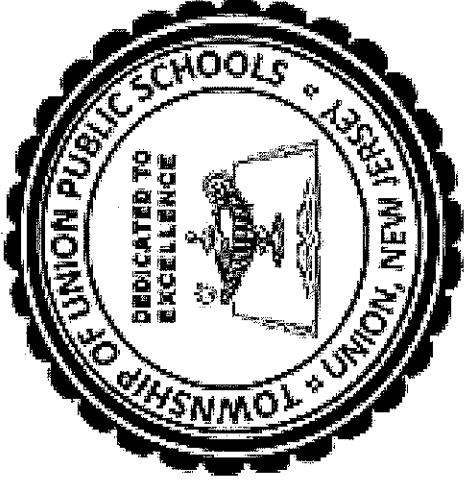TOWNSHIP OF UNION PUBLIC SCHOOLS

HONORS GRADE 7 SOCIAL STUDIES

August 2018

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

➢ Develop reading, writing, speaking, listening, and mathematical skills.

➢ Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.

➢ Acquire and use the skills and habits involved in critical and constructive thinking.

➢ Develop a code of behavior based on moral and ethical principles.

➢ Work with others cooperatively.

➢ Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.

➢ Acquire a knowledge and understanding of the physical and biological sciences.

➢ Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.

➢ Appreciate and understand literature, art, music, and other cultural activities.

➢ Develop an understanding of the historical and cultural heritage.

➢ Develop a concern for the proper use and/or preservation of natural resources.

➢ Develop basic skills in sports and other forms of recreation.

Course Description

This course of study investigates human history from its earliest stages in prehistory to the Age of exploration. The geography, history, culture, and lasting achievements of areas of the world are studied. We begin with early river civilizations, followed by the classical cultures of Greece, Rome, China, India, and Africa. The year ends with the study of the societies of Europe, Africa, and the Middle East.

As human nature is not static, these cultures will be continually analyzed alongside each other to determine similarities, differences, causes, and effects. The honors course also places a large emphasis on economics and technological advancements as the driving force in what propels humanity forward.

Recommended Resources

- *Discovering Our Past A History of The World (Glencoe)*

- Database → EBSCOHost

- Database → http://online.infobaselearning.com

- http://www.njamistadcurriculum.net/history/units

- TIME 100 Photos

- Digital History

- Reading Like A Historian | Stanford History Education Group

- DocsTeach

- Teaching Hard History | Teaching Tolerance

- CommonLit | Free Fiction & Nonfiction Literacy Resources, Curriculum, & Assessment Materials for Middle & High School English Language Arts

New Jersey Student Learning Standards for Social Studies

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?

- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world

Curriculum Units

Unit 1:   The Beginnings of Human Society: Paleolithic and Neolithic Ages

Unit 2:   Early Civilizations: Ancient Mesopotamia/Fertile Crescent

Unit 3:   Early Civilizations: Ancient Egypt

Unit 4:   Early Civilizations: Ancient India and China

Unit 5:   Classical Civilizations: Ancient Greece

Unit 6:   Classical Civilizations: Ancient Rome

Unit 7:   African Kingdoms

Unit 8:   Middle Ages and Feudalism

Unit 9:   Renaissance, Reformation, Exploration

Pacing Guide- Course

Unit 1: September

Unit 2: October

Unit 3: November

Unit 4: December

Unit 5: December-January

Unit 6: February-March

Unit 7: March-April

Unit 8: April

Unit 9: May-June

Unit 1: Prehistoric People

In Unit 1, students are introduced to the concepts of prehistory and agriculture in order to track the origins of human progress. The Agricultural Revolution and the causal relationship on the beginning of early settlements will be examined. Students analyze the foundations of human behavior, the essential role of polytheistic and monotheistic religion, and human-environmental interaction.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What is prehistory?	6.2.8.D.1.b	Foldable on themes, types and tools of geography	Unit quizzes
What is history?		Perfect 10 activity	Chapter tests
What is the difference between the Paleolithic Age and the Neolithic Age?	6.2.8.D.1.a	Cause and effect chart	Research projects
What were the achievements of the Paleolithic Age?	6.2.8.C.1.b	Reading maps	Expository writing
What were the achievements of the Neolithic Age?	6.2.8.C.1.b	Graphic Organizers	DBQ'S
What are the advancements in technology through the Paleolithic and Neolithic Ages?		Outlines	Analysis of primary sources
How does the agricultural revolution (including the impact of food surplus from farming) relate to population	6.2.8.D.1.a	Case study that synthesize geography and archeology	
		Line graphs: Track population growth with	

| growth and the subsequent development of civilizations? | 6.2.8.C.1.a | farming advancements |
| How do the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas impact their lives and the shaping of society? | 6.2.8.B.1.a | Migration pattern map |

