

Unit 1: Classical Civilizations (Ancient Greece and Ancient Rome)

Timeframe: September-January

Content/Topic	Observable Proficiencies/Skills	NJCCCS & CCS (Strand/CPI#)	Performance Benchmarks/Assessments	Materials Used
<p><u>Recurring Themes:</u></p> <ol style="list-style-type: none"> Culture Time, Continuity and Change People, Places and Environments Individual Development and Identity Individuals, Groups and Institutions Power, Authority and Governance Production, Distribution, and Consumption Science, Technology, and Society Global Connections Civic Ideals and Practices <p><u>Enduring Understandings:</u> <u>The learner will understand that:</u></p> <ol style="list-style-type: none"> Greece and Rome have profoundly influenced the cultural, social, economic, and civic ideals of the western world. The Greeks and the Romans unified many different cultures which brought together varied perspectives, contributions, and challenges. Ancient Greece and Rome provide models for the life cycle of a civilization. 	<ol style="list-style-type: none"> Compare and contrast the various types of government developed by the Ancient Greeks (democracy, monarchy, aristocracy, oligarchy). Identify requirements for citizenship in a Greek city-state Compare and contrast the rights, responsibilities and roles of men, women, and slaves in Ancient Greece Evaluate the strengths and weaknesses of Athenian Democracy Describe the structure of the republican form of government developed in early Rome. Compare and contrast the role of the patricians, plebeians, slaves, women, and conquered peoples in the Roman Republic. Explain the role of a dictator in the Roman Republic. Describe the structure of the Roman army, and explain its role in the expansion of the Roman Republic and the establishment of the Roman Empire. Describe the impact of Julius Caesar in Roman society. Explain the collapse of the Roman Republic, and 	<p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> 6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.A.3.d 6.2.8.A.3.e <p><u>Language Arts Literacy</u></p> <ul style="list-style-type: none"> Language Arts LSS 6-8. 8 L 8. 6 W 8. 7, 8 SL 8.1, 2, 4, 5 <p><u>Technology</u></p> <ul style="list-style-type: none"> 8.1.8.A.1 8.1.8.D.1,3 8.1.8.E.1 <p><u>21st Century Life and Careers</u></p> <ul style="list-style-type: none"> 9.1.8.A.1 9.1.8.B.1,2 9.1.8.C.1,3 9.1.8.D.5 9.1.8.F.1 9.3.8.B.6 	<p>Students will write a compare/contrast essay. Possible topics to include:</p> <ul style="list-style-type: none"> Types of government in Ancient Greece Rights of citizens in Ancient Greece, Ancient Rome, and the United States Citizenship requirements of Greek, Roman, and American citizens Athenian Democracy and Roman Republic <p>Students will prepare short constructed responses/open ended responses to various questions about civics, government, and human rights in Ancient Greece and Rome</p> <p>Students will organize and participate in debates. Possible topics:</p> <ul style="list-style-type: none"> Slavery in Ancient Greece Women’s Rights in Ancient Greece Colonization Solutions for repairing a crumbling empire (Ancient Rome) <p>Students will create a diagram to illustrate the various governmental positions in the Roman Republic.</p>	<ol style="list-style-type: none"> <u>World History: Connections to Today</u> (2005) Prentice Hall OR other textbook. Includes all supplementary materials. <u>Nystrom Atlas of World History</u> and all supplementary materials. National Geographic GeoKit: <i>Greece and Rome</i> and all supplementary materials National Geographic World History Series: <i>Ancient Greece</i> and <i>Ancient Rome</i> and all supplementary materials. Other materials to be determined by teacher and/or SSPLC.

<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How do individuals contribute to or shape society? 2. How does geography impact the political, social, and economic development of a civilization? 3. What is the role of government in society and the development of Greece and Rome? Which political concepts of the Greeks and Romans are still important today? 	<p>describe what took its place.</p> <ol style="list-style-type: none"> 11. Students will research, plan, and prepare a compare and contrast essay 12. Demonstrate proficient research skills on internet and library 13. Work collaboratively and synthesize individual skills toward a shared group objective 14. Argue, support, and defend a topic or position in a debate 15. Organize and classify information using a variety of charts, graphs, and tables 16. Provide peer feedback 			
<ol style="list-style-type: none"> 4. What has been the lasting impact of Ancient Greek and Roman civilization on the modern world? 5. How were the Greeks and Romans able to dominate the ancient world for as long as they did? 6. How does religion shape culture and society? How can religion be a catalyst of change? 	<ol style="list-style-type: none"> 1. Analyze the impact that geography had on the development of Ancient Greek civilization. 2. Identify the Etruscans, Latins and Greeks, and explain their impact on the development of Rome 3. Analyze the expansion of Rome from a city state to an empire 4. Explain the growth of Christianity during the period of Roman power, and explain its impact on the Roman world. 5. Explain the factors that led to the downfall of the Roman Empire. 6. Analyze information from a variety of geographical resources 7. Analyze, evaluate, and locate information to prepare a short constructed response 	<p><u>B. Geography, People, and the Environment</u></p> <ul style="list-style-type: none"> • 6.2.8.B.3.a • 6.2.8.B.3.b <p><u>Language Arts Literacy</u></p> <ul style="list-style-type: none"> • LSS 6-8. 5, 8 • L 8. 6 • W 8. 7, 8 • SL 8.1, 2, 4, 5 <p><u>21st Century Life and Careers</u></p> <ul style="list-style-type: none"> • 9.1.8.A.1 • 9.1.8.B.2 • 9.1.8.F.1 • 9.3.8.B.6 	<p>Students/Student Groups will participate in a Geography Bee for Ancient Greece and Rome</p> <p>Students will prepare short constructed responses to various questions related to thematic maps about Ancient Greece and Rome.</p> <p>Students will participate in thematic mapping exercises. Possible topics to include:</p> <ul style="list-style-type: none"> • Greco Roman Trade in the Mediterranean • The expansion of the Roman Republic and Empire • The spread of Christianity 	

