

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Humanities**

**July 21, 2020**

## **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.

## Course Description

Many social studies courses present chronological history by focusing on events from the socioeconomic and political arenas. While these areas are crucial, often overlooked are the products of creative human imagination that define the essence of a culture. A course in the Humanities is designed to fill this gap. In doing so, it provides students with a much more comprehensive view of civilization's values and psychological outlook.

This college level course expands the knowledge base provided by the World History course from freshman year. It also serves as a compliment to cultural studies courses. The curriculum will cover, in depth, the products of human imagination and creativity, by placing them in their cultural and historical context. These include philosophy, literature, music, architecture, and the visual arts.

Areas of study will include:

- Culture in Pre History/River Valley Civilizations
- Ancient Greece
- Ancient Rome
- Early Christianity/Byzantine Culture
- The Middle Ages
- The Renaissance and Reformation
- The Scientific Revolution/The Age of Reason
- 19<sup>th</sup> Century Revolutions
- The 20<sup>th</sup> Century

A variety of strategies and processing skills will be incorporated to communicate the content of the course. Primary source documents, individual and group analysis, as well as an extensive collection of art, music, and literature will supplement the core material. There will be opportunities for student-centered hands on work on artistic projects.

## Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Pre-History	9
Unit 2: Ancient Greece	18
Unit 3: Ancient Rome	13
Unit 4: Judeo-Christian/Byzantine	8
Unit 5: The Middle Ages	14
Unit 6: Renaissance/Enlightenment	18
Unit 7: Scientific Revolution/Age of Reason	19
Unit 8: 19 <sup>th</sup> Century Revolutions	29
Unit 9: 20 <sup>th</sup> Century	32

## Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices

		(when applicable)
Unit 1 Pre-History	6.2.8.D.1.c	Identify artifacts from Paleolithic religion and art.
	6.2.8.C.1.b	Explain the development of civilization in river valleys.
Unit 1 Pre-History	6.2.8.D.1.a	Recognize/describe the characteristics of Mesopotamian art and architecture.
	6.2.8.A.2.a	Recognize/describe the characteristics of Mesopotamian art and architecture.
	6.2.8.D.2.b	Examine the development of philosophical and religious thought in early civilizations.
	6.2.8.D.2.c	Recognize/describe the conventions Egyptian art and architecture.
	6.2.8.D.2.a	Recognize/describe the conventions Egyptian art and architecture.
Unit 1 Pre-History	6.2.8.D.2.d	Identify the differences between Minoan and Mycenaean cultural values and gender roles.
	6.2.8.A.3.b	Identify the differences between Minoan and Mycenaean cultural values and gender roles.
Suggested Resources <i>Provide links to specific resources/activities</i>	Textbook: Humanities of the Western World. <a href="http://teachinghistory.org/">http://teachinghistory.org/</a> <a href="https://www.readworks.org/">https://www.readworks.org/</a> <a href="http://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/">http://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/</a> <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a> <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a> <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a> <a href="https://www.moma.org/momalearning/artsafar/index.html">https://www.moma.org/momalearning/artsafar/index.html</a> <a href="http://www.niamistadcurriculum.net/history/unit/ancient-africa">http://www.niamistadcurriculum.net/history/unit/ancient-africa</a> <a href="http://besthistorysites.net/prehistory/">http://besthistorysites.net/prehistory/</a>	
	Unit 2 Ancient Greece	6.2.8.B.3.b
		<ul style="list-style-type: none"> <li>Annotations and close reading activities</li> <li>Classroom Discussions, Socratic seminars, and Debates</li> <li>Analysis of graphic organizers and notes</li> <li>Annotated Timelines</li> <li>Teacher and student led PowerPoint Presentations</li> <li>Class Trips to applicable historical sites/monuments</li> <li>Definitions of key terms and concepts</li> <li>Individual/Group Presentations</li> <li>Document Based Question analysis and essays</li> <li>Written responses to queries</li> <li>Summary and Analysis of Videos/Documentaries/Films</li> <li>Summary and analysis of guest speakers</li> </ul>

