of the early Minoans to the democracy of Athens and the empire of Alexander the Great, the Greeks left behind a legacy that helped define what we think of as Western civilization.
Enduring Understanding (Mastery Objective)	• Distinguish the civilizations of ancient Greece. • Identify the impact of the founding of democracy and the empire of Alexander the Great.
Essential Questions (Instructional Objective)	• What were the early trading societies in ancient Greece? • How did the Minoans and Mycenaeans disappear and how were they replaced by Greek city-states? • What were the great achievements of the Classical Age of ancient Greece in philosophy, literature, art and architecture that influenced the development of later cultures and ideas? • Where did Alexander the Great's huge empire extend to? • How did Alexander the Great's huge empire spread Greek culture for new civilizations to develop in areas in Egypt and many parts of Asia that were conquered?
Content (Subject Matter)	• Early Greece • The Classical Age • Greek Achievements • Alexander the Great and His Legacy
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.8.A.3.b—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.A.3.c—Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. • 6.2.8.A.3.d—Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now. • 6.2.8.A.3.e—Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system. • 6.2.8.B.3.a—Determine how geography and 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.B.3.b—Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.
- 6.2.8.C.3.a—Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
- 6.2.8.C.3.b—Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
- 6.2.8.C.3.c—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.D.3.a—Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
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Notes	

Grade: 8 Subject: Social Studies	Unit 6: Rome and Early Christianity (750 BC – AD 500)
Big Idea/Rationale	The city of Rome was the seat of one of the greatest powers of the ancient world. Over its 1,200-year history, Roman society experienced tremendous changes in both its government and its culture. Many of those changes were caused by the beginning and spread of one of the world's largest and most influential religions—Christianity.
Enduring Understanding (Mastery Objective)	Examine the spread of Christianity and how it caused many of the changes ancient Rome experienced to both its government and culture.
Essential Questions (Instructional Objective)	• How did Rome grow from a small town on the banks of an Italian river to control the entire Mediterranean region? • How did governmental and social problems lead to the end of the Roman Republic and the creation of a new form of government? What was unique about the complex Roman society that affected life all over the world? • How did Christianity develop and gradually spread throughout the Roman world? • What were the events and conditions inside as well as outside the Roman Empire that weakened it and led to its collapse in the west in the 400s?
Content (Subject Matter)	• Foundations of Rome • From Republic to Empire • Roman Society and Culture • Rise of Christianity • Fall of Rome
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.8.A.3.a—Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires. • 6.2.8.A.3.b—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.A.3.c—Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. • 6.2.8.A.3.e—Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

| | · 6.2.8.B.3.a—Determine how geography and 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.C.3.a—Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
· 6.2.8.C.3.b—Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
· 6.2.8.C.3.c—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.D.3.a—Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
· 6.2.8.D.3.c—Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
· 6.2.8.D.3.d—Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
· 6.2.8.D.3.e—Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
· 6.2.8.D.3.f—Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
· 6.2.8.A.4.a—Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
CCS
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Notes	

Grade: 8 Subject: Social Studies	Unit 7: The Americas (1000 BC – AD 1500)
Big Idea/Rationale	As an advanced civilization developed in Rome, other civilizations were developing in the Americas. These early American cultures found unique ways of adapting to the varied environments of the Americas. Some groups even developed sophisticated government structures and works of art and engineering that rivaled those of the ancient Romans.
Enduring Understanding (Mastery Objective)	Analyze the early American cultures and how they adapted to their environments.
Essential Questions (Instructional Objective)	• What were different types of geographic adaptations required for housing and getting food of the people that settled in North America? • What advancements were made in early Mesoamerican civilizations? • How did early South American cultures adapt to extreme environmental conditions? • How did the Incans build one of the biggest and most powerful empires in the Americas?
Content (Subject Matter)	• North America • Mesoamerica • South America
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.8.A.3.b—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.B.3.a—Determine how geography and 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.C.3.c—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.D.3.a—Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. • 6.2.8.D.3.f—Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies. • 6.2.8.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world. • 6.2.8.B.4.e—Analyze the motivations for civilizations to modify the

environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

- 6.2.8.B.4.h—Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.
- 6.2.8.C.4.a—Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
- 6.2.8.C.4.b-- Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
- 6.2.8.D.4.a—Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- 6.2.8.D.4.j—Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