	<ol style="list-style-type: none"> Analyze the influence of Greece and Rome in expanding land and sea trade routes throughout the Mediterranean Basin and beyond to Africa and Asia. Explain how the development of a uniform system of exchange facilitated trade in the classical civilizations of Greece and Rome. Explain how the Greeks and Romans 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 Plan and design a multimedia presentation Design and construct an artifact using their artistic and creativity skills Provide peer feedback 	<p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> 6.2.8.C.3.a 6.2.8.C.3.b 6.2.8.C.3.c <p><u>Language Arts Literacy</u></p> <ul style="list-style-type: none"> LSS 6-8. 8 L 8. 6 W 8. 7, 8, 9, 10 SL 8.1, 2, 4, 5 <p><u>Technology</u></p> <ul style="list-style-type: none"> 8.1.8.A.3 8.1.8.D.1 8.1.8.E.1 <p><u>21st Century Life and Careers</u></p> <ul style="list-style-type: none"> 9.1.8.A.1 9.1.8.B.1,2 9.1.8.C.1,3 9.1.8.D.5 9.1.8.F.1 9.3.8.B.6 	<p>Students will prepare short constructed responses to various questions related to economics, innovation and technology in Ancient Greece and Rome</p> <p>Students will create multi media presentations (ex. PowerPoint) describing technological innovations from Greece and Rome. Possible topics to include:</p> <ul style="list-style-type: none"> Greek Sculpture and/or Pottery Architecture in Ancient Greece and/or Rome Roman Roads Roman military technology <p>Students will reproduce an artifact (sculpture, pottery, temple, military machine) from Ancient Greece or Rome</p>	
	<ol style="list-style-type: none"> Explain impact of the Minoans, Mycenaens, and Dorians on the earliest stages of Ancient Greek civilization. Describe the role of myths and legends in the cultural development of Ancient Greece. Compare and contrast Athens and Sparta. Describe life in Ancient Greece. Identify important historical figures of Ancient Greece 	<p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> 6.2.8.D.3.a 6.2.8.D.3.c 6.2.8.D.3.d 6.2.8.D.3.e 6.2.8.D.3.f <p><u>Language Arts Literacy</u></p> <ul style="list-style-type: none"> LSS 6-8. 8 W 8. 1, 6, 7, 9 SL 8.1, 2, 3, 4, 5 <p><u>Technology</u></p>	<p>Students will participate in a Socratic Circle Discussion. Possible topics to include:</p> <ul style="list-style-type: none"> Daily life in Ancient Greece or Rome Myths and legends of Ancient Greece and/or Rome Comparing Athens and Sparta Comparing the achievements of Alexander the Great and Julius Caesar Contributions of the Greeks and Romans 	

	<p>and explain their contributions to history</p> <ol style="list-style-type: none"> 6. Describe the contributions of Hellenistic culture and the spread of these ideas through Alexander's empire. 7. Describe the legendary beginning of Rome. 8. Identify the Etruscans, Latins and Greeks, and explain their impact on early Roman culture. 9. Describe the conflict between Rome and Carthage, and explain the impact of Rome's victory 10. Explain the Pax Romana and the importance of this period in the Roman world. 11. Describe life in Ancient Rome. 12. Explain the growth of Christianity during the period of Roman power, and explain its impact on the Roman world. 13. Explain the factors that led to the downfall of the Roman Empire. 14. Evaluate the major contributions of Ancient Greece and Rome to the modern world. 15. Initiate and sustain a dialogue in a Socratic Circle on a specific topic 16. Analyze, evaluate, and locate information to prepare a short constructed response 17. Demonstrate proficiency in proper research skills for a specific project (thesis, note cards, outline, bibliography, 	<ul style="list-style-type: none"> • 8.1.8.A.3,5 • 8.1.8.D.1 • 8.1.8.E.1 <p><u>21st Century Life and Careers</u></p> <ul style="list-style-type: none"> • 9.1.8.A.1 • 9.1.8.B.1,2 • 9.1.8.C.1,3 • 9.1.8.D.5 • 9.1.8.F.1 • 9.3.8.B.6 • 9.3.8.B.11 	<p>Students will prepare responses to document based questions based on historical documents from Ancient Greece and Rome.</p> <p>Students will prepare short constructed responses to various questions related to the history, culture and various perspectives on Ancient Greece and Rome.</p> <p>Students will prepare a research project (paper, presentation, multi media) on a topic related to Ancient Greece or Rome. A list of topics will be determined by the SSPLC.</p> <p>Students will create a resume for a historical figure from Ancient Greece or Rome.</p> <p>Students will write a persuasive essay and/or give a speech. Possible topics to include:</p> <ul style="list-style-type: none"> • Which city-state was the true superpower of Ancient Greece: Athens or Sparta? • Why was Alexander so Great? • Was Julius Caesar a hero or a villain? • How would you save the Roman Empire? <p>Students will write a RAFT paper. Topics will be determined by the SSPLC.</p>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>citations, etc.)</p> <p>18. Research, plan, and support a position in a persuasive essay</p> <p>19. Synthesize historical fact and creative writing skills to research, plan, and write a RAFT assignment</p> <p>20. Analyze primary source documents to draw conclusions, make connections, identify important information, or describe people, places, and ideas of the past</p> <p>21. Provide peer feedback</p>			
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Unit 2: Middle Ages
Timeframe: January-March