	<p>6.2.8.D.3.c</p> <p>6.2.8.D.3.e</p> <p>6.2.8.A.3.c</p>	<p>Identify the major principles of Greek humanism.</p> <p>Outline the major periods and styles of Greek art.</p> <p>Describe the elements of Greek theater.</p> <p>Analyze the major ideas of Greek philosophers.</p> <p>Identify the features of Greek architecture.</p> <p>Recognize Greek styles of sculpture by their respective era.</p> <p>Distinguish between the black figure and red figure styles of pottery.</p>	
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>		<p>Textbook: Humanities of the Western World.  <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a>  <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a>  <a href="https://www.moma.org/momalearning/artsafari/index.html">https://www.moma.org/momalearning/artsafari/index.html</a>  <a href="http://besthistorysites.net/">http://besthistorysites.net/</a>  <a href="https://www.pbs.org/empires/thegreeks/educational/index_html.html">https://www.pbs.org/empires/thegreeks/educational/index_html.html</a></p>	
<p>Unit 3 Ancient Rome</p>		<p>Examine the values of Roman chronology.</p>	

	<p>6.2.8.A.3.a 6.2.8.D.3.b 6.2.8.D.3.c 6.2.8.D.3.e</p>	<p>Analyze the role of cults and philosophical schools in a violent culture. Examine Roman written and verbal arts. Compare Roman urban planning and mass entertainment to modern America Investigate the use of sculpture as political propaganda Examine Roman skill in engineering and architecture. Identify the thematic elements of Roman painting.</p>	
<p><b>Suggested Resources</b> <i>Provide links to specific resources/activities.</i></p>		<p>Textbook: Humanities of the Western World. <a href="http://teachinghistory.org/">http://teachinghistory.org/</a> <a href="https://www.readworks.org/">https://www.readworks.org/</a> <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a> <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a> <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a> <a href="https://www.moma.org/momalearning/artsafari/index.html">https://www.moma.org/momalearning/artsafari/index.html</a> <a href="https://www.nationalgeographic.org/media/teaching-idea-ancient-rome/">https://www.nationalgeographic.org/media/teaching-idea-ancient-rome/</a></p>	
<p><b>Unit 4</b> Judeo-Christian/Byzantine</p>	<p>6.2.8.D.3.d 6.2.8.D.4.f</p>	<p>Trace the evolution of monotheism and analyze the similarities and differences between Judaism</p>	



		<p>and Christianity.</p> <p>Describe the characteristics of early Christian and Byzantine art and architecture</p>	
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p>Textbook: <u>Humanities of the Western World</u>.  <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a>  <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a>  <a href="https://www.khanacademy.org/humanities/world-history/medieval-times/byzantine-empire/a/the-rise-of-the-byzantine-empire">https://www.khanacademy.org/humanities/world-history/medieval-times/byzantine-empire/a/the-rise-of-the-byzantine-empire</a>  <a href="https://www.moma.org/momalearning/artsafari/index.html">https://www.moma.org/momalearning/artsafari/index.html</a></p>	<p>Establish the cultural foundations of the medieval mind.</p> <p>Examine the evolution of Christianity and the Catholic Church throughout the Middle Ages</p> <p>Compare the Islamic outlook with the Christian.</p> <p>Study the achievements of the Islamic world and</p>	
<p><b>Unit 5</b>  The Middle Ages</p>	<p>6.2.8.A.4.a  6.2.8.D.4.a  6.2.12.A.1.a  6.2.8.D.3.d  6.2.8.C.4.b  6.2.8.D.4.g  6.2.8.D.4.b  6.2.8.D.4.d  6.2.8.D.4.g</p>	<p>Establish the cultural foundations of the medieval mind.</p> <p>Examine the evolution of Christianity and the Catholic Church throughout the Middle Ages</p> <p>Compare the Islamic outlook with the Christian.</p> <p>Study the achievements of the Islamic world and</p>	



	6.2.12.D.2.a	<p>their impact on Medieval literature</p> <p>Investigate techniques and styles of Medieval architecture</p> <p>Analyze the harmonic structure of Medieval music</p> <p>Trace the transition of the visual arts from the Medieval toward a more modern style.</p> <p>Analyze the factors that contributed to the breakdown of the medieval psychology.</p>		
<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p>Textbook: <u>Humanities of the Western World</u>.  <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a>  <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a>  <a href="https://study.com/academy/topic/the-early-middle-ages-high-school-world-history-lesson-plans.html">https://study.com/academy/topic/the-early-middle-ages-high-school-world-history-lesson-plans.html</a>  <a href="https://www.moma.org/momalearning/artsafari/index.html">https://www.moma.org/momalearning/artsafari/index.html</a></p>			
<p><b>Unit 6</b> Renaissance/ Enlightenment</p>	<p>6.2.8.D.4.d</p> <p>6.2.12.D.2.a</p> <p>6.2.12.D.2.e</p> <p>6.2.12.D.2.c</p>	<p>Analyze the factors and trends that contributed to the onset of the Renaissance.</p> <p>Contrast the outlook of Italian Humanism with previous eras.</p> <p>Evaluate the Humanist outlook through notable</p>		