CCS
- 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
- 06-08.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of the source distinct from prior knowledge or opinions.
- 06-08.RH.03—Identify key steps in a texts description of a process related to history/social studies (e.g. how a bill becomes law how interest rates are raised or lowered).
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- 06-08.RH.06—Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language inclusion or avoidance of particular facts).
- 06-08.RH.07—Integrate visual information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.08—Distinguish among fact opinion and reasoned judgment in a text.
- 06-08.RH.09—Analyze the relationship between a primary and secondary source on the same topic.
- 06-08.RH.10—By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp.
Notes	

Grade: 8 **Subject:** Social Studies	**Unit 8: Empires of China and India (350 BC – AD 600)**
Big Idea/Rationale	Beginning in the 300s and 200s BC strong empires unified much of China and India. Under these empires, China and India grew and prospered. This prosperity helped lead to classical periods in their histories, during which China and India developed many of the characteristics that would come to define their civilizations into modern times.
Enduring Understanding (Mastery Objective)	Examine the strong empires and dynasties that unified much of China and India, resulting in prosperity and cultural and scientific advancements.
Essential Questions (Instructional Objective)	- How did the Qin and Han dynasties create strong centralized governments that unified China and shaped Chinese civilization for thousands of years to follow? - What types of social change, trade and achievements in the arts and sciences were part of the Han dynasty? - How did the Mauryas and Guptas create powerful empires that united much of India? - Which trading kingdoms thrived in southern India? - How did the strength, prosperity, and stability of the Gupta Empire help lead to a golden age in Indian society, trade and culture?
Content (Subject Matter)	- Growth of China - Chinese Society and Culture - Early Indian Empires - Indian Society and Culture
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** 6.2.8.A.3.a—Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires. 6.2.8.A.3.b—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.B.3.a—Determine how geography and 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.C.3.a—Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

- 6.2.8.C.3.b—Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
- 6.2.8.C.3.c—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.D.3.a—Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.D.3.b—Relate the Chinese dynastic system to the longevity of authoritarian rule in China.
- 6.2.8.D.3.c—Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.D.3.d—Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
- 6.2.8.D.3.e—Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.D.3.f—Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
- 6.2.8.A.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.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
- 6.2.8.B.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.B.4.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.8.B.4.f—Explain how the geographies of China and Japan influenced their development and their relationship with one another.
- 6.2.8.C.4.a—Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
- 6.2.8.C.4.c—Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
- 6.2.8.D.4.a—Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- 6.2.8.D.4.b—Analyze how religion both unified and divided people.
- 6.2.8.D.4.c—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.
	CCS
	• 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
	• 06-08.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of the source distinct from prior knowledge or opinions.
	• 06-08.RH.03—Identify key steps in a texts description of a process related to history/social studies (e.g. how a bill becomes law how interest rates are raised or lowered).
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	• 06-08.RH.10—By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp..
Notes	

Grade: 8 Subject: Social Studies	Unit 9: Muslim Civilization (550-1250)
Big Idea/Rationale	The Qur'an, Islam's holy book, states that Muhammad was the last prophet sent by God to humanity. In the centuries after his death, Islam spread across much of the Eastern Hemisphere, becoming one of the world's major religions. Muslim civilization developed states that touched three continents and produced some of history's most notable achievements in the arts and sciences.
Enduring Understanding (Mastery Objective)	Explore Muhammad and the spread of Islam, the spread of Muslim civilization, and its significant achievements in the arts and sciences.
Essential Questions (Instructional Objective)	• Who was Muhammad? • What was the message Muhammad received from God? • How did Islam spread beyond the Arabian Peninsula? • How did Islam become more than a religion for the first Muslims? • What were the political, social and cultural aspects of Muslim life? • What achievements came out of Muslim society and culture?
Content (Subject Matter)	• Origins of Islam • Spread of Islam • Muslim Society and Culture
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.8.A.3.b—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.B.3.a—Determine how geography and 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.C.3.b—Explain how the development of a uniform system of exchange facilitated trade in classical civilizations. • 6.2.8.D.3.a—Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. • 6.2.8.D.3.e—Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. • 6.2.8.D.3.f—Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies. • 6.2.8.A.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.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
- 6.2.8.B.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.B.4.d—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.C.4.b—Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
- 6.2.8.C.4.c—Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.