Content/Topic	Observable Proficiencies/Skills	NJCCCS/ CCS	Performance Benchmarks/Assessments	Materials Used
<p><u>Recurring Themes:</u></p> <ol style="list-style-type: none"> 1. Culture 2. Time, Continuity and Change 3. People, Places and Environments 4. Individual Development and Identity 5. Individuals, Groups and Institutions 6. Power, Authority and Governance 7. Production, Distribution, and Consumption 8. Science, Technology, and Society 9. Global Connections 10. Civic Ideals and Practices <p><u>Enduring Understandings:</u> <u>The learner will understand that:</u></p> <ol style="list-style-type: none"> 1. The Middle Ages served as a bridge from the ancient to the modern world. 2. The church was the driving force behind social, political, and cultural change during the Middle Ages. 3. The decline of feudalism, the power of the church, and social factors led to the emergence of absolute monarchies in Europe. 	<ol style="list-style-type: none"> 1. Describe the conditions in Europe after the fall of the Roman Empire 2. Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations 3. Select the factors that led to the growth and structure of feudalism in Western Europe. 4. Summarize how feudalism impacted the development of European countries. 5. Explain how England and France developed strong kingdoms in the Middle Ages. 6. Initiate and sustain a dialogue in a Socratic Circle on a specific topic 7. Locate, analyze, and evaluate information to prepare a short constructed response 8. Support or defend a position in a debate, discussion, or mock trial format 9. Provide peer feedback <ol style="list-style-type: none"> 1. 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. 2. Explain why the strategic location and economic importance of Constantinople 	<p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.2.8.A.4.a • 6.2.8.A.4.c <p><u>Language Arts Literacy</u></p> <ul style="list-style-type: none"> • LSS 6-8. 8 • W 8. 1, 6, 7, 9 • SL 8.1, 2, 3, 4, 5 <p><u>21st Century Life and Careers</u></p> <ul style="list-style-type: none"> • 9.1.8.A.1 • 9.1.8.B.1,2 • 9.1.8.C.1,3 • 9.1.8.D.5 • 9.1.8.F.1 • 9.3.8.B.6 <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.2.8.B.4.a • 6.2.8.B.4.b • 6.2.8.B.4.c • 6.2.8.B.4.d • 6.2.8.B.4.e • 6.2.8.B.4.g 	<p>Students will prepare a short constructed response. Possible topics to include:</p> <ul style="list-style-type: none"> • The role of religion • Factors that led to the growth of feudalism • The impact feudalism had on the development of European countries <p>Students will participate in a Socratic Circle discussion. Possible topics to include:</p> <ul style="list-style-type: none"> • Daily Life during the Middle Ages • Advances in agriculture • The roles of women • The development of universities <p>Students will hold a mock trial by jury. Teacher explains the case, names the student accused of the crime of poaching, and appoints the judge. The judge picks twelve jurors, questions them about the accused, and decides the verdict.</p> <p>Students will prepare short constructed responses to various questions related to thematic maps about the Middle Ages</p> <p>Students will prepare responses to document based questions based on historical documents from the Middle Ages.</p>	<ol style="list-style-type: none"> 1. <u>World History: Connections to Today</u> (2005) Prentice Hall OR other textbook. Includes all supplementary materials. 2. <u>Nystrom Atlas of World History</u> and all supplementary materials. 3. National Geographic GeoKit: <i>Middle Ages</i> and all supplementary materials 4. National Geographic World History Series: <i>Middle Ages</i> and <i>The Muslim World</i> and all supplementary materials. 5. Other materials to be determined by teacher and/or SSPLC.