Unit 1: Prehistoric People Key Vocabulary Terms

Primary source Secondary source History Bias Civilization Artifacts Technology Anthropology Geography Culture Map skills Physical Geography Political Geography Government	Projection Maps Prehistory Paleolithic Nomad Specialization Excavate	Technology Neolithic Monarchy Archaeology	Domesticate Agriculture Artifacts Hunter-Gatherer	Anthropology Civilization Bias History

Unit 2: The Fertile Crescent

In Unit 2, Students are introduced to the history of the Fertile Crescent and the early settlements of Mesopotamia. Students analyze early examples of empire building, systems of slavery, monotheistic and polytheistic religions, and the complex human-environmental relationships inherent in a emerging civilization.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What are the characteristics of a civilization?	6.2.8.B.2.a	Foldable on themes, types and tools of geography	Unit quizzes
How did Mesopotamians overcome the challenges of their environment?	6.2.8.B.2.a	Outlines Perfect 10 activity	Chapter tests Research projects Expository Writing
How did the code of Hammurabi affect society?	6.2.8.A.2.b	Court cases based on Hammurabi's Code of Laws	
What are the origins and beliefs of the Ancient Hebrews?	6.2.8.D.2.a	Reading maps	
How did the environment affect where people settled?	6.2.8.B.2.a	Graphs	
Where is the Fertile Crescent?	6.2.8.B.2.a	Quiz books	

Question	Standard	Activity
How far was Abraham's route from Sumer to Canaan, then to Egypt?	6.2.8.B.2.a	Compare and Contrast Mesopotamian and Hebrew law codes
What were the Achievements of the Mesopotamians?	6.2.8.D.2.a	Cause and effect chart
How did the religion of the Hebrews differ from most Mesopotamians?		
How does slavery affect the economic and social structure?	6.2.8.A.2.c	Comparative analysis of ancient and modern maps
How do the Ancient River Valley civilizations compare to their modern counterparts?	6.2.8.B.2.b	Primary Source: Analyze *The Standard of Ur* and various Mesopotamian artifacts
How do technological advancements lead to greater economic specialization, improved weaponry, trade, and the development of a class system in the ancient river valley civilizations?	6.2.8.C.2.a	Bartering Activity
		Simulation: communication through time without writing

How does writing transform all aspects of life?	6.2.8.D.2.b

Unit 2: Fertile Crescent Key Vocabulary Terms

silt irrigation city-state cuneiform ziggurat Fertile crescent artisan Military	social hierarchy empire caravan tribute province River valley Sumer Code of Law	Hammurabi Sargon I Assyrian Empire Ur/Uruk Babylon Gilgamesh Henry Rawlinson Behistun Inscription

Unit 3: Ancient Egypt

Following the civilizations of the Fertile Crescent, students then journey to Ancient Egypt and analyze the development of the civilization growing concurrently with those of Mesopotamia and the Israelites. Students analyze the role of religion and architecture throughout the timespan of this civilization.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did the geography of the Nile River Valley help the Ancient Egyptians to develop into a civilization?	6.2.8.B.2.a	Map comparison	Unit quizzes
How did the development of irrigation impact the economy of Ancient Egypt?	6.2.8.C.2.a	Case studies: Analysis of King Tut's death T-chart	Chapter tests Research projects
What were the important contributions of the Ancient Egyptians?	6.2.8.D.2.d	Fact book	Expository writing
What were the religious beliefs of the Ancient Egyptians, and how did it shape their customs?	6.2.8.D.2.a	Primary sources: Hieroglyphics, Palad of Creation myth Cross curricular with science: mummifying fruits	
How was the Social Pyramid organized in Ancient	6.2.8.C.2.a	Class system simulation Primary sources:	

Egyptian society?		
Which developments in trade, technology and military helped the Ancient Egyptians to develop into an empire?	6.2.8.C.2.a	Hieroglyphics, various paintings Scale models: Cross curricular with Math
What are the similarities and differences between the Ancient Egyptians and Mesopotamians?	6.2.8.B.2.b	Venn diagram: Compare & contrast the Ancient Egyptians and Mesopotamians
Which lands are included in the Nile River Valley?	6.2.8.B.2.b	
Which lands were added throughout the growth of the Ancient Egyptian Empire?	6.2.8.B.2.b	Comparative map analysis

Unit 3: Ancient Egypt Key Vocabulary Terms

River valley silt Polytheism irrigation cataract Nubian textiles	theocracy bureaucrat pharaoh embalming pyramid Kush	shadoof delta papyrus hieroglyphics dynasty