	6.2.12.D.2.d	<p>Renaissance writers.</p> <p>Analyze western harmonic theory.</p> <p>Apply the principles of Humanism to Italian architecture and structure.</p> <p>Examine the evolution of painting from 1450-1600.</p> <p>Compare and contrast the Catholic and Protestant approaches to reform.</p>	
<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p>Textbook: <u>Humanities of the Western World</u>.  <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a>  <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a>  <a href="https://sharemylesson.com/subject/renaissance">https://sharemylesson.com/subject/renaissance</a>  <a href="https://www.moma.org/momalearning/artsafari/index.html">https://www.moma.org/momalearning/artsafari/index.html</a></p>	<p>Trace the development of Modern European national identities.</p> <p>Assess new scientific ideas on a philosophical level.</p> <p>Examine Baroque architecture and sculpture in its socio-political setting.</p>	
<p>Unit 7 Scientific Revolution/Age of Reason</p>	<p>6.2.12.A.2.b 6.2.12.B.2.a 6.2.12.A.2.a 6.2.12.D.2.d</p>	<p>Trace the development of Modern European national identities.</p> <p>Assess new scientific ideas on a philosophical level.</p> <p>Examine Baroque architecture and sculpture in its socio-political setting.</p>	

	6.2.12.A.3.b	<p>Identify the major styles of Baroque painting.</p> <p>Establish the principles of Baroque musical theory.</p> <p>Examine the nature of the Enlightenment and its far reaching effects.</p> <p>Evaluate the Enlightenment's approach to human nature and morality</p> <p>Identify the artistic and technical elements of Neo-Classicism in the arts.</p> <p>Analyze the elements of Neo-Classical music.</p> <p>Investigate the contradictory nature of "genius".</p>	
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p>Textbook: <u>Humanities of the Western World</u>  <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a>  <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a>  <a href="https://www.allabouthistory.org/age-of-reason.htm">https://www.allabouthistory.org/age-of-reason.htm</a>  <a href="https://www.moma.org/momalearning/artsafari/index.html">https://www.moma.org/momalearning/artsafari/index.html</a></p>	<p>Assess and contrast the social upheavals of the French and Industrial Revolutions.</p> <p>Investigate the influence of politics on culture during the</p>	
<p>Unit 8  19<sup>th</sup> Century  Revolutions</p>	<p><b>6.2.12.A.3.a</b>   <b>6.2.12.A.3.c</b></p>		

<b>6.2.12.A.3.b</b>	19 <sup>th</sup> century.	Examine all areas of Romanticism as the major artistic force of the early 19 <sup>th</sup> century.	
<b>6.2.12.D.3.a</b>	19 <sup>th</sup> century.	Analyze the legacy of Ludwig von Beethoven as a musical icon.	
<b>6.2.12.C.3.c</b>	19 <sup>th</sup> century.	Compare and contrast social reform ideas in England and Germany.	
<b>6.2.12.D.3.b</b>	19 <sup>th</sup> century.	Compare and contrast new social philosophies in an evolving class structure.	
<b>6.2.12.C.3.d</b>	19 <sup>th</sup> century.	Discuss the controversy between science and faith.	
<b>6.2.12.A.3.e</b>	19 <sup>th</sup> century.	Evaluate the soundness of Marxist theory.	
<b>6.2.12.D.3.d</b>	19 <sup>th</sup> century.	Distinguish between Romantic and Realist art.	
	19 <sup>th</sup> century.	Trace the theoretical and national development of music throughout the 1800's.	
	19 <sup>th</sup> century.	Outline the development of national identities in the Industrial Age.	
	19 <sup>th</sup> century.	Connect 19 Century literature to the evolution of society.	
	19 <sup>th</sup> century.	Study the development of painting techniques as technology progresses.	
	19 <sup>th</sup> century.	Identify characteristics of 19 <sup>th</sup> century architecture and sculpture.	
	19 <sup>th</sup> century.	Point out examples of cultural diffusion caused by the phenomenon of imperialism.	
	19 <sup>th</sup> century.	Evaluate the evolving role of women in a more modern society during the 1800's.	