<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does geography impact the cultural, political, social, and economic development of a civilization? 2. Why did power struggles exist between church & state? 3. What role did religion play in the daily lives of all social classes in the Middle Ages? 4. How did the feudal system of the Middle Ages evolve into the absolute monarchies of Europe during later periods of European history? 	<p>and the Mediterranean Sea were a source of conflict between civilizations.</p> <ol style="list-style-type: none"> 3. Analyze, evaluate, and locate information to prepare a short constructed response 4. Analyze information from a variety of geographical resources 5. Demonstrate proficiency in proper research skills for a specific project (thesis, note cards, outline, bibliography, citations, etc.) 6. Analyze primary source documents to draw conclusions, make connections, identify important information, or describe people, places, and ideas of the past 	<p>Language Arts Literacy</p> <ul style="list-style-type: none"> • LSS 6-8. 8 • W 8. 1, 6, 7, 9 • SL 8.1, 2, 3, 4, 5 <p>Technology</p> <ul style="list-style-type: none"> • 8.1.8. A. 3, • 8.1.8. D. 1 • 8.1.8. E.1 <p>21st Century Life and Careers</p> <ul style="list-style-type: none"> • 9.1.8.A.1,4 • 9.1.8.B.1,2 • 9.1.8.F.1 • 9.3.8.B.6 	<p>Students will participate in thematic mapping exercises</p> <p>Possible Topics to include:</p> <ul style="list-style-type: none"> • Early kingdoms of Medieval Europe • Viking impact on Europe • Trade Routes and Plague • <i>Crusades to the Holy Land</i> <p>Students will examine the how people lived during the Middle Ages. Must answer the essential question: Can we really be whatever we want to be? Students will explore this question from their own perspective as well as from the perspective of people living during medieval times.</p> <ul style="list-style-type: none"> • Students will select a medieval role to research, and answer the following questions: How did one's role in medieval times influence their daily life? What resources were available to a person living in medieval society? How was the power structure organized among various people in medieval society? • To close the simulation, all students will have a choice to write an essay or use multimedia to connect their learning to their own life by revisiting the essential question: Can we really be whatever we want to be? If so, how is medieval life different from yours? 	
	<ol style="list-style-type: none"> 1. Explain why manors were considered self-sufficient. 2. Analyze how the advances in agriculture during the late Middle Ages led to the growth 	<p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> • 6.2.8.C.4.a • 6.2.8.C.4.b 	<p>One-On-One Interview with teacher.</p> <ul style="list-style-type: none"> • Topics will be determined by SS-PLC <p>Students will research an assigned</p>	

	<p>of cities.</p> <ol style="list-style-type: none"> 3. Describe how the growth of towns and trade changed medieval society. 4. Evaluate how the experiences of women differed across social classes. 5. Defend the role of guilds and universities and describe the changes they brought to Europe. 6. Speak clearly and confidently and maintain proper eye contact in a personal interview 7. Demonstrate proficiency in proper research skills for a specific project (thesis, note cards, outline, bibliography, citations, etc.) 8. Provide peer feedback 	<ul style="list-style-type: none"> • 6.2.8.C.4.c • 6.2.8.C.4.d • 6.2.8.C.4.e <ul style="list-style-type: none"> • <u>Language Arts Literacy</u> LSS 6-8. 8, 10 • W 8. 1, 6, 7, 9 • SL 8.1, 2, 3, 4, 5 <p style="text-align: center;"><u>Technology</u></p> <ul style="list-style-type: none"> • 8.1.8. A. 3, • 8.1.8. D. 1 • 8.1.8. E.1 <p style="text-align: center;"><u>21st Century Life and Careers</u></p> <ul style="list-style-type: none"> • 9.1.8.A.1 • 9.1.8.B.1,2 • 9.1.8C.1,3 • 9.1.8.D.5 • 9.1.8.F.1 • 9.3.8.B.6 	<p>social class of the Middle Ages and complete a report. (Paper, presentation, multi media)</p>	
	<ol style="list-style-type: none"> 1. Explain the role of knights and chivalry during the feudal period. 2. Determine which events led to the rise and eventual decline of European feudalism 3. Describe and explain the structure and role of the Church in Medieval society. 4. Identify and explain the causes and effects of the Crusades and assess their impact today. 5. Compare relations between the Muslim, Christian, and Jewish faiths during the Middle Ages, and the modern world. 6. Evaluate how contact with the 	<p style="text-align: center;">D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.2.8.D.4.a • 6.2.8.D.4.b • 6.2.8.D.4.c • 6.2.8.D.4.d • 6.2.8.D.4.e • 6.2.8.D.4.f • 6.2.8.D.4.j <p style="text-align: center;"><u>Language Arts Literacy</u></p> <ul style="list-style-type: none"> • LSS 6-8. 8 • W 8. 1, 6, 7, 9 <p style="text-align: center;"><u>Technology</u></p>	<p>Students will complete a Moviemaker Presentation.</p> <ul style="list-style-type: none"> • Topics to be determined in SS-PLC <p>Students will prepare a research project (paper, presentation, multimedia) on a topic related to Middle Ages.</p> <ul style="list-style-type: none"> • Topics to be determined by SS-PLC <p>Write a letter to a friend during the Black Death. Must use factual information about the lifestyles and attitudes regarding health and</p>	

	<p>Muslim world lead to a revival of learning during the High Middle Ages.</p> <p>7. Assess the demographic, economic, and religious impact of the plague on Europe.</p> <p>8. Describe the impact of the Hundred Years' War.</p> <p>9. Explain the reason for the religious split of the Medieval Church.</p> <p>10. Explain and justify how art, literature, and architecture represented the beliefs and values of this period.</p> <p>11. Design and construct a multimedia presentation</p> <p>12. Demonstrate proficiency in proper research skills for a specific project (thesis, note cards, outline, bibliography, citations, etc.)</p> <p>13. Provide peer feedback</p>	<ul style="list-style-type: none"> • 8.1.8. A. 3, • 8.1.8. D. 1 • 8.1.8. E.1 <p><u>21st Century Life and Careers</u></p> <ul style="list-style-type: none"> • 9.1.8.A.1 • 9.1.8.B.1,2 • 9.1.8C.1,3 • 9.1.8.D.5 • 9.1.8.F.1 • 9.3.8.B.6 	<p>hygiene practices during Medieval Times.</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------	--

Unit 3: Renaissance and Reformation
Timeframe: March-April

Content/Topic	Observable Proficiencies/Skills	NJCCCS/ CCS	Performance Benchmarks/Assessments	Materials Used
<p><u>Recurring Themes:</u></p> <ol style="list-style-type: none"> Culture Time, Continuity and Change People, Places and Environments Individual Development and Identity Individuals, Groups and Institutions Power, Authority and Governance Production, Distribution, and Consumption Science, Technology, and Society Global Connections Civic Ideals and Practices <p><u>Enduring Understandings:</u> <u>The learner will understand that:</u></p> <ol style="list-style-type: none"> The Renaissance and Reformation brought about significant cultural change that has had a profound impact on the world today. A “renaissance” is a rebirth of learning that initiates changes in all aspects of a civilization. The Renaissance and Reformation exemplify the power of the individual to have a profound impact on 	<ol style="list-style-type: none"> Explain how the Renaissance ideals influenced political thought and caused change in the political landscape of Europe Describe how political motives influenced the Reformation Analyze how the rights, roles, and responsibilities of individuals were changed by Renaissance and Reformation ideas Analyze primary source documents to draw conclusions, make connections, identify important information, or describe people, places, and ideas of the past Analyze, evaluate, and locate information to prepare a short constructed response Locate, analyze, and organize fact and opinion to prepare a speech Argue, support, and defend a topic or position in a debate Provide peer feedback 	<p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> 6.2.12.A.2.a 6.2.12.A.2.b 6.2.12.A.2.c <p><u>Language Arts Literacy</u></p> <ul style="list-style-type: none"> LSS 6-8. 8 W 8. 1, 6, 7, 8, 9 SL 8.1, 2, 3, 4, 5 <p><u>21st Century Life and Careers</u></p> <ul style="list-style-type: none"> 9.1.8.A.1 9.1.8.B.1,2 9.1.8C.1,3 9.1.8.D.5 9.1.8.F.1 9.3.8.B.6 	<p>Students will analyze primary source documents and respond to document based questions.</p> <p>Students will prepare short constructed responses/open ended responses to various questions about civics, government, and human rights during the Renaissance and Reformation</p> <p>Students will write a speech about the changing roles of women during the Renaissance and Reformation. Speeches will be shared as part of a class debate about whether or not women should be given more rights in line with changes brought about by Renaissance and Reformation ideals.</p>	<ol style="list-style-type: none"> <u>World History: Connections to Today</u> (2005) Prentice Hall OR other textbook. Includes all supplementary materials. <u>Nystrom Atlas of World History</u> and all supplementary materials. National Geographic World History Series: <i>Renaissance and Reformation</i> and all supplementary materials. Other materials to be determined by teacher and/or SSPLC.
	<ol style="list-style-type: none"> Explain how conditions in Italy gave rise to the Renaissance Identify major centers of the Renaissance and Reformation Explain how geographic factors influenced the spread of Renaissance ideas and 	<p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> 6.2.12.B.2.a 6.2.12.B.2.b <p><u>Language Arts Literacy</u></p> <ul style="list-style-type: none"> LSS 6-8. 8 W 8. 1, 6, 7, 8, 9 	<p>Students will prepare short constructed responses to various questions related to thematic maps about the Renaissance and Reformation</p> <p>Students will participate in thematic mapping exercises</p>	

<p>society.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What can art tell us about the values and beliefs of the society that produced it? 2. How do you know a Renaissance is a true “renaissance” and not just a period of creativity? 3. How are the Italian and Northern Renaissance similar? How are they different? 4. How do economic and political ideas and motives influence religion? 5. How did the Reformation change Europe? 6. What is the lasting impact of the Renaissance and Reformation on the modern world? 	<p>shaped the Reformation</p> <ol style="list-style-type: none"> 4. Describe how Europe was divided during the Reformation into regions that became Protestant and those that remained Catholic 5. Analyze, evaluate, and locate information to prepare a short constructed response 6. Analyze information from a variety of geographical resources 7. Demonstrate proficiency in proper research skills for a specific project (thesis, note cards, outline, bibliography, citations, etc.) 	<ul style="list-style-type: none"> • SL 8.1, 2, 3, 4, 5 <p><u>Technology</u></p> <ul style="list-style-type: none"> • 8.1.8. A. 3, • 8.1.8. D. 1 • 8.1.8. E.1 <p><u>21st Century Life and Careers</u></p> <ul style="list-style-type: none"> • 9.1.8.A.1,4 • 9.1.8.B.1,2 • 9.1.8.F.1 • 9.3.8.B.6 • 	<p>Possible Topics to include:</p> <ul style="list-style-type: none"> • The Italian Renaissance • The Northern Renaissance • Christianity and the Reformation <p>Students will prepare a travel brochure and plan a tour that they will pitch to the director of a tour company that specializes in student travel about one of the following:</p> <ul style="list-style-type: none"> • Major Renaissance sites • Major Reformation sites 	
	<ol style="list-style-type: none"> 1. Describe key breakthroughs and achievements of major Renaissance artists and scientists 2. Identify key artists, scientists, writers and political leaders during the Renaissance and describe how they helped shape this period of history 3. Explain how Renaissance ideals and achievements influenced commerce in Europe and between Europe and the rest of the world (Africa and Asia) 4. Describe the impact that the printing revolution had on Europe 5. Analyze, evaluate, and locate information to prepare a short constructed response 9. Demonstrate proficiency in proper research skills for a specific project (thesis, note cards, outline, bibliography, citations, etc.) 	<p><u>C. Economics, Innovation, and Technology</u></p> <ul style="list-style-type: none"> • 6.2.12.C.2.a <p><u>Language Arts Literacy</u></p> <ul style="list-style-type: none"> • LSS 6-8. 8 • W 8. 1, 6, 7, 8, 9 • SL 8.1, 2, 3, 4, 5 <p><u>21st Century Life and Careers</u></p> <ul style="list-style-type: none"> • 9.1.8.A.1 • 9.1.8.B.1,2 • 9.1.8.C.1,3 • 9.1.8.D.5 • 9.1.8.F.1 • 9.3.8.B.6 	<p>Students will prepare short constructed responses to various questions related to various images/artwork from the Renaissance and Reformation</p> <p>Students will create resumes for a major historical figure from the Renaissance and Reformation period. Resumes could be used for the following extension activities:</p> <ul style="list-style-type: none"> • Conduct an interview with a famous Renaissance or Reformation personality • Create a Renaissance and Reformation Hall of Fame where student groups will develop exhibits to celebrate and educate others about the achievements of important people from this era <p>Students will analyze primary source documents and respond to document based questions. Possible topics to</p>	

	<p>10. Analyze primary source documents to draw conclusions, make connections, identify important information, or describe people, places, and ideas of the past</p>		<p>include:</p> <ul style="list-style-type: none"> the lives of important Renaissance and Reformation figures (from diaries, memoirs, etc.) important inventions (i.e. the printing press) 	
	<ol style="list-style-type: none"> Compare the Renaissance to other periods of reform and creativity throughout history Explain how the rediscovery of literature and art from classical Greece and Rome influenced the development of new cultural and artistic ideas during the Renaissance Identify the values and ideals prized during the Renaissance and explain how they continue to influence modern society Identify important historical figures of the Renaissance and explain their contribution to history Examine key works of art, literature, and philosophy from the Renaissance and summarize their main ideas Compare and contrast the Italian and Northern Renaissance Analyze historical forces and religious issues that sparked the Reformation Explain how the Protestant Reformation spread throughout England during the reign of Henry VII Analyze the impact of the religious teachings of Luther and John Calvin 	<p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> 6.2.12.D.2.a 6.2.12.D.2.b 6.2.12.D.2.d 6.2.12.D.2.e <p><u>Language Arts Literacy</u></p> <ul style="list-style-type: none"> LSS 6-8. 8 W 8. 1, 6, 7, 8, 9 SL 8.1, 2, 3, 4, 5 <p><u>Technology</u></p> <ul style="list-style-type: none"> 8.1.8.D.1 <p><u>21st Century Life and Careers</u></p> <ul style="list-style-type: none"> 9.1.8.A.1 9.1.8.B.1,2 9.1.8.C.1,3 9.1.8.D.5 9.1.8.F.1 9.3.8.B.6 	<p>Students will prepare responses to document based questions based on historical documents from the Renaissance and Reformation.</p> <p>Students will prepare short constructed responses to various questions related to the history, culture and various perspectives on the Renaissance and Reformation.</p> <p>Students will write a RAFT activity based on different roles and/or personalities of the Renaissance and Reformation. Topics to be determined by SSPLC</p> <p>Student groups will create a cereal box summarizing an important person, place or idea of the Renaissance and Reformation. Cereal box options will be determined by the SSPLC.</p> <p>Students will write an expository essay analyzing an example of Renaissance artwork.</p> <p>Students will participate in debates simulating key ideas of the Reformation and representing key figures of the Reformation. Debate topics will be determined by the SSPLC.</p>	

	<ol style="list-style-type: none"> 12. Identify other important reformers of the Reformation and describe their contribution to history 13. Explain how the ideals of the Renaissance and Reformation combined to further influence art, literature, and philosophy 14. Describe the impact of the Renaissance and Reformation on the daily lives of people from different social classes 15. Analyze primary source documents to draw conclusions, make connections, identify important information, or describe people, places, and ideas of the past 16. Analyze, evaluate, and locate information to prepare a short constructed response 17. Demonstrate proficiency in proper research skills for a specific project (thesis, note cards, outline, bibliography, citations, etc.) 18. Initiate and sustain a dialogue in a Socratic Circle on a specific topic 19. Students will research, plan, and prepare an expository essay 20. Synthesize historical fact and creative writing skills to research, plan, and write a RAFT assignment 21. Argue, support, and defend a topic or position in a debate 22. Provide peer feedback 		<p>Students will write a newspaper article or editorial about the Protestant Reformation in England and the role of Henry VIII</p> <p>Students will participate in a Socratic Circle discussion. Possible topics to include:</p> <ul style="list-style-type: none"> • Daily life during the Renaissance and Reformation period • Important achievements of the Renaissance • Important ideals and reforms of the Reformation • Other topics to be determined by the SSPLC. 	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Unit 4: Age of Exploration
Timeframe: May-June

Content/Topic	Observable Proficiencies/Skills	NJCCCS/ CCS	Performance Benchmarks/Assessments	Materials Used
<p><u>Recurring Themes:</u></p> <ol style="list-style-type: none"> Culture Time, Continuity and Change People, Places and Environments Individual Development and Identity Individuals, Groups and Institutions Power, Authority and Governance Production, Distribution, and Consumption Science, Technology, and Society Global Connections Civic Ideals and Practices <p><u>Enduring Understandings:</u> <u>The learner will understand that:</u></p> <ol style="list-style-type: none"> The Age of Exploration initiated extensive contact between cultures and brought about massive political, economic, and social changes. During the Age of exploration people were compelled to explore, which allowed for new discoveries to emerge and caused positive and negative results. Conflict and competition resulted in the 	<ol style="list-style-type: none"> Describe the conquest of the Aztec and Inca by the Spanish. Determine the goals of the European powers in the Americas and explain how successful they were in meeting their objectives. Compare and contrast the political structures of the European powers and the various New World cultures (Aztec, Inca, et. al) Students will research, plan, and prepare a compare and contrast essay Analyze primary source documents to draw conclusions, make connections, identify important information, or describe people, places, and ideas of the past Analyze, evaluate, and locate information to prepare a short constructed response Support or defend a position in a debate, discussion, or mock trial format 	<p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> 6.2.8.A.4.a <p><u>Language Arts Literacy</u></p> <ul style="list-style-type: none"> LSS 6-8. 8 W 8. 1, 6, 7, 8, 9 SL 8.1, 2, 3, 4, 5 <p><u>21st Century Life and Careers</u></p> <ul style="list-style-type: none"> 9.1.8.A.1 9.1.8.B.1,2 9.1.8.C.1,3 9.1.8.D.5 9.1.8.F.1 9.3.8.B.6 	<p>Students will write a compare/contrast essay about the motives for exploration before and after Columbus landed in the Bahamas</p> <p>Students will prepare responses to document based questions based on historical documents from the Age of Exploration</p> <p>Students will participate in a mock trial of one of the following historical figures based on in-class and outside research.</p> <ul style="list-style-type: none"> Christopher Columbus Hernan Cortes Francisco Pizarro <p>Students will prepare short constructed responses/open ended responses to various questions about civics, government, and human rights during the Age of Exploration</p>	<ol style="list-style-type: none"> <u>World History: Connections to Today</u> (2005) Prentice Hall OR other textbook. Includes all supplementary materials. <u>Nystrom Atlas of World History</u> and all supplementary materials. Other materials to be determined by teacher and/or SSPLC.
<ol style="list-style-type: none"> Conflict and competition resulted in the 	<ol style="list-style-type: none"> Evaluate advantages and disadvantages of global 	<p>B. Geography, People, and the Environment</p>	<p>Students will participate in thematic mapping exercises.</p>	