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Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp..
Notes	

Grade: 8 Subject: Social Studies	Unit 10: African Kingdoms (100 – 1500)
Big Idea/Rationale	The early peoples of Africa adapted to many different environments and created a variety of societies. As these societies grew, different forms of government arose to lead them. In time, great trading kingdoms and empires developed in West and East Africa. In addition to trade, strong rulers and religion shaped the accomplishments, characteristics, and culture of African kingdoms and empires.
Enduring Understanding (Mastery Objective)	Analyze how the early societies of Africa grew into trading kingdoms and empires with strong leaders, religion and culture.
Essential Questions (Instructional Objective)	• To what geographic conditions did the earliest African people have to adapt? • Why did Africa's earliest people establish societies based on family ties, religion, iron technology and trade? • How did kingdoms and city-states in East Africa gain their wealth? • How did trade expand across the Sahara that led to the development of great empires and other states?
Content (Subject Matter)	• Early African Civilizations • East African Trading States • West African Kingdoms
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.8.A.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.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world. • 6.2.8.B.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.B.4.c—Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development. • 6.2.8.B.4.d—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.C.4.a—Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization. • 6.2.8.C.4.b—Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development

of empires in Eurasia and the Americas.
- 6.2.8.C.4.c—Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
- 6.2.8.C.4.d—Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.
- 6.2.8.D.4.a—Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- 6.2.8.D.4.b—Analyze how religion both unified and divided people.
- 6.2.8.D.4.c—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.D.4.i—Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.
- 6.2.8.D.4.j—Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

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	proficiently.
Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 280-305.
Notes	

Grade: 8 **Subject:** Social Studies	**Unit 11: Cultures of East Asia (550 – 1400)**
Big Idea/Rationale	Beginning in the AD 500s, a series of dynasties reunified China and produced a prolonged golden age. The influence of China's advanced civilization spread across East Asia. In Korea, kingdoms borrowed from Chinese culture and made it their own. In Japan, rulers borrowed from both China and Korea to produce a cultural flowering. In Southeast Asia, several kingdoms and empires thrived while borrowing from both India and China.
Enduring Understanding (Mastery Objective)	Examine China's various dynasties and their influence as they spread across East Asia.
Essential Questions (Instructional Objective)	- How did the Sui dynasty reunify China? - How did the Tang and Song dynasties produce an age of prosperity and achievement? - How did the Mongols build a vast empire across much of Asia, found the Yuan dynasty in China and open China and the region to greater foreign contacts and trade? - How were early civilizations in Japan and Korea borrowing from China? - How did geography and the cultures of India and China influence the early civilizations of Southeast Asia?
Content (Subject Matter)	- Chinese Empires - The Mongol Empire - Japan and Korea - Civilizations of Southeast Asia
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** 6.2.8.A.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.A.4.b—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.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world. 6.2.8.B.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.B.4.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

	- 6.2.8.B.4.f—Explain how the geographies of China and Japan influenced their development and their relationship with one another.
- 6.2.8.C.4.a—Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
- 6.2.8.C.4.b—Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
- 6.2.8.C.4.c—Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
- 6.2.8.D.4.a—Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- 6.2.8.D.4.b—Analyze how religion both unified and divided people.
- 6.2.8.D.4.c—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.D.4.g—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.D.4.j—Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

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- 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
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Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 306-337.
Notes	

Grade: 8 Subject: Social Studies	Unit 12: Kingdoms and Christianity (300 – 1250)
Big Idea/Rationale	After the fall of Rome, large and small kingdoms appeared in Europe. In most of these kingdoms, Christianity had a powerful influence on people's lives.
Enduring Understanding (Mastery Objective)	Investigate the various kingdoms that appeared in Europe after the fall of Rome, and how Christianity spread and affected people's lives.
Essential Questions (Instructional Objective)	• What kept the Byzantine Empire held together for centuries after the fall of the Roman Empire? • How did Russians begin to organize as a state? • What effects did the spread of Christianity, largely through the work of missionaries and monks, have on Western Europe after the collapse of the Roman Empire?
Content (Subject Matter)	• Byzantine Empire • The Rise of Russia • Christianity in Western Europe
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.8.D.3.e—Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. • 6.2.8.D.3.f—Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies. • 6.2.8.A.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.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world. • 6.2.8.B.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.B.4.g—Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations. • 6.2.8.C.4.a—Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization. • 6.2.8.C.4.b—Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development

of empires in Eurasia and the Americas.