		<p>Assess the validity of Freud's theories/Evaluate Freud's ideas in their original concept.</p> <p>Examine the causes and results of the underlying social malaise and neurosis that grows as the end of the 19<sup>th</sup> century approaches.</p>	
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p>Textbook: Humanities of the Western World.  <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a>  <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a>  <a href="https://owlcation.com/humanities/Imperialism-Revolution-and-Industrialization-in-Nineteenth-Century-Europe">https://owlcation.com/humanities/Imperialism-Revolution-and-Industrialization-in-Nineteenth-Century-Europe</a>  <a href="https://www.moma.org/momalearning/artsafari/index.html">https://www.moma.org/momalearning/artsafari/index.html</a></p>	<p>Examine the validity of Freud's theories/Evaluate Freud's ideas in their original concept.</p> <p>Examine the causes and results of the underlying social malaise and neurosis that grows as the end of the 19<sup>th</sup> century approaches.</p>	
<p>Unit 9  20<sup>th</sup> Century</p>	<p>6.2.12.D.2.d  6.2.12.C.3.d  6.2.12.D.4.k.A  6.2.12.D.3.a  6.2.12.D.3.d  6.2.12.D.5.c</p>	<p>Establish a foundation for examining the 20<sup>th</sup> century mind.</p> <p>Examine the roots of 19<sup>th</sup> century existentialism.</p> <p>Evaluate the world outlook of early, religiously based existential thinkers.</p> <p>Examine the attributes of atheistic existentialism.</p> <p>Identify and analyze the major schools of early 20<sup>th</sup> century art.</p> <p>Connect advances in psychology to 20<sup>th</sup> century literature.</p> <p>Analyze the breakdown of tonality in music.</p>	

	<p>Distinguish between international and organic architecture.</p> <p>Examine the phenomenon of the blues.</p> <p>Examine how competitive artists influence each other.</p> <p>Establish the principles that define "art".</p> <p>Trace the evolution of Postwar architecture.</p> <p>Trace and analyze the evolution of Jazz.</p> <p>Examine photography as its own unique visual art form.</p> <p>Compare Asian systems of philosophy to Western existentialism.</p> <p>Examine cinema as its own unique visual art form.</p> <p>Trace the evolution of Rock &amp; Roll.</p>	
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p>Textbook: <u>Humanities of the Western World.</u>  <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a>  <a href="https://www.history.com/news/gay-culture-roaring-twenties-prohibition">https://www.history.com/news/gay-culture-roaring-twenties-prohibition</a>  <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a>  <a href="https://study.com/academy/lesson/jazz-age-lesson-plan.html">https://study.com/academy/lesson/jazz-age-lesson-plan.html</a>  <a href="https://www.moma.org/momalearning/artsafar/index.html">https://www.moma.org/momalearning/artsafar/index.html</a></p>	



# Curricular Units

## Unit 1: Pre-History

Unit 1: Pre-History			
Content Standards	Critical Knowledge & Skills <i>(“Unpacked” Standards)</i>	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to)</i>
<p>6.2.8.D.1.c</p> <p>Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records</p>	<p>Identify artifacts from Paleolithic religion and art.</p> <p>Explain the development of civilization in river valleys.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p> <p>Visual presentation of Paleolithic sculpture and cave painting.</p>
<p>6.2.8.C.1.b</p> <p>Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p>			
<p>6.2.8.D.1.a</p> <p>Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of</p>	<p>Recognize/describe the characteristics of Mesopotamian art and architecture.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p>

<p>time.</p> <p>6.2.8.D.1.b</p> <p>Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p> <p>6.2.8.A.2.a</p> <p>Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p>	<p>How were languages developed in early civilizations?</p>	<p>Annotated Timelines Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films</p>	<p>Discuss Differing Perspectives Answer DBQs Create Presentations and PowerPoints Class Debates Analyze Various Forms of Media</p>
<p>6.2.8.D.2.b</p> <p>Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p>6.2.8.D.2.c</p> <p>Analyze the factors that led to the rise and fall of various early river valley</p>	<p>Examine the development of philosophical and religious thought in early civilizations.</p> <p>Recognize/describe the</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations</p>	<p>Define Key Terms Analyze Primary Resources Discuss Differing Perspectives Answer DBQs Create Presentations and PowerPoints</p>