Unit 4: Ancient India and China

Following the civilization of Ancient Egypt and Nubia, students analyze the development of the civilizations in the far east. Students analyze the role of religion and architecture of these civilizations, including the roles of philosophers and important religious figures, and their impact on society today.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (*CP/s*)	Activities	Assessments
How did the geography of South Asia contribute to the development of a society in Ancient India?	6.2.8.B.2.a	Foldable on themes, types and tools of geography	Unit quizzes
		Perfect 10 activity	Chapter tests

Question	Standard	Activity	Assessment
What role did farming, trade, and surplus play in the development of the Indus civilization?	6.2.8.C.2.a	Cause and effect chart Primary source: Harappan seals	Research projects Expository Writing
What developments in technology were invented by the Ancient Indus people?	6.2.8.D.2.d	Reading maps Graphs	Journal entry: "Day in the life of..."
What impact did the migration of the Aryans have on the development of Hinduism?	6.2.8.D.3.e	Role play Trace Aryan migration and analyze impact on ancient civilizations	RAFT writing for Caste system in India
Where is the Indus River Valley, and what are its surrounding physical and political features?	6.2.8.B.2.a	Comparative map analysis	
How do the technological advances of the Ancient Indus compare with those of Ancient Egypt and Mesopotamia?	6.2.8.B.2.b	Supply and demand activity Surplus bartering activity	
How does the written language impact these ancient river valley civilizations?	6.2.8.D.2.b	Primary source: Code of law	

Why did the first Indus civilization collapse?	6.2.8.D.2.c	
Why was the caste system important in Indian Society?	6.2.8.C.2.a	
Explain how dynasties rule in Ancient China.	6.2.8.D.3.b	
Explain how the religious beliefs reflect the values and beliefs of the people of Ancient China.	6.2.8.D.2.a	Compare and contrast Hindu/Buddhism

Create code of laws based on religious beliefs of Hinduism |
| Describe the roles of citizens and family in Ancient China's society. | 6.2.8.A.3.b | |

Unit 4: India and China Key Vocabulary Terms

Primary source	Technology	Mohenjo-Daro
Secondary source	Social Hierarchy	Harappa
History	Monotheism	raja
Anthropology	surplus	sanskrit
Geography	city-state	Brahman
Prehistory	Culture	Hinduism
Map skills	artisan	caste
Physical Geography	social hierarchy	reincarnation
Political Geography	empire	dharma
Government	tribute	karma
Nomad	artifacts	Shang dynasty
Civilization	bias	Zhou

Buddhism	
nirvana	
aristocrat	
ancestor	
bureaucracy	
hereditary	
oracle bones	
Confucianism	
pictograph	
ideograph	
Yu	

Unit 5: Ancient Greece

Following the completion of early river civilizations, students begin to analyze early early Classical civilizations in Greece. In Unit 5, students are introduced to complex issues pertaining to early forms of government, including an oligarchy and democracy. The use of slave labor and the evolving definition of citizenship are examined.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Analyze the social structure by comparing the rights and responsibilities of freemen, women and slaves in	6.2.8.A.3.b	Double entry journal	Unit quizzes
		Perfect 10 activity	Chapter tests

Ancient Greece.		Cause and effect chart	Research projects
Analyze the effects that Athenian Democracy had on the government of the United States.	6.2.8.A.3.c	Illustrate vocabulary	Expository Writing
Compare and Contrast the Ancient Greek city States' structure and responsibility of their people, including Athens and Sparta.	6.2.8.A.3.d	Venn diagram: compare and contrast social hierarchies in classical Greece and India	Epics
Explain how the Geography of Ancient Greece led to the control of major Mediterranean Sea routes.	6.2..8.C.3.a	Case studies: on Spartan ideals of a Utopia	
		Graphs	
How did the technological advancements of the Ancient Greeks affect them and future civilizations?	6.2.8.C.3.c	Identify central issue diagram	
Describe the Golden Age of Ancient Greece. Trace the events that lead to this period.	6.2.8.D.3.d	T-chart	
		Information booklet	
How did the mythological beliefs of the Ancient Greeks affect their daily lives?	6.2.8.D.3.f	Primary sources: The Iliad and The Odyssey to determine Greek culture	

Determine how geography and availability of natural resources influence the development of the political, economic, and cultural systems of each of the classical civilizations and provided modes for expansion.	6.2.8.B.3.a 6.2.8.D.3.a	Informative paragraph on the effects of trading with other city-states by unifying currency
Explain how geography and the availability of natural resources led to both the development of Greek city-states and their demise.	6.2.8.B.3.b	