- 6.2.8.C.4.c—Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
- 6.2.8.D.4.a—Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- 6.2.8.D.4.b—Analyze how religion both unified and divided people.
- 6.2.8.D.4.c—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.D.4.f—Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.D.4.h—Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.D.4.j—Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

CCS

- 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
- 06-08.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of the source distinct from prior knowledge or opinions.
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Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 344-369.
Notes	

Grade: 8 Subject: Social Studies	Unit 13: The Early Middle Ages (800 – 1215)
Big Idea/Rationale	At the outset of the early Middle Ages, western Europe was a land without empire. With the Roman Empire gone, new forms of community took hold. Christianity spread throughout western Europe, forging unit at a spiritual level. Strong, new political systems also arose, uniting much of Europe.
Enduring Understanding (Mastery Objective)	Analyze the widespread changes in religion and politics throughout Europe during the Early Middle Ages.
Essential Questions (Instructional Objective)	• How did Charlemagne manage to tie much of western Europe together in a single empire? • How did invasions and migrations change the political and cultural landscapes of western Europe during the early Middle Ages? • In what ways did feudal and manorial systems govern life during the Middle Ages? • How did the power of kings and the nature of monarchy change across Europe in the early Middle Ages? • What reforms and changes swept through the Christian Church?
Content (Subject Matter)	• Charlemagne's Empire • New Invaders • The Feudal and Manorial Systems • The Growth of Monarchies • Power of the Church
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.8.A.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.A.4.b—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.A.4.c—Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions. • 6.2.8.B.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.B.4.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of

environmental changes made during this time period, and relate these changes to current environmental challenges.

- 6.2.8.C.4.a—Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
- 6.2.8.C.4.b—Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
- 6.2.8.D.4.a—Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- 6.2.8.D.4.b—Analyze how religion both unified and divided people.
- 6.2.8.D.4.c—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.D.4.f—Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.D.4.h—Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.D.4.j—Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

CCS

- 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
- 06-08.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of the source distinct from prior knowledge or opinions.
- 06-08.RH.03—Identify key steps in a texts description of a process related to history/social studies (e.g. how a bill becomes law how interest rates are raised or lowered).
- 06-08.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary specific to domains related to history/social studies.
- 06-08.RH.05—Describe how a text presents information (e.g. sequentially comparatively causally).
- 06-08.RH.06—Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language inclusion or avoidance of particular facts).
- 06-08.RH.07—Integrate visual information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.08—Distinguish among fact opinion and reasoned judgment in a text.
- 06-08.RH.09—Analyze the relationship between a primary and secondary source on the same topic.

	• 06-08.RH.10—By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 370-399.
Notes	

Grade: 8 Subject: Social Studies	Unit 14: The High Middle Ages (1000 – 1500)
Big Idea/Rationale	During the High Middle Ages, many changes took place in Europe. The growth of trade brought aboe new business practices and bigger towns. As people's lives changed, one element remained constant: Religion continued to play a huge role in people's lives. Religion inspired the arts and, at times, caused conflict among different groups.
Enduring Understanding (Mastery Objective)	Evaluate the changes that occurred during the High Middle Ages, including the growth of trade, new business practices, bigger towns, and cultural achievements.
Essential Questions (Instructional Objective)	• How did the Crusades impact Europe economically, politically and socially? • What effect did the increase in trade between Europe and other continents have? • What were the achievements in visual arts, literature, and thinking and learning were made during the Middle Ages? • What effect did the challenges of the late Middle Ages have on Europe, including religious crises, ears, and a deadly plague?
Content (Subject Matter)	• The Crusades • Trade and Towns • Art and Culture of the Middle Ages • Challenges of the Late Middle Ages
Skills/ Benchmarks (CCSS Standards)	**2009 NJCCCS** • 6.2.8.A.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.A.4.b—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.A.4.c—Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions. • 6.2.8.B.4.a—Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world. • 6.2.8.B.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.B.4.d—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.B.4.e—Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.8.B.4.g—Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.
- 6.2.8.C.4.a—Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
- 6.2.8.C.4.b—Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
- 6.2.8.C.4.c—Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
- 6.2.8.C.4.e—Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
- 6.2.8.D.4.a—Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- 6.2.8.D.4.b—Analyze how religion both unified and divided people.
- 6.2.8.D.4.c—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.D.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.D.4.e—Assess the demographic, economic, and religious impact of the plague on Europe.
- 6.2.8.D.4.f—Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.D.4.h—Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.D.4.j—Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

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Materials and Resources	Ramírez, Susan Elizabeth, Peter Stearns and Sam Wineburg. *World History Human Legacy*. New York: Holt, Rinehart and Winston, 2008, pp. 400-425.
Notes	