<p>civilizations and determine whether there was a common pattern of growth and decline.</p> <p>6.2.8.D.2.a</p> <p>Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>6.2.8.D.2.d</p> <p>Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	<p>conventions Egyptian art and architecture.</p> <p>Examine the various religions of the early river valley civilizations.</p>	<p>Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films</p>	<p>Class Debates</p> <p>Analyze Various Forms of Media</p> <p>Video – “500 Years of Female Portraits in Western Art”</p>
<p>6.2.8.A.3.b</p> <p>Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p>	<p>Identify the differences between Minoan and Mycenaean cultural values and gender roles.</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Document Based Question</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p>

		analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films	Demonstration of post and intel architectural process
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Unit 1 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/Google translate b. Students may be provided with note organizers / study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension /Challenge Questions c. Provide Assessments at a Higher Level of Thinking

Unit 1 Connections		
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices	
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	

worksheets to convey the results.  8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
<p align="center"><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills</i></p>	<p align="center"><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p align="center"><b>Stem: Architectural Projects</b></p> <p align="center">Art: Studies of different artists and eras in art history</p>

<b>Unit 2: Ancient Greece</b>			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>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 decline.</p> <p>6.2.8.D.3.c Evaluate the importance and</p>	<p>Examine the roots of Greek culture geographically.</p> <p>Identify the major principles of Greek humanism.</p> <p>Outline the major periods and styles of Greek art.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p>

<p>enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p>	<p>Describe the elements of Greek theater.</p>	<p>Written responses to queries Summary and Analysis of Videos/Documentaries/Films</p>	<p>Analyze Various Forms of Media Visual Presentation of Greek Temple Design, Order of Columns, the Acropolis &amp; Parthenon, Hellenism and the Seven Wonders</p>
<p>6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>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.</p>	<p>Analyze the major ideas of Greek philosophers. Identify the features of Greek architecture. Recognize Greek styles of sculpture by their respective era. Distinguish between the black figure and red figure styles of pottery.</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films</p>	<p>Define Key Terms Analyze Primary Resources Discuss Differing Perspectives Answer DBQs Create Presentations and PowerPoints Class Debates Analyze Various Forms of Media Cooperative groups construct, post, &amp; lintel temples out of building materials provided to them a test them out by placing increasing amounts of weight on them</p>



Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers/ study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> </ul>	<ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> <li>d. greatsocialstudies.com (Enrichment Activities)</li> </ul>

Unit 2 Connections	
NISLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/</i>

Refer to the 21st Century Life and Skills

assignments/ art  
Refer to the NJ Student Learning Standards

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.  
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.  
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Stem: Architectural Projects  
  
Art: Studies of different artists and eras in art history

### Unit 3: Ancient Rome

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples (The student will be able to:)
6.2.8.A.3.a  Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.  6.2.8.D.3.b  Determine common	Examine the values of Roman chronology.  Analyze the role of cults and philosophical schools in a violent culture.  Examine Roman written and verbal arts.	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films	Define Key Terms  Analyze Primary Resources Discuss Differing Perspectives Answer DBQs Create Presentations and PowerPoints Class Debates Analyze Various Forms of Media Foundational discussion on the

<p>factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p>	<p>Compare Roman urban planning and mass entertainment to modern America</p>		<p>"personality" of the Romans and how their culture is fundamentally different from the Greeks.</p>
<p>6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p>	<p>Investigate the use of sculpture as political propaganda  Examine Roman skill in engineering and architecture.</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films</p>	<p>Define Key Terms  Analyze Primary Resources Discuss Differing Perspectives Answer DBQs Create Presentations and PowerPoints Class Debates Analyze Various Forms of Media</p>
<p>6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p>	<p>Identify the thematic elements of Roman painting.</p>		<p>Roundtable discussion on the general Roman outlook, and how philosophy can help one live a good life in a decadent society.</p>

**Unit 3 Assessment Plan**

<p align="center"><b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p align="center"><b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Tests, Quizzes, Projects</p>

**Unit 3 Suggested Modifications/Accommodations/Extension Activities**

English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words &amp; Phrases</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>e. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p>	<p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>

**Unit 3 Connections**

NJSES - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p align="center"><b>21st Century Skills</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p align="center"><b>Interdisciplinary Connections</b> <i>When possible, provide links to specific ELA/ Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>

<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
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<p><b>Stem: Architectural Projects</b></p> <p>Art: Studies of different artists and eras in art history</p>
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## Unit 4: Judeo-Christian/Byzantine

Content Standards	Critical Knowledge & Skills (*Unpacked* Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/ assignments etc.</i>
<p>6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of</p>	<p>Trace the evolution of monotheism and analyze the similarities and differences between Judaism and Christianity.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p> <p>Roundtable discussion spanning the Ten Commandments, the Beatitudes, St. Paul, Boethius,</p>