Unit 5: Ancient Greece Key Vocabulary

Polis	Oligarchy	Persia
City-State	Democracy	Persian War
Colony	Helots	Xerxes
Agora	Slavery	Pericles
Phalanx	Athens	Direct Democracy
Community	Sparta	Representative Democracy
Citizenship	Ephors	Philosophers
Politics	Assembly	Delian League
Tyranny	Cleisthenes	United Nations
Antigone	Olympics	Peloponnesian War

Unit 6: Ancient Rome

Following the completion of early Classical civilizations in Rome. In Unit 6, students are introduced to complex issues in government, including economic policies, the use of slave labor, class struggles, the importance of civic duty, and the establishment of foreign policy/military involvement. The legacies of ancient Rome are evaluated and compared to society today

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
How did geography influence the development of Roman civilization?	6.2.8.B.3.a	Mock Newspaper	Unit quizzes

Essential Question	Standard	Activities	Assessments
How did Rome unify and control their empire?	6.2.8.A.3.a	Case studies: "You are the ruler" These are the components of your civilization (geography, people, etc.) Create laws for them.	Chapter tests
How did the foundational concepts of Roman government influence the development of The Constitution of The United States?	6.2.A.3.c	Venn diagram: Roman republic vs. U.S. republic	Research projects
How was Rome similar and different to other classical civilizations?	6.3.D.3.d	Identify central issue diagram: Rights of the accused- Rome vs. U.S. Graphs	Essay: Legacy of ancient Rome
What enabled Christianity to spread throughout The Roman Empire?	6.3.D.3.e	Reading maps Double journal entry: For reforms/Against reforms	
How did the Romans use technology to enhance agricultural/manufacturing output and commerce to expand military capabilities, to improve life in urban areas, and allow for a greater division in labor?	6.2.8.C.3.c	Case studies: "You are the ruler" Here are your civilization's problems and tools available. Find a solution	
How was the fall of Rome similar to the fall of other civilizations?	6.3.D.3.c	Primary sources: Pictures of Roman technology (aqueducts)	

Cause and effect chart:
Fall of the Roman Empire

Unit 6: Ancient Rome Key Vocabulary

Romulus and Remus	Legion	Christianity
Mythology	patrician	triumvirate
Republic	plebeian	Pax Romana
Empire	consul	Gladiator
Punic Wars	veto	Reform
Hannibal	praetor	Saint Patrick
Carthage	tribune	Octavian Augustus
Phoenicians	dictator	Julius Caesar
latifundia	civic duty	Emperor Constantine
	Byzantine Empire	Germanic Tribes

Unit 7: Great African Kingdoms

Following the unit on Ancient Rome, students are introduced to West African Empires. Students will analyze the pro's and con's of a centralized government as well as the importance of strong leadership. In Unit 7, students are introduced to the salt and gold trade and how it contributed to the wealth and power of Mali, Ghana and Songhai. The influence of Islam throughout North Africa and The Arabian peninsula and its lasting legacies will be evaluated.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

Essential Questions / Standards	Strategies / Activities	Assessments
How did the geographic features of Africa affect the development of early African Kingdoms? 6.2.8.B.4.a	Reading maps: Analyze the 3 geographical zones of Africa Graphs Analyze 3 geographical zones of Africa and their ability to trade	Unit quizzes Chapter tests Research projects Expository writing
How and why did Islam spread in Africa and what impact does Islam continue to have on African society? 6.2.8.D.4.i 6.2.8.B.4.d	Cause and effect chart: Causes of the spread of Islam Identify central issue diagram: Causes of the spread of Islam	
What caused trade to flourish in West Africa during the 500's-1600's and how did this impact the other parts of the world? 6.2.8.B.4.b 6.2.8.B.4.c	Venn diagram: Ghana and Mali Case studies: "You are the archeologist" What can you tell about this civilization	

based on its
artifacts?

Arab	Sunni	Matrilineal
Arabian peninsula	Shia	Oral histories
Persian Gulf	Five Pillars of Islam	Salt mines
Oasis	Prophets	African slave trade
Caravan	Ghana	Mansa Musa
Makkah	Mali	Sundieta Keita
Muhammad	Songhai	Zimbabwe
Muslim	Extended families	Swahilli city-states
Quran	Timbuktu	