<p>establishment of political and economic control over large regions of the world that had a lasting impact.</p> <p>4. The Age of Exploration set the stage for modern day Europe.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why were Europeans interested in new lands and markets, and how were they able to travel beyond their borders? 2. How has the contact from different cultures impact the diffusion of belief systems, art, science, technology, language, and forms of government? 3. How have geopolitical concerns shaped events in the past as well as events today? 	<p>trade.</p> <ol style="list-style-type: none"> 2. Explain reasons why people, products, and ideas move from place to place and the effects of that movement on geographic patterns. 3. Explain how the environment influences the way people live in different places and the consequences of modifying the environment. 4. Evaluate the impact of Bartolomeu Dias, Vasco da Gama, Christopher Columbus, and Magellan’s voyages. 5. Identify important European explorers of the New World and evaluate their impact/contributions. 6. Analyze information from a variety of geographical resources 7. Analyze, evaluate, and locate information to prepare a short constructed response 8. Demonstrate proficiency in proper research skills for a specific project (thesis, note cards, outline, bibliography, citations, etc.) 9. Provide peer feedback 	<ul style="list-style-type: none"> • 6.1.8.B.1.b • 6.2.8.B.4.a • 6.2.8.B.4.b <p>Language Arts Literacy</p> <ul style="list-style-type: none"> • LSS 6-8. 8 • W 8. 1, 6, 7, 8, 9 • SL 8.1, 2, 3, 4, 5 <p>Technology</p> <ul style="list-style-type: none"> • 8.1.8. A. 3 • 8.1.8. D. 1 • 8.1.8. E.1 <p>21st Century Life and Careers</p> <ul style="list-style-type: none"> • 9.1.8.A.1 • 9.1.8.B.1,2 • 9.1.8.F.1 • 9.3.8.B.6 	<p>Possible topics to include:</p> <ul style="list-style-type: none"> • Europeans Explore and Settle in the Americas • Three Worlds Meet <p>Students will prepare short constructed responses to various questions related to the issues surrounding the geography, people, and environment of the Age of Exploration</p> <p>Students will prepare a research project (paper, presentation, multi media) on a topic related to</p> <ul style="list-style-type: none"> • As a news reporter for Time Traveler Magazine, students will be given the assignment to travel back in time to research and report on the life of an explorer. Must write a biographical sketch informing your readers about what was so important about your explorer's life and why they should be interested in learning about him and his discoveries. • Conduct an interview or perform a skit reenacting a significant event in the explorer’s life 	
	<ol style="list-style-type: none"> 1. Explain how Portugal’s eastward explorations led to the development of a 	<p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> • 6.1.8.C.1.a 	<p>Students will create a Want Ad for Ship Captain or Crew Member:</p>	

	<p>trading empire.</p> <ol style="list-style-type: none"> 2. Evaluate the effects of European exploration and colonization on the Americas and Africa. 3. Analyze the long-term causes and effects of the Age of Exploration. 4. Assess the importance and impact of technological innovations. 5. Demonstrate proficiency in proper research skills for a specific project (thesis, note cards, outline, bibliography, citations, etc.) 6. Design and construct a multimedia presentation 7. Provide peer feedback 	<ul style="list-style-type: none"> • 6.2.8.C.4.b • 6.2.8.C.4.d <p><u>Language Arts Literacy</u></p> <ul style="list-style-type: none"> • LSS 6-8. 8 • W 8. 1, 6, 7, 8, 9 • SL 8.1, 2, 3, 4, 5 <p><u>Technology</u></p> <ul style="list-style-type: none"> • 8.1.8. A. 3, • 8.1.8. D. 1 • 8.1.8. E.1 <p><u>21st Century Life and Careers</u></p> <ul style="list-style-type: none"> • 9.1.8.A.1 • 9.1.8.B.1,2 • 9.1.8.C.1,3 • 9.1.8.D.5 • 9.1.8.F.1 • 9.3.8.B.6 	<ul style="list-style-type: none"> • Students will be asked to consider the personal characteristics, qualities, and skills needed for a ship captain or crew member. • Include the technology that was available, as well as what conditions would have been like on a ship, and what they would be required and expected to do on the voyage. • They will also need to consider the purpose of their voyage, and the benefits for joining such a voyage. <p>Students will create multi media presentations (ex. PowerPoint or Moviemaker) describing technological innovations during the Age of Exploration</p> <p>Students will create a Podcast describing the technology that supported voyages of exploration</p>	
	<ol style="list-style-type: none"> 1. Explain the system of Triangular Trade, and describe life aboard a slave ship. 2. Verify the factors that helped spur European exploration. 3. Examine the characteristics of Aztec, Inca, Mayan, and other Native American societies on the eve of European 	<p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.8.D.1.b • 6.2.8.D.4.a • 6.2.8.D.4.b • 6.2.8.D.4.c • 6.2.8.D.4.j <p><u>Language Arts Literacy</u></p> <ul style="list-style-type: none"> • LSS 6-8. 8 	<p>Students will participate in a Socratic Circle Discussion. Possible topics to include:</p> <ul style="list-style-type: none"> • Analyze the impact of present choices on future consequences • Assess the system of the Triangular Trade • Discuss factors that helped spur European exploration <p>Students will create and</p>	

	<p>conquest.</p> <ol style="list-style-type: none"> 4. Describe the “Columbian Exchange” and explain its impact on Europe, Africa, Asia and the Americas 5. Distinguish the differences and similarities of the French, English, and Dutch colonial activities in North America. 6. Initiate and sustain a dialogue in a Socratic Circle on a specific topic 7. Analyze, evaluate, and locate information to prepare a short constructed response 8. Prepare, practice, and present a skit with a small group to demonstrate or reenact issues of historical significance 9. Provide peer feedback 	<ul style="list-style-type: none"> • W 8. 1, 6, 7, 8, 9 • SL 8.1, 2, 3, 4, 5 <p><u>21st Century Life and Careers</u></p> <ul style="list-style-type: none"> • 9.1.8.A.1,4 • 9.1.8.B.1,2 • 9.1.8.F.1 • 9.3.8.B.6 	<p>participate in classroom skits depicting early contact between Europeans and Native Americans.</p> <p>Students will prepare short constructed responses to various questions related to the history, culture and various perspectives on the Age of Exploration</p>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--