<p>6.2.8.D.4.f Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p>	<p>of early Christian and Byzantine art and architecture</p>	<p>analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>and Augustine's Confessions.</p>
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Unit 4 Suggested Modifications/Accommodations/Extension Activities			
<p><b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>a. Read written instructions b. Students may be provided with note organizers /study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations</p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested.</p> <p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)</p>

Unit 4 Connections		Career Readiness Practices	
<p><b>NJSLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p>	<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p>



<p>aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>21st Century Life and Skills</u></i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards</i></p> <p>Stem: Architectural Projects</p> <p>Art: Studies of different artists and eras in art history</p>

<h2>Unit 5: The Middle Ages</h2>			
<p><b>Content Standards</b></p>	<p><b>Critical Knowledge &amp; Skills</b> (“Unpacked” Standards)</p>	<p><b>Content-Specific Practices</b> (when applicable)</p>	<p><b>Standard Mastery Examples</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<p>6.2.8.A.4.a</p>	<p>Establish the cultural</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic</p>	<p>Define Key Terms</p>

<p>Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p> <p><b>6.2.8.D.4.a</b> 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.</p>	<p>foundations of the medieval mind.</p> <p>Examine the evolution of Christianity and the Catholic Church throughout the Middle Ages</p>	<p>seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p>
<p><b>6.2.12.A.1.a</b> Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p>	<p>Compare the Islamic outlook with the Christian.</p>	<p>Annotations and close reading activities</p>	<p>Define Key Terms</p>
<p><b>6.2.8.D.3.d</b> Compare and</p>			

<p>contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.C.4.b 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.</p>	<p>Study the achievements of the Islamic world and their impact on Medieval literature</p> <p>Investigate techniques and styles of Medieval architecture</p> <p>Analyze the harmonic structure of Medieval music</p>	<p>Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p> <p>Visual presentation of the return of Greco-Roman ideals and techniques into the three-dimensional arts</p>
<p>6.2.8.D.4.b Analyze the causes and outcomes of the</p>	<p>What caused the decline of European feudalism?</p>		

<p>Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <p>6.2.8.D.4.d Determine which events led to the rise and eventual decline of European feudalism.</p>			
<p>6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p> <p>6.2.12.D.2.a Determine the factors that led to the Renaissance, the</p>	<p>Trace the transition of the visual arts from the Medieval toward a more modern style.</p> <p>Analyze the factors that contributed to the breakdown of the medieval psychology.</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p>

<p>significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.</p>	speakers	Analyze Various Forms of Media
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Unit 5 Assessment Plan		
<p><b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
<p><b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Read written instructions</li> <li>Students may be provided with note organizers/ study guides to reinforce key topics.</li> <li>Model and provide examples</li> <li>Extended time on assessments when needed.</li> <li>Establish a non-verbal cue to redirect student when not on task.</li> <li>Students may use a bilingual dictionary.</li> <li>Pair Visual Prompts with Verbal Presentations</li> <li>Highlight Key Words &amp; Phrases</li> </ol>	<p><b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>Extended time on assessments when needed.</li> <li>Preferred seating to be determined by student and teacher.</li> <li>Provide modified assessments when necessary.</li> <li>Student may complete assessments in alternate setting when requested.</li> </ol>	<p><b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Use of Higher Level Questioning Techniques</li> <li>Extension/Challenge Questions</li> <li>Provide Assessments at a Higher Level of Thinking</li> <li>greatsocialstudies.com (Enrichment Activities)</li> </ol>

Unit 5 Connections		Career Readiness Practices	
<p><b>NISLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career-Readiness Practices</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>

<p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;"><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Stem: Architectural Projects</b></p> <p><b>Music: Study of various forms of music</b></p> <p><b>Art: Studies of different artists and eras in art history</b></p>

<b>Unit 6: Renaissance/Enlightenment</b>			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.2.8.D.4.d Determine which events led to the rise</p>	<p>Analyze the factors and trends that contributed to the onset of</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates</p>	<p>Define Key Terms</p>



<p>and eventual decline of European feudalism.</p> <p>6.2.12.D.2.a</p> <p>Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.</p>	<p>the Renaissance.</p> <p>Contrast the outlook of Italian Humanism with previous eras.</p> <p>Evaluate the Humanist outlook through notable Renaissance writers.</p>	<p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p>
<p>6.2.12.D.2.e</p> <p>Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>6.2.12.D.2.c</p> <p>Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman</p>	<p>Analyze western harmonic theory.</p> <p>Apply the principles of Humanism to Italian architecture and structure.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p>

<p>culture, laid the foundation for the Renaissance.</p> <p>6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>	<p>Examine the evolution of painting from 1450-1600.</p> <p>Compare and contrast the Catholic and Protestant approaches to reform.</p>	<p>speakers</p>	<p>Analyze Various Forms of Media</p>
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Unit 6 Assessment Plan			
Formative Assessment			Summative Assessment
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>		<p>Tests, Quizzes, Projects</p>

Unit 6 Suggested Modifications/Accommodations/Extension Activities			
English Language Learners (ELL)	Special Education / 504	Gifted and Talented	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions b. Students may be provided with note organizers /study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words &amp; Phrases</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)</p>	

Unit 6 Connections

<p><b>NISLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p><b>Stem: Architectural Projects</b></p> <p><b>Music: Study of various forms of music</b></p> <p><b>Art: Studies of different artists and eras in art history</b></p>

<p><b>Unit 7: Scientific Revolution/Age of Reason</b></p>			
<p><b>Content Standards</b></p>	<p><b>Critical Knowledge &amp; Skills</b> (“Unpacked” Standards)</p>	<p><b>Content-Specific Practices</b> (when applicable)</p>	<p><b>Standard Mastery Examples</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>

<p><b>6.2.12.A.2.b</b> Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p><b>6.2.12.B.2.a</b> 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.</p>	<p>Trace the development of Modern European national identities.</p> <p>Assess new scientific ideas on a philosophical level.</p> <p>Examine Baroque architecture and sculpture in its socio-political setting.</p> <p>Identify the major styles of Baroque painting.</p> <p>Establish the principles of Baroque musical theory.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Analyze Various Forms of Media</p> <p>Class Debates</p> <p>Create Presentations and PowerPoints</p>
<p><b>6.2.12.A.2.a</b> Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim</p>	<p>Examine the nature of the Enlightenment and its far reaching effects.</p> <p>Evaluate the Enlightenment's approach to human nature and</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p>

<p>empires of the Middle East and North Africa.</p> <p>6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p>	<p>morality</p> <p>Identify the artistic and technical elements of Neo-Classicism in the arts.</p> <p>Analyze the elements of Neo-Classical music.</p> <p>Investigate the contradictory nature of "genius".</p>	<p>sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p> <p>Discussion concerning the concept of genius</p> <p>Audio presentation of selections from Mozart</p>
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Unit 7 Assessment Plan	
<p><b>Formative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Summative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Tests, Quizzes, Projects</p>

Unit 7 Suggested Modifications/ Accommodations/ Extension Activities		
<p><b>English Language Learners (ELL)</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Special Education / 504</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Gifted and Talented</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>

<ul style="list-style-type: none"> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers/ study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> <li>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul>	<ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> <li>E. Student may complete assessments in alternate setting when requested.</li> <li>f. Establish a non-verbal cue to redirect student when not on task.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> <li>d. greatsocialstudies.com (Enrichment Activities)</li> </ul>
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**Unit 7 Connections**

<p align="center"><b>NJSLS - Technology</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards</i></p>	<p align="center"><b>Career Readiness Practices</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</i></p>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p align="center"><b>21st Century Skills</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills</i></p>	<p align="center"><b>Interdisciplinary Connections</b></p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional</p>	<p align="center"><b>English: Writing DBOs, NJSLS style prompts</b></p>

careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Music: Study of various forms of music

Art: Studies of different artists and eras in art history

## Unit 8: 19<sup>th</sup> Century Revolutions

Content Standards	Critical Knowledge & Skills (*Unpacked* Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>(When possible, provide links to specific samples/ documents/ assignments/ etc.)</i>
<p>6.2.12.A.3.a            Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.</p>	<p>Assess and contrast the social upheavals of the French and Industrial Revolutions.</p> <p>Investigate the influence of politics on culture during the 19<sup>th</sup> century.</p> <p>Examine all areas of Romanticism as the major artistic force of the early 19<sup>th</sup> century.</p> <p>Analyze the legacy of Ludwig von Beethoven as a musical icon.</p> <p>Compare and contrast social reform</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of</p>

<p>6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p>	<p>Ideas in England and Germany.</p> <p>Compare and contrast new social philosophies in an evolving class structure.</p>		<p>Media</p> <p>Symphony #5 in Cm is used as a demonstration of the continuing use of sonata form</p> <p>Audio presentation of selected pieces from throughout Beethoven's career</p>
<p>6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p>6.2.12.C.3.c</p>	<p>Discuss the controversy between science and faith.</p> <p>Evaluate the soundness of Marxist theory.</p> <p>Distinguish between Romantic and Realist art.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p>



<p>Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p> <p><b>6.2.12.D.3.b</b> Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p>	<p>Trace the theoretical and national development of music throughout the 1800's.</p> <p>Outline the development of national identities in the Industrial Age.</p> <p>Connect 19 Century literature to the evolution of society.</p>	<p>Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Create Presentations and PowerPoints Class Debates Analyze Various Forms of Media</p>
<p><b>6.2.12.C.3.d</b> Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes. <b>6.2.12.A.3.e</b> Analyze the motives</p>	<p>Study the development of painting techniques as technology progresses.</p> <p>Identify characteristics of 19<sup>th</sup> century architecture and sculpture.</p> <p>Point out examples of cultural diffusion caused by the phenomenon of imperialism.</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Tips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays</p>	<p>Define Key Terms Analyze Primary Resources Discuss Differing Perspectives Answer DBQs Create Presentations and PowerPoints</p>

<p>for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p> <p><b>6.2.12.D.3.d</b></p> <p>Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p>	<p>Evaluate the evolving role of women in a more modern society during the 1800's.</p> <p>Assess the validity of Freud's theories/Evaluate Freud's ideas in their original concept.</p> <p>Examine the causes and results of the underlying social malaise and neurosis that grows as the end of the 19<sup>th</sup> century approaches.</p>	<p>Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Class Debates</p> <p>Analyze Various Forms of Media</p>
<p><b>Unit 8 Assessment Plan</b></p>			
<p><b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p><b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>	
<p><b>Unit 8 Suggested Modifications/ Accommodations/ Extension Activities</b></p>			
<p><b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	
<p>a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and</p>	<p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)</p>	

<p>d. Extended time on assessments when needed.  e. Establish a non-verbal cue to redirect student when not on task.  f. Students may use a bilingual dictionary.  g. Pair Visual Prompts with Verbal Presentations  h. Highlight Key Words &amp; Phrases</p>	<p>teacher.  d. Provide modified assessments when necessary.  E. Student may complete assessments in alternate setting when requested.  f. Establish a non-verbal cue to redirect student when not on task.</p>	
<b>Units 8 Connections</b>		
<p style="text-align: center;"><b>NISLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p style="text-align: center;"><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>	
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.  8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.</p>	
<p style="text-align: center;"><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>	
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.  9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p>	<p>English: Read/analyze various pieces of literature  Music: Study of various forms of music  Art: Studies of different artists and eras in art history</p>	

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

### Unit 9: 20<sup>th</sup> Century

Content Standards	Critical Knowledge & Skills ( <sup>U</sup> Unpacked <sup>S</sup> Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments, etc.</i>
6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.	Establish a foundation for examining the 20 <sup>th</sup> century mind.  Examine the roots of 19 <sup>th</sup> century existentialism.  Evaluate the world outlook of early, religiously based existential thinkers.	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Define Key Terms  Analyze Primary Resources  Discuss Differing Perspectives  Answer DBQs  Create Presentations and PowerPoints  Class Debates
6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.	Examine the attributes of atheistic existentialism.  Identify and analyze the major schools of early 20 <sup>th</sup> century art.  Connect advances in psychology to 20 <sup>th</sup> century literature.		Analyze Various Forms of Media
6.2.12.D.4.K.A	Analyze the breakdown of	Annotations and close reading	

<p>Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.</p> <p>6.2.12.D.3.a          Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p>	<p>tonality in music.</p> <p>Distinguish between international and organic architecture.</p> <p>Examine the phenomenon of the blues.</p> <p>Examine how competitive artists influence each other.</p> <p>Establish the principles that define "art".</p> <p>Trace the evolution of Postwar architecture.</p>	<p>activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p>
<p>6.2.12.D.3.d          Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12.D.5.c</p>	<p>Trace and analyze the evolution of Jazz.</p> <p>Examine photography as its own unique visual art form.</p> <p>Compare Asian systems of philosophy to Western existentialism.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p>

Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.	Examine cinema as its own unique visual art form.  Trace the evolution of Rock & Roll.	Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Analyze Various Forms of Media
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Unit 9 Assessment Plan	
<b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 9 Suggested Modifications/Accommodations/Extension Activities			
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**Unit 9 Connections**

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