Unit 8: The Middle Ages

Following the unit on Ancient Africa, students are reintroduced to turmoil in Europe after the fall of Rome. Students will analyze the pro's and con's of a centralized government as well as the importance of strong leadership. In Unit 8, students are introduced to the system of feudalism and the creation of a new "merchant" or middle class. The causes and effects of The Crusades are analyzed as students gain a greater understanding of how conflicts hundreds of years ago still impact our world today.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did religion unify and divide society during The Middle Ages?	6.2.8.A.4.a	Simulation of life on a manor	Unit quizzes
		Double entry journal/RAFT: choose role of someone on a manor	Chapter tests
How was feudalism an effective system of government in Europe and Japan?	6.2.8.A.4.b	Venn diagram: European and Japanese feudalism/Freemen vs. serfs	Research projects
How did medieval English law practices, such as the Magna Carta, affect modern democratic governments?	6.2.8.A.4.c	Identify central issue diagram: roles of medieval society	Expository writing
What were the causes and effects of The Crusades?	6.2.8.D.4.d	Primary sources: Magna Carta vs. Bill of Rights	
		Cause and effect chart	

Essential Question	Standard	Activity
How did the plague impact Europe economically, socially, and politically?	6.2.8.D.4.e	Primary sources: Analyze *Ring around the rosey* nursery rhyme and write a nursery rhyme for a current event in our time
What relationships exist between agricultural production, population growth, urbanization, and commercialization?	6.2.8.C.4.a	Primary sources: Froissart's Chronicles, Medieval paintings Guilds and fairs simulation activity
How do new business practices and banking systems impact global trade and the development of a merchant class?	6.2.8.C.4.c	Information booklet: steps to joining a guild/Your medieval guide to how business is done
What cultural contributions and technological innovations of the medieval time period endure as legacies today?	6.2.8.D.4.j	

Unit 8: Middle Ages Key Vocabulary

Middle Ages	Three field system
Feudalism	Crusades
Vikings	Seljuk Turks
Fief	Commerce
Charlemagne	Guild
Battle of Tours	Magna Carta
Charles Martel	Apprentice
Pope	Black Death
Lord	Keep
Knight	
Vassal	
Serf	
Bishop	
Manor	
Monastery	
Monk	
Code of Chivalry	

Unit 9: The Renaissance, Reformation, and the Age of Exploration

Following the unit on The Middle Ages, students will evaluate the effects of The Crusades and the breakdown of feudalism. The value of taking a greater interest in learning will be evaluated. The causes and effects of The Renaissance, Reformation, Age of Exploration and colonization will be analyzed. The relevance of these major world events will be compared and contrasted to world events today.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did the Renaissance, Reformation and Age of	6.2.12.A.2.a	Double entry journal	Unit quizzes

Exploration alter political thought in Europe and what are the lasting impacts?		Perfect 10 activity	Chapter tests
What are the factors that led to The Renaissance?	6.2.12.D.2.a	Cause and effect chart	Research projects
Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.	6.2.12.B.2.b	Primary source: Da Vinci's notebook and Da Vinci's inventions	Expository writing: Da Vinci's influence on science, art, and medicine
		Map: track changes of Catholicism and Protestantism	Discourse: Christopher Columbus versus Marco Polo
		Graphs	
How did Italy's geographic location help it become the center of The Renaissance?	6.2.12.B.2.a	Identify central issue diagram	
		Venn diagram: Catholic vs. Protestant	
How did Asian, Islamic, and Greco-Roman culture lay the foundation for The Renaissance?	6.2.12.D.2.c	Case studies: "You are the ruler" You have this much money. What do you buy first based on goods available?	
What factors led to the Reformation and what was the impact on European politics?	6.2.12.D.2.b	Primary source: Martin Luther's theses. Paraphrasing skills. Summarize his speech.	
What impact did the printing press and other	6.2.12.D.2.e	Inference skills: Hypothesize	

technologies have on the dissemination of ideas? Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.	6.2.12.C.1.c	a world without Gutenberg's invention. Information booklet T-chart Primary source: Travels of Marco Polo, Henry the Navigator, Christopher Columbus and Amerigo Vespucci

Unit 9: Renaissance, Reformation and Age of Exploration Key Vocabulary

Renaissance Petrach Lorenzo de Medici Michelangelo Leonardo DaVinci Johann Guttenburg Printing Press	Reformation Martin Luther 95 Theses Church of England Elizabeth I William Shakespeare Spanish Armada Mercantilism	Prince Henry The Navigator Marco Polo Vasco DeGama Christopher Columbus Cape of Good Hope Astrolabe Compass Colonization

New Jersey Student Learning Standards
Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	5-8
Chronological Thinking	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
	Explain how major events are related to one another in time.
Spatial Thinking	Select and use various geographic representations to compare information about people, places, regions, and environment.
	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
Critical Thinking	Compare and contrast differing interpretations of current and historical events.
	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.

Presentational Skills	Analyze primary and secondary sources for reconstructing
	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation)