READINGTON PUBLIC SCHOOL DISTRICT

Seventh Grade Social Studies

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Approval Date: September 26, 2017

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I. PURPOSE AND OVERVIEW
The Readington Township School district social studies curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum leads students from an understanding of themselves and the world around them to the greater community of Readington and New Jersey. That knowledge is then built upon to assist students in gaining an understanding of American traditions, democratic values, and our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM IN SEVENTH GRADE
The purpose of social studies education is to provide students the opportunity to acquire the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. Seventh grade students will build on the knowledge from the previous grades' skills in social studies.

In seventh grade, students will study the political, social, economic, geographic and technological roots of Western Civilization by examining the time period from Ancient Greece through the Enlightenment.

III. GOALS
Linked to the 2014 New Jersey Student Learning Standards for Social Studies and the New Jersey Student Learning Standards for English Language Arts Companion Standards.

IV. ASSESSMENT
Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurements of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, debate, presentations, and analysis of primary sources, charts, and diagrams.

V. SCOPE AND SEQUENCE

Seventh Grade:

	Seventh Grade
Unit 1 3-4 weeks September	Geography & The Elements Of Culture
Unit 2 10 weeks October-Mid-December	Ancient Greece
Unit 3 8-9 Weeks Mid-December-February	The Roman Empire
Unit 4A 4 weeks March	Medieval Europe (The Middle Ages)

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Unit 4B 2 weeks March	The Rise & Spread Of Islam (The Middle Ages)
Unit 4C 2 weeks April-May	The Byzantine Empire (The Middle Ages)
Unit 5 2 weeks June	Renaissance, Global Encounters & Age of Exploration

VI.   SEVENTH GRADE UNITS OF STUDY

Seventh Grade Unit 1: Geography & The Elements of Culture
Desired Results
Established Goals: **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. **6.1.4.D.13:** Describe how culture is expressed through and influenced by the behavior of people. **6.1.4.D.18:** Explain how an individual's beliefs, values, and traditions may reflect more than one culture. **6.1.4.D.19:** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. **6.1.4.D.20:** Describe why it is important to understand the perspectives of other cultures in an interconnected world. **6.1.4.B.1:** Compare and contrast information that can be found on different types of maps and determine how the information may be useful. **6.2.8.B.3.a:** Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. **6.1.4.A.15:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. **RH.6-8.1.** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. **RH.6-8.3**. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). **RH.6-8.4**. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **RH.6-8.5.** Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.6-8.6**. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). **RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **RH.6-8.8.**Distinguish among fact, opinion, and reasoned judgment in a text. **RH.6-8.9.** Analyze the relationship between a primary and secondary source on the same topic. **RH.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content. A.Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B.Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C.Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D.Establish and maintain a formal/academic style, approach, and form. E.Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A.Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B.Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C.Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D.Use precise language and domain-specific vocabulary to inform about or explain the topic. E.Establish and maintain a formal/academic style, approach, and form. F.Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Understandings:
- Culture is expressed through and influenced by the behavior of people.
- An individual's beliefs, values, and traditions may reflect more than one culture.
- Experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- It is important to understand the perspectives of other cultures in an interconnected world.
- It is important to analyze and assess information displayed on maps in order to determine how the geography, resources, and population impacts the civilization.
- Geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for their expansion.
- It is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Essential Questions:
- How does culture express and influence the behavior of people?
- How does an individual's beliefs, values, and traditions reflect more than one culture?
- Why are experiences and events interpreted differently by people with different cultural or individual perspectives?
- Why is it important to understand the perspectives of other cultures in an interconnected world?
- How does an individual determine which pieces of information from a map may be useful?
- How did geography and the availability of natural resources influence the development of the political, economic, and cultural systems of each of the classical civilizations and provide motivation for their expansion?
- Why is it important for people from diverse cultures to collaborate in order to find solutions to community, state, national, and global challenges?
- What benefits and drawbacks could be found from an individual combining beliefs, values, and traditions from multiple cultures?
- How does one balance conflicting cultural expectations?
- How do past interactions of people, cultures, and the environment affect issues across time and cultures?

Students will know/learn…
- Each culture is understood through its political, social, economic, and belief systems.
- Geography and natural resources positively or negatively impact the development of a civilization's political, economic, and cultural systems.
- Major bodies of water, continents, and countries of Europe, Mediterranean region, and the world.
- Culture shock from experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- The importance of studying culture from a cultural relativist point of view rather than an ethnocentric perspective.
- How a civilization is an advanced culture.

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- Examples and explanations of culture shock, cultural relativism, and ethnocentrism.
- Definitions of culture and civilization.
- Definitions and examples of each element of culture (Art & literature, religion & beliefs, customs & traditions, social organization, language, government, economy, and education)
- The importance of text evidence in the presentation of an opinion

Students will be able to…
- Analyze primary and secondary sources and use evidence from the text to support an opinion or fact.
- Compare and contrast primary and secondary sources.
- Use text evidence from primary and secondary sources to support a fact or opinion.
- Use text evidence to determine bias and reliability of a source.
- Compare and contrast monotheism and polytheism.
- Explain how morals shape the culture of a society.
- Explain how language and agriculture benefited the development of civilizations.
- Compare and contrast pre-history and history.
- Label major bodies of water, continents, and countries of Europe, Mediterranean region, and the world on a map.
- Explain how geography and natural resources positively or negatively impact the development of a civilization's political, economic, and cultural systems by using a variety of maps, images, and texts.

Assessment Evidence

Performance Tasks:

- **Maps:** 6.1.4.D.13, 6.1.4.D.18, 6.1.4.D.19, 6.1.4.D.20, 6.1.4.B.1, 6.2.8.B.3.a, 6.1.4.A.15

- **Charts, Diagrams, and/or Models:** 6.1.4.D.13, 6.1.4.D.18, 6.1.4.D.19, 6.1.4.D.20, 6.1.4.B.1, 6.2.8.B.3.a, 6.1.4.A.15

- **Essays:** 6.1.4.D.13, 6.1.4.D.18, 6.1.4.D.19, 6.1.4.D.20, 6.1.4.B.1, 6.2.8.B.3.a, 6.1.4.A.15

Other Evidence:
Other Evidence:
Formative
- Completion of graphic organizers
- Note taking
- Teacher observations
- Whiteboard responses
- Classroom discussions
- Do Now activities
- Brainstorms
- Exit tickets
- Turn & Talk
- Quizzes

Summative
- Collaborative learning activities
- Writing samples
- Independent Study
- Unit Tests

Learning Plan

Learning Activities:
- Direction Instruction using PowerPoint or Prezi
- Note-taking and completion of graphic organizers.
- Student Centered instruction using learning stations
- Element of Culture Word Splashes
- Labeling World Map and a Map of Europe
- Analyze film clips, images, and texts to identify and explain examples of elements of culture
- Analyze film clips, images, and texts to identify and explain examples of culture shock, cultural relativism, and ethnocentrism
- Analyze political, physical, climatic, and resource maps to explain how geography and natural resources

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> positively or negatively impact the development of a civilization's political, economic, and cultural systems
> - Timeline creation to understand pre-history and history and the development of advanced cultures
> - Analyze primary and secondary sources to determine bias and reliability.
> - Using text evidence from a variety of primary and secondary sources to support an opinion
> - Chart interpretation
> - Art interpretation

Seventh Grade Unit 2: Ancient Greece
Desired Results

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

6.2.8.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.A.3.b: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.A.3.c: Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.A.3.d: Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.A.3.e: Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
6.2.8.B.3.a: Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.B.3.b: Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
6.2.8.C.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.C.3.b: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.D.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.c: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
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 expansion, and their responses to the current challenges of globalization.
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.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content. A.Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B.Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C.Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D.Establish and maintain a formal/academic style, approach, and form. E.Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A.Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B.Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C.Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D.Use precise language and domain-specific vocabulary to inform about or explain the topic. E.Establish and maintain a formal/academic style, approach, and form. F.Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Understandings:	Essential Questions:
● Ancient Greece developed and eventually expanded into an empire of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. ● Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. ● Ancient Greek city-states declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. ● Past interactions of people, cultures, and the environment affect issues across time and cultures.	● How did the different political systems such as monarchy, oligarchy, tyranny, and democracy helped rulers control and unify the Greek city-states.? ● How did the rights and responsibilities of free men, women, slaves, and foreigners impact the political, economic, and social structures of ancient Greece? ● How did the foundational concepts and principles of Athenian democracy influence the development of the United States Constitution? ● What were the similarities and differences of the political, economic, and social status of groups in ancient Greece to those of people today? How did individuals perceive the principles of liberty and

| | equality then and now?
● What were the similarities and differences between the American legal system and the legal systems of ancient Greece? How did this early system influence our current legal system?
● How did the geography and the availability of natural resources influence the development of the political, economic, and cultural systems of ancient Greece and provide motivation for expansion?
● How did the geography and the availability of natural resources lead to both the development of Greek city-states and to their decline?
● What was the impact of expanding land and sea trade routes in the Mediterranean World?
● How did ancient Greece use technology and innovation to enhance agricultural/ manufacturing output and commerce, expand military capabilities, improve life in urban areas, and allow for greater division of labor?
● What were the differences and similarities of social hierarchies in ancient Greece and how did social status impact power, wealth, and equality?
● What were the important and enduring achievements of ancient Greece over time?
● What were the tenets of various world religions that developed in or around this time period, their patterns of expansion, and their responses to the current challenges of globalization?
● How did religion, economic issues, and conflict shape the values and decisions of the ancient Greece?
● How does geography influence our lives?
● How do past interactions of people, cultures, and the environment affect issues across time and cultures?
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Students will know/learn…
● Different political systems such as monarchy, oligarchy, tyranny, and democracy were used by the rulers to help control and unify the Greek city-states and the Hellenistic Kingdoms.
● The rights and responsibilities of free men, women, slaves, and foreigners varied in the political, economic, and social structures of ancient Greece.
● The foundational concepts and principles of Athenian democracy influenced the development of the United States Constitution.
● The similarities and differences between the political, economic, and social status of groups in ancient Greece and those of people today and how individuals perceived the principles of liberty and equality then and now.
● The similarities and differences between the American legal system and the legal systems of ancient Greece, and how these early systems influenced our current legal system.
● The geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of ancient Greece and provided motivation for expansion.
● The geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of the Hellenistic Kingdoms and provided motivation for expansion.
● The geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
● The impact of expanding land and sea trade routes in the Mediterranean World.

- Ancient Greece used technology and innovation to enhance agricultural/manufacturing output and commerce to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- The differences and similarities of social hierarchies in ancient Greece impacted power, wealth, and equality.
- The importance and enduring legacy of the major achievements of ancient Greece over time.
- The tenets of various world religions that developed in or around this time period, their patterns of expansion, and their responses to the current challenges of globalization.
- Religion, economic issues, and conflict shaped the values and decisions of the ancient Greece.

Students will be able to…
- Compare and contrast the methods of rule used by the Greek city-states to control and unify the people of the city-state.
- Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of Ancient Greece.
- Determine the foundational concepts and principles of Athenian democracy that later influenced the development of the United States Constitution.
- Compare the political, economic, and social status of groups in ancient Greece to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
- Compare and contrast the American legal system with the legal systems of ancient Greece, and determine the extent to which these early systems influenced our current legal system.
- Analyze how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of the ancient Greek city-states and provided motivation for expansion.
- Explain how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of the Hellenistic Kingdoms and provided motivation for expansion.
- Infer how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
- Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- Assess how ancient Greece used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- Compare and contrast social hierarchies in ancient Greece as they relate to power, wealth, and equality.
- Evaluate the importance and enduring legacy of the major achievements of ancient Greece and the Hellenistic Kingdoms.
- Compare and contrast the tenets of the ancient Greek pantheon that developed in or around this time period, its patterns of expansion, and its response to the current challenges of globalization.
- Interpret the extent to which religion, economic issues, and conflict shaped the values and decisions of ancient Greece.
- Make informed decisions as socially and ethically responsible world citizens in the 21st century.

Assessment Evidence

Performance Tasks:	Other Evidence:

● **Charts, Diagrams, and/or Models:** 6.2.8.A.3.a, 6.2.8.A.3.b, 6.2.8.A.3.c, 6.2.8.A.3.d, 6.2.8.A.3.e, 6.2.8.B.3.a, 6.2.8.B.3.b, 6.2.8.C.3.a, 6.2.8.C.3.b, 6.2.8.D.3.a, 6.2.8.D.3.c, 6.2.8.D.3.d, 6.2.8.D.3.e
 	
● **Athens and Sparta Debate:** 6.2.8.A.3.a, 6.2.8.A.3.b, 6.2.8.A.3.c, 6.2.8.A.3.d, 6.2.8.A.3.e, 6.2.8.B.3.a, 6.2.8.B.3.b, 6.2.8.D.3.a, 6.2.8.D.3.c, 6.2.8.D.3.d, 6.2.8.D.3.e
 	
● **Alexander the Great Document Based Question**
	Formative
	   ● Completion of graphic organizers
	   ● Note taking
	   ● Teacher observations
	   ● Whiteboard responses
	   ● Classroom discussions
	   ● Do Now activities
	   ● Brainstorms
	   ● Exit tickets
	   ● Turn & Talk
	   ● Quizzes

Essay: 6.2.8.A.3.a, 6.2.8.C.3.a, 6.2.8.C.3.b, 6.2.8.D.3.a, 6.2.8.D.3.c, 6.2.8.D.3.d, 6.2.8.D.3.e ● **PowerPoint, Prezi, Video, and/or Audio:** 6.2.8.A.3.a, 6.2.8.A.3.b, 6.2.8.A.3.c, 6.2.8.A.3.d, 6.2.8.A.3.e, 6.2.8.B.3.a, 6.2.8.B.3.b, 6.2.8.C.3.a, 6.2.8.C.3.b, 6.2.8.D.3.a, 6.2.8.D.3.c, 6.2.8.D.3.d,6.2.8.D.3.e	**Summative** ● Collaborative learning activities ● Writing samples ● Independent Study ● Unit Tests ● Presentations ● Maps

Learning Plan

Learning Activities:
- Direct instruction using PowerPoint or Prezi
- Student Centered Instruction using learning stations
- Student simulations of historical events
- Reader's Theater
- Labeling a map of ancient Greece and surrounding areas in order to learn how the geographical advantages and disadvantages impacted the political, social, and economic systems of ancient Greece
- Video and song lyric analysis for the Persian Wars
- Quick response and short answer prompts
- Art (sculpture and architecture) and chart interpretation
- Analyze artwork and the Funeral Speech of Pericles to understand the development of the Golden Age in Athens and how the Athenian prosperity influenced surrounding city-states.
- Creation of timelines, flowcharts, and Venn diagrams
- Interpret primary and secondary sources and use text evidence to support an opinion and/or fact
- Analyze various Greek myths, epics (Iliad and Odyssey), and fables to investigate the morals, values, and belief systems of the ancient Greeks.
- Analyze various Greek myths and epics (Iliad and Odyssey) to investigate the culture of the Minoans and the Mycenaeans and determine how these early civilizations influenced the development of the ancient Greeks.
- History Alive! Government Activity to compare and contrast the political systems used by the ancient Greek city-states (Monarchy, oligarchy, tyranny, and direct democracy)
- Investigating how the development of western philosophy impacted the morals, values, and belief systems of ancient Greece by analyzing sources about Socrates, Plato, and Aristotle
- Analyze primary and secondary sources to determine if Alexander the Great should be remembered as a villain or a hero
- Analyze modern day examples of art, architecture, political systems, language, and infrastructure to determine how ancient Greece impacted the development of American culture.

Seventh Grade Unit 3: The Roman Empire
Desired Results

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

6.2.8.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.A.3.b: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.A.3.c: Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.A.3.d: Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.A.3.e: Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
6.2.8.B.3.a: Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.C.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.C.3.b: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.D.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.c: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
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 expansion, and their responses to the current challenges of globalization.
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.
6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.b: Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.c: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.f: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.D.4.a: 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.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content. A.Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B.Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C.Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D.Establish and maintain a formal/academic style, approach, and form. E.Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. A.Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B.Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C.Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D.Use precise language and domain-specific vocabulary to inform about or explain the topic. E.Establish and maintain a formal/academic style, approach, and form. F.Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Understandings:	Essential Questions:
● Ancient Rome developed and expanded into an empire of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. ● Cultural exchange and diffusion dramatically increased and enduring world religions emerged, during the era of classical civilizations. ● The emergence of the Roman Empire resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. ● The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict in the Roman Empire. ● While commercial and agricultural improvements created new wealth and opportunities for the Roman Empire, most people's daily lives remained unchanged. ● The western Roman Empire declined as a result of	● How are the various methods used by the rulers of Rome to control and unify the expanding empire? ● How dd the differences and similarities of the rights and responsibilities of free men, women, slaves, and foreigners impact the political, economic, and social structures of ancient Rome? ● What were the foundational concepts and principles of the Roman Republic that later influenced the development of the United States Constitution? ● How did the geography and the availability of natural resources influence the development of the political, economic, and cultural systems of ancient Rome and provide motivation for expansion? ● How did expanding land and sea trade routes in the Mediterranean World impact the Roman Empire?. ● How did ancient Rome's use of technology and innovation to enhance agricultural/ manufacturing output and commerce to expand military

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internal weaknesses and external invasions, but it left lasting legacies for future civilizations.	capabilities improve life in urban areas, and allow for greater division of labor? ● How did the social hierarchies in ancient Rome impact power, wealth, and equality? ● What were the important and enduring legacies of the major achievements of ancient Rome? ● What were the tenets of various world religions that developed in or around this time period, their patterns of expansion, and their responses to the current challenges of globalization? ● How did religion, economic issues, and conflict shaped the values and decisions of the ancient Rome? ● How did rulers use the role of religion and other means to unify and centrally govern expanding territories with diverse populations? ● How did geography influence the development of the political, economic, and cultural centers of the Roman Empire as well as the empires' relationships with other parts of the world? ● How did the maritime and overland trade routes impact urbanization, transportation, communication, and the development of international trade centers? ● How did Africa's physical geography and natural resources present challenges and opportunities for trade, development, and the spread of religion? ● What were the motivations for ancient Romans to modify the environment, the positive and negative consequences of environmental changes made during this time period, and how do these changes relate to current environmental challenges? ● How did the geographies and climates of Asia, Africa, and Europe influence their economic development and interaction or isolation with other societies? ● How did the interrelationships among improved agricultural production, population growth, urbanization, and commercialization lead to the rise of the Roman Empire? ● How did the role of religion and economics shape the Roman Empire's social hierarchy, and how did these hierarchical structures impact the lives of various groups of people living in Rome? ● How do past interactions of people, cultures, and the environment affect issues across time and cultures?

Students will know/learn…
- The various methods used by the rulers of Rome to control and unify the expanding empire.
- The differences and similarities of the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of ancient Rome.
- The similarities and differences between the American legal system with the legal systems of ancient Rome, and how these early systems influenced our current legal system.

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- The importance and enduring legacy of the major achievements of ancient Rome over time.
- The tenets of Christianity that developed in or around this time period, their patterns of expansion, and their responses to the current challenges of globalization.
- Religion, economic issues, and conflict shaped the values and decisions of the ancient Rome.
- The role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- How geography influenced the development of the political, economic, and cultural centers of the Roman Empire as well as the empires' relationships with other parts of the world.
- The maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers.

Students will be able to…
- Compare and contrast the differences and similarities of the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of ancient Rome.
- Compare and contrast the similarities and differences between the American legal system with the legal systems of ancient Rome, and how these early systems influenced our current legal system.
- Analyze how the geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of ancient Rome and provided motivation for expansion.
- Interpret the impact of expanding land and sea trade routes in the Mediterranean World.
- Describe how ancient Rome used technology and innovation to enhance agricultural/ manufacturing output and commerce to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- Compare and contrast the differences and similarities of social hierarchies in ancient Rome and how they impacted power, wealth, and equality.
- Assess the importance and enduring legacy of the major achievements of ancient Rome over time.
- Explain the tenets of Christianity that developed in or around this time period, their patterns of expansion, and their responses to the current challenges of globalization.
- Analyze how religion, economic issues, and conflict shaped the values and decisions of the ancient Rome.
- Discuss the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- Explain how geography influenced the development of the political, economic, and cultural centers of the Roman Empire as well as the empires' relationships with other parts of the world.
- Interpret how the maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers.
- Describe how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- Analyze the motivations for ancient Romans to modify the environment, the positive and negative consequences of environmental changes made during this time period, and how these changes relate to current environmental challenges.
- Explain how the geographies and climates of Asia, Africa, and Europe influenced their economic development and interaction or isolation with other societies.
- Evaluate the interrelationships among improved agricultural production, population growth, urbanization, and commercialization that led to the rise of the Roman Empire.
- Recognize the role of religion and economics in shaping the Roman Empire's social hierarchy, and the impact these hierarchical structures had on the lives of various groups of people living in Rome.
- Make informed decisions as socially and ethically responsible world citizens in the 21st century.

Assessment Evidence	
Performance Tasks:	**Other Evidence:**
● **Maps:** 6.2.8.B.3.a, 6.2.8.C.3.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.c, 6.2.8.B.4.e, 6.2.8.B.4.f	**Formative** ● Completion of graphic organizers ● Note taking ● Teacher observations
● **Debate:** 6.2.8.A.3.a, 6.2.8.A.3.b, 6.2.8.A.3.c,	● Whiteboard responses

6.2.8.A.3.d, 6.2.8.A.3.e, 6.2.8.B.3.a, 6.2.8.C.3.a, 6.2.8.C.3.b, 6.2.8.D.3.a, 6.2.8.D.3.c, 6.2.8.D.3.d, 6.2.8.D.3.e, 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.c, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.C.4.a, 6.2.8.D.4.a

- **Posters & Murals:** 6.2.8.A.3.a, 6.2.8.A.3.b, 6.2.8.A.3.c, 6.2.8.A.3.d, 6.2.8.A.3.e, 6.2.8.B.3.a, 6.2.8.C.3.a, 6.2.8.C.3.b, 6.2.8.D.3.a, 6.2.8.D.3.c, 6.2.8.D.3.d, 6.2.8.D.3.e, 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.c, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.C.4.a, 6.2.8.D.4.a

- **Mobiles:** 6.2.8.A.3.a, 6.2.8.A.3.b, 6.2.8.A.3.c, 6.2.8.A.3.d, 6.2.8.A.3.e, 6.2.8.B.3.a, 6.2.8.C.3.a, 6.2.8.C.3.b, 6.2.8.D.3.a, 6.2.8.D.3.c, 6.2.8.D.3.d, 6.2.8.D.3.e, 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.c, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.C.4.a, 6.2.8.D.4.a

- **Charts, Diagrams, and/or Models:** 6.2.8.A.3.a, 6.2.8.A.3.b, 6.2.8.A.3.c, 6.2.8.A.3.d, 6.2.8.A.3.e, 6.2.8.B.3.a, 6.2.8.C.3.a, 6.2.8.C.3.b, 6.2.8.D.3.a, 6.2.8.D.3.c, 6.2.8.D.3.d, 6.2.8.D.3.e, 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.c, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.C.4.a, 6.2.8.D.4.a

- **PowerPoint, Prezi, Video and/or Audio:** 6.2.8.A.3.a, 6.2.8.A.3.b, 6.2.8.A.3.c, 6.2.8.A.3.d, 6.2.8.A.3.e, 6.2.8.B.3.a, 6.2.8.C.3.a, 6.2.8.C.3.b, 6.2.8.D.3.a, 6.2.8.D.3.c, 6.2.8.D.3.d, 6.2.8.D.3.e, 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.c, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.C.4.a, 6.2.8.D.4.a

- Classroom discussions
- Do Now activities
- Brainstorms
- Exit tickets
- Turn & Talk
- Quizzes

Summative
- Collaborative learning activities
- Independent Study
- Unit Tests
- Presentations
- Research Project
- Essays

Learning Plan

Learning Activities:
- Reader's Theater
- Direct instruction using PowerPoint or Prezi
- Student Centered Instruction using learning stations
- Labeling a map of ancient Italy and surrounding areas in order to learn how the geographical advantages and disadvantages impacted the political, social, and economic systems of the Roman Empire
- Video and song lyric analysis
- Quick response and short answer prompts
- Art (sculpture and architecture) and chart interpretation
- Creation of timelines and flowcharts
- Create a Venn Diagram to compare and Contrast Athenian Democracy and the Roman Republic
- Interpret primary and secondary sources and use text evidence to support an opinion and/or fact
- Analyze modern day examples of art, architecture, political systems, language, and infrastructure to determine how ancient Rome influenced the development of American culture
- Analyze cultural elements of the Etruscans and the ancient Greeks to determine how these early civilizations influenced the development of the ancient Romans

- Interpret charts and documents to compare and contrast the Roman Republic with the modern United States Republic
- Use timelines, primary and secondary sources, sculpture, and video analysis to explain how the Roman Emperors influenced the social, political, and economic systems of ancient Rome
- Use artwork, video, and primary sources to describe how Christianity influenced the belief systems of the Roman Empire
- Write a letter from the perspective of Emperor Constantine explaining why he decided to move the capital city of Rome to Byzantium (Constantinople/Istanbul)
- Use different lenses when analyzing artwork and primary sources to determine the reasons that lead to the fall of the western Roman Empire.

Seventh Grade Unit 4: The Middle Ages: Medieval Europe
Desired Results

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

6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.A.4.b: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
6.2.8.A.4.c: Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.
6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.b: Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.f: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
6.2.8.D.4.d: Determine which events led to the rise and eventual decline of European feudalism.
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.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content. A.Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B.Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C.Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D.Establish and maintain a formal/academic style, approach, and form. E.Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A.Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B.Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C.Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D.Use precise language and domain-specific vocabulary to inform about or explain the topic. E.Establish and maintain a formal/academic style, approach, and form. F.Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Understandings:	Essential Questions:
● The emergence of the Feudal Middle Ages in Europe resulted from the decrease of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization following the fall of the western Roman Empire. ● The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict in Medieval Europe. ● The decline of feudalism in Medieval Europe resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.	● How did rulers use religion and other means to unify and centrally govern expanding territories with diverse populations? ● What were the elements of the European feudal system and how did the system promote social, economic, and political order? ● How did the medieval English legal and constitutional practices of the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary influence modern democratic thought and institutions in the United States?

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● While commercial and agricultural improvements created new wealth and opportunities for Medieval Europe, most people's daily lives remained unchanged.	● How did the geography influence the development of the political, economic, and cultural centers of medieval Europe as well as its relationships with other parts of the world? ● How did maritime and overland trade routes impact urbanization, transportation, communication, and the development of international trade centers in medieval Europe? ● Why were Europeans motivated to modify the environment, what were the positive and negative consequences of environmental changes made during this time period, and how do these changes impact the current environment? ● How did the geographies and climates of Europe influence its economic development and interaction or isolation with other societies? ● How did the interrelationships among improved agricultural production, population growth, urbanization, and commercialization lead to the rise of powerful states and kingdoms in Europe? ● How did religion and economics shape medieval Europe's social hierarchy? ● What were the demographic, economic, and religious impacts of the plague on Europe? ● What events lead to the rise and eventual decline of European feudalism? ● What were the important and enduring legacies of the major achievements of the people living in medieval Europe over time? ● How do past interactions of people, cultures, and the environment affect issues across time and cultures?

Students will know/learn…
- Rulers used religion and other means to unify and centrally govern expanding territories with diverse populations.
- The elements of the European feudal system and the effectiveness of each in promoting social, economic, and political order.
- The geographies and climates of Europe influenced its economic development and interaction or isolation with other societies.
- The events that led to the rise and eventual decline of European feudalism.
- The importance and enduring legacy of the major achievements of the people living in medieval Europe over time.

Students will be able to…
- Interpret the influence of medieval English legal and constitutional practices such as the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary on modern democratic thought and institutions in the United States.
- Analyze how the geography influenced the development of the political, economic, and cultural centers of medieval Europe as well as its relationships with other parts of the world.
- Infer the impact of maritime and overland trade routes on urbanization and transportation, communication, and the development of international trade centers in medieval Europe.
- Indicate the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- Explain how the geographies and climates of Europe influenced its economic development and interaction or

isolation with other societies.
- Describe the interrelationships among improved agricultural production, population growth, urbanization, and commercialization that led to the rise of powerful states and kingdoms in Europe.
- Analyze how religion and economics shaped medieval Europe's social hierarchy, which impacted the lives of various groups of European people.
- Evaluate the demographic, economic, and religious impact of the plague on Europe.
- Make informed decisions as socially and ethically responsible world citizens in the 21st century.

Assessment Evidence

Performance Tasks:
- **Posters and/or Murals:** 6.2.8.A.4.a, 6.2.8.A.4.b, 6.2.8.A.4.c, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.C.4.a, 6.2.8.D.4.a, 6.2.8.D.4.c, 6.2.8.D.4.d, 6.2.8.D.4.g

- **Mobiles:** 6.2.8.A.4.a, 6.2.8.A.4.b, 6.2.8.A.4.c, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.C.4.a, 6.2.8.D.4.a, 6.2.8.D.4.c, 6.2.8.D.4.d, 6.2.8.D.4.g

- **Maps:** 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.e, 6.2.8.B.4.f

- **Charts, Diagrams, and/or Models:** 6.2.8.A.4.a, 6.2.8.A.4.b, 6.2.8.A.4.c, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.C.4.a, 6.2.8.D.4.a, 6.2.8.D.4.c, 6.2.8.D.4.d, 6.2.8.D.4.g

- **PowerPoint, Prezi, Video, and/or Audio:** 6.2.8.A.4.a, 6.2.8.A.4.b, 6.2.8.A.4.c, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.C.4.a, 6.2.8.D.4.a, 6.2.8.D.4.c, 6.2.8.D.4.d, 6.2.8.D.4.g

- **Feudalism Cinquain:** 6.2.8.A.4.b, 6.2.8.D.4.a, 6.2.8.D.4.d

- **Debate:** 6.2.8.A.4.a, 6.2.8.A.4.b, 6.2.8.A.4.c, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.C.4.a, 6.2.8.D.4.a, 6.2.8.D.4.c, 6.2.8.D.4.d, 6.2.8.D.4.g

- **Coat of Arms Essay:** 6.2.8.A.4.b, 6.2.8.D.4.a

Other Evidence:
Formative
- Completion of graphic organizers
- Note taking
- Teacher observations
- Whiteboard responses
- Classroom discussions
- Do Now activities
- Brainstorms
- Exit tickets
- Turn & Talk
- Quizzes

Summative
- Collaborative learning activities
- Independent Study
- Unit Tests
- Presentations
- Research Project
- Essays

Learning Plan

Learning Activities:
- Reader's Theater
- Direct instruction using PowerPoint or Prezi
- Student Centered Instruction using learning stations
- Labeling a map of medieval Europe and surrounding areas in order to learn how the geographical advantages and disadvantages impacted its political, social, and economic systems
- Video and song lyric analysis
- Quick response and short answer prompts

- Art and chart interpretation
- Creation of timelines, flowcharts, and Venn Diagrams
- Student simulations of historical events
- Analyze primary and secondary sources and use text evidence to support an opinion and/or fact
- Analyze images of medieval Gothic and Romanesque cathedrals to compare and contrast the development of medieval architecture
- History Alive! Medieval Monk Activity to investigate how the lifestyle of a medieval monk or nun provided shelter, food, safety, and honor
- History Alive! Feudalism Activity to investigate how the European Feudalism provided a stable political, social, and economic system
- Creation of a Cinquain Poem about the European Feudal System
- Use artwork, video, and primary sources to describe how Christianity influenced the belief systems of the medieval Europe
- Interpret charts and documents to compare and contrast the English Parliament with the modern United States Legislative Branch
- History Alive! Magna Carta activity to investigate how King John of England abused his absolute power, which led to the development of the Magna Carta
- Interpret charts and documents to determine how the Magna Carta influenced the United States Constitution
- History Alive! Black Death activity to investigate how the Bubonic Plague impacted the political, social, and economic systems of medieval Europe
- Black Death jigsaw activity using charts, articles, and maps
- History Alive! 100 Year's War activity to examine how the military technology such as longbow gave the English troops the advantage over France at the beginning of the war
- Use artwork, video, and primary sources to describe how Joan of Arc influenced the outcome of the 100 Year's War.

Seventh Grade Unit 4: The Middle Ages: The Byzantine Empire
Desired Results

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

6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.b: Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.f: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.D.4.a: Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.e: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
6.2.8.D.4.f: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
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.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content. A.Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B.Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C.Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D.Establish and maintain a formal/academic style, approach, and form. E.Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A.Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B.Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C.Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D.Use precise language and domain-specific vocabulary to inform about or explain the topic. E.Establish and maintain a formal/academic style, approach, and form. F.Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Understandings:	Essential Questions:
- The Byzantine Empire developed and expanded into an empire of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. - Cultural exchange and diffusion dramatically increased and enduring world religions emerged. - The emergence of the Byzantine Empire resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. - The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict in the Byzantine Empire. - While commercial and agricultural improvements	- How did rulers use religion and other means to unify and centrally govern the expanding territories with diverse populations of the Byzantine Empire? - How did geography influence the development of the political, economic, and cultural centers of the Byzantine Empire as well as its relationships with other parts of the world? - How did maritime and overland trade routes impact urbanization, transportation, communication, and the development of international trade centers in the Byzantine Empire? - Why were the rulers of the Byzantine Empire

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created new wealth and opportunities for the Byzantine Empire, most people's daily lives remained unchanged. ● The Byzantine Empire declined as a result of internal weaknesses and external invasions, but it left lasting legacies for future civilizations.	motivated to modify the environment, what were the positive and negative consequences of environmental changes made during this time period, and how do these changes relate to current environmental challenges? ● How did the geographies and climates of Europe, Asia, and Africa influence the Byzantine Empire's economic development and interaction with other societies? ● How did the interrelationships among improved agricultural production, population growth, urbanization, and commercialization lead to the rise of the Byzantine Empire? ● How did religion and economics shape the social hierarchy of the Byzantine Empire? ● How did the Byzantine Empire influence the Islamic world and western Europe? ● What were the important and enduring legacies of the major achievements of the people living in the Byzantine Empire over time? ● How do past interactions of people, cultures, and the environment affect issues across time and cultures?

Students will know/learn…
- The impact of maritime and overland trade routes on urbanization, transportation, communication, and the development of international trade centers in the Byzantine Empire.
- The geographies and climates Europe, Asia, and Africa influenced the Byzantine Empire's economic development and interaction with other societies.
- The extent to which the Byzantine Empire influenced the Islamic world and western Europe.

Students will be able to…
- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 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.
- Assess the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
- Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
- Make informed decisions as socially and ethically responsible world citizens in the 21st century.

Assessment Evidence

Performance Tasks:	Other Evidence:
● **Posters and/or Murals:** 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.C.4.a,	**Formative** ● Completion of graphic organizers

6.2.8.D.4.a, 6.2.8.D.4.e, 6.2.8.D.4.f, 6.2.8.D.4.g

- **Mobiles:** 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.C.4.a, 6.2.8.D.4.a, 6.2.8.D.4.e, 6.2.8.D.4.f, 6.2.8.D.4.g

- **Maps:** 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.D.4.e, 6.2.8.D.4.f

- **Charts, Diagrams, and/or Models:** 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.C.4.a, 6.2.8.D.4.a, 6.2.8.D.4.e, 6.2.8.D.4.f, 6.2.8.D.4.g

- **PowerPoint, Prezi, Video, and/or Audio:** 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.8.C.4.a, 6.2.8.D.4.a, 6.2.8.D.4.e, 6.2.8.D.4.f, 6.2.8.D.4.g

- Note taking
- Teacher observations
- Whiteboard responses
- Classroom discussions
- Do Now activities
- Brainstorms
- Exit tickets
- Turn & Talk
- Quizzes

Summative
- Collaborative learning activities
- Independent Study
- Unit Tests
- Presentations
- Research Project
- Essays

Learning Plan

Learning Activities:
- Reader's Theater
- Direct instruction using PowerPoint or Prezi
- Student Centered Instruction using learning stations
- Labeling a map of the Byzantine Empire and surrounding areas in order to learn how the geographical advantages and disadvantages impacted its political, social, and economic systems
- Video and song lyric analysis
- Quick response and short answer prompts
- Art and chart interpretation
- Creation of timelines, flowcharts, and Venn Diagrams
- Student simulations of historical events
- Interpret primary and secondary sources and use text evidence to support an opinion and/or fact
- History Alive! Trade Activity to investigate how the geography of Constantinople impacted the development of Byzantine Empire's economy
- History Alive! Government Activity to compare and contrast Justinian's Code of Law and California State Law. Analyze four different scenarios about marriage, writing a will, robbery, and assault and battery to determine what the outcome would be under Justinian's Code of Law and California State Law
- Creation of a Venn Diagram to compare and contrast Justinian's Code of Law and California State Law

Seventh Grade Unit 4: The Middle Ages: The Rise & Spread Of Islam
Desired Results

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

6.2.8.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 expansion, and their responses to the current challenges of globalization.

6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.B.4.b: Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

6.2.8.B.4.c: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.B.4.d: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.C.4.b: Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

6.2.8.D.4.b: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.D.4.f: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

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.

6.2.12.C.1.e: Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content. A.Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B.Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C.Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D.Establish and maintain a formal/academic style, approach, and form. E.Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A.Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B.Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C.Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D.Use precise language and domain-specific vocabulary to inform about or explain the topic. E.Establish and maintain a formal/academic style, approach, and form. F.Provide a concluding

statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Understandings:	Essential Questions:
- Cultural exchange and diffusion dramatically increased, and enduring world religions emerged such as Islam. - The spread of Islam resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. - The rise and spread of new belief system of Islam unified societies, but it also became a major source of tension and conflict.	- What were the tenets of Islam that developed in or around this time period, the patterns of expansion, and the responses to the current challenges of globalization? - How did rulers use religion and other means to unify and centrally govern expanding territories with diverse populations? - How did geography influence the development of the political, economic, and cultural centers of Arabian Peninsula as well as its relationship with other parts of the world? - How did maritime and overland trade routes impact urbanization, transportation, communication, and the development of international trade centers in Arabian Peninsula? - How did Africa's physical geography and natural resources present challenges and opportunities for trade, development, and the spread of Islam? - Why did the Arabian Peninsula's physical features and location make it the epicenter of Afro-Eurasian trade and foster the spread of Islam into Africa, Europe, and Asia? - How did the interaction between the Islamic world and medieval world impact each other? - How was medieval Europe impacted by the Christian Crusades? - What were the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the Crusaders, Jews, Muslims, and traders? - How did the Byzantine Empire influence the Islamic world and western Europe? - What were the important and enduring legacies of the major achievements of the Muslims living in Europe, Asia, and Africa over time? - How did technologies such as printing, the marine compass, cannonry, Arabic numerals which were derived from Europe's interactions with Islam and Asia provide the necessary tools for European exploration and conquest? - How do past interactions of people, cultures, and the environment affect issues across time and cultures?

Students will know/learn…
- Rulers used religion and other means to unify and centrally govern expanding territories with diverse populations.
- The impact of maritime and overland trade routes on urbanization, transportation, communication, and the development of international trade centers in Arabian Peninsula.
- Which of the Arabian Peninsula's physical features and specifics about its location that made it the epicenter of

Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- The extent to which interaction between the Islamic world and medieval world.
- After the crusades, Europe increased trade, enhanced technology innovation, scientific thought, and the arts.
- The importance and enduring legacy of the major achievements of the Muslims living in Europe, Asia, and Africa over time.

Students will be able to…
- 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 expansion, and their responses to the current challenges of globalization.
- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- Interpret how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- 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.
- Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, Crusaders, Jews, Muslims, and traders.
- Explain the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
- Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- Make informed decisions as socially and ethically responsible world citizens in the 21st century.

Assessment Evidence	
Performance Tasks: ● **Posters & Murals:** 6.2.8.D.3.d, 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.c, 6.2.8.B.4.d, 6.2.8.C.4.b, 6.2.8.D.4.b, 6.2.8.D.4.f, 6.2.8.D.4.g, 6.2.12.C.1.e ● **Mobiles:** 6.2.8.D.3.d, 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.c, 6.2.8.B.4.d, 6.2.8.C.4.b, 6.2.8.D.4.b, 6.2.8.D.4.f, 6.2.8.D.4.g, 6.2.12.C.1.e ● **Maps:** 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.c, 6.2.8.B.4.d, 6.2.8.C.4.b, 6.2.8.D.4.f ● **Charts, Diagrams, and/or Models:** 6.2.8.D.3.d, 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.c, 6.2.8.B.4.d, 6.2.8.C.4.b, 6.2.8.D.4.b, 6.2.8.D.4.f, 6.2.8.D.4.g, 6.2.12.C.1.e ● **PowerPoint, Prezi, Video, and/or Audio:** 6.2.8.D.3.d, 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.c, 6.2.8.B.4.d, 6.2.8.C.4.b, 6.2.8.D.4.b, 6.2.8.D.4.f, 6.2.8.D.4.g, 6.2.12.C.1.e	**Other Evidence:** **Formative** ● Completion of graphic organizers ● Note taking ● Teacher observations ● Whiteboard responses ● Classroom discussions ● Do Now activities ● Brainstorms ● Exit tickets ● Turn & Talk ● Quizzes **Summative** ● Collaborative learning activities ● Independent Study ● Unit Tests ● Presentations ● Research Project ● Essays

Learning Plan or Resources

Learning Activities:
- Reader's Theater
- Direct instruction using PowerPoint or Prezi
- Student Centered Instruction using learning stations
- Labeling a map of the Middle East and surrounding areas in order to learn how the geographical advantages and disadvantages impacted its political, social, and economic systems
- Video and song lyric analysis
- Quick response and short answer prompts
- Art and chart interpretation
- Student simulations of historical events
- Creation of timelines, flowcharts, and Venn Diagrams
- Analyze primary and secondary sources and use text evidence to support an opinion and/or fact
- Analyze modern day examples of art, architecture, technology, language, and scientific discoveries to determine how Islam impacted the development of American culture
- Use artwork, video, and primary sources to describe how Christian Crusades contributed to medieval Europe culture
- Analyze primary sources to determine how Christian Crusades impacted the Muslim, Christian, and Jewish populations of the Middle East and Europe
- History Alive! Crusades activity to examine the religious and historical significance of Jerusalem and the Holy Land to Jews, Christians, and Muslims

Seventh Grade Unit 5: The Renaissance, Global Encounters & The Age Of Exploration
Desired Results

Goals:

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

6.2.12.B.1.b: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.C.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.C.1.e: Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12.A.2.a: 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.

6.2.12.A.2.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).

6.2.12.B.2.a: Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.D.2.a: Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

6.2.12.D.2.b: Determine the factors that led to the Reformation and the impact on European politics.

6.2.12.D.2.c: Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

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.

6.2.12.D.2.e: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content. A.Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B.Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C.Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D.Establish and maintain a formal/academic style, approach, and form. E.Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A.Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B.Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C.Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D.Use precise language and domain-specific vocabulary to inform about or explain the topic. E.Establish and maintain a formal/academic style, approach, and form. F.Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Understandings:	**Essential Questions:**
● The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. ● Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment which led to political, economic, and cultural changes that had a lasting impact.	● What role did natural resources, climate, and topography play in European exploration, colonization, and settlement patterns? ● How did the role of mercantilism stimulate European expansion through trade, conquest, and colonization? ● What extent did the various technologies derived from Europe's interactions with Islam and Asia provide the necessary tools for European exploration and conquest? ● What were the principle ideas of the Enlightenment in Europe and how were these ideas similar in Asia and the Muslim empires of the Middle East and North Africa ideologies?

	● What were the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe? ● How did religion divide the European regions? ● What were the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts? ● What were the factors that led to the Reformation and how did they impact on European politics? ● How did innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, lay the foundation for the Renaissance? ● What was the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds? ● How did the printing press and other technologies developed impact the dissemination of ideas? ● How do past interactions of people, cultures, and the environment affect issues across time and cultures?

Students will know/learn…
- The role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- The role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- The principle ideas of the Enlightenment in Europe.
- The reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe.
- The factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
- The factors that led to the Reformation and the impact on European politics.
- The impact of the printing press and other technologies developed on the dissemination of ideas.

Students will be able to…
- Evaluate the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- 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.
- 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.
- Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
- Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- Make informed decisions as socially and ethically responsible world citizens in the 21st century.

Assessment Evidence

Performance Tasks:	Other Evidence:
● **Posters & Murals:** 6.2.12.B.1.b, 6.2.12.C.1.c, 6.2.12.C.1.e, 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.B.2.a, 6.2.12.D.2.a, 6.2.12.D.2.b,	**Formative** ● Completion of graphic organizers ● Note taking

6.2.12.D.2.c, 6.2.12.D.2.d, 6.2.12.D.2.e ● **Essays:** 6.2.12.B.1.b, 6.2.12.C.1.c, 6.2.12.C.1.e, 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.B.2.a, 6.2.12.D.2.a, 6.2.12.D.2.b, 6.2.12.D.2.c, 6.2.12.D.2.d, 6.2.12.D.2.e ● **Mobiles:** 6.2.12.B.1.b, 6.2.12.C.1.c, 6.2.12.C.1.e, 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.B.2.a, 6.2.12.D.2.a, 6.2.12.D.2.b, 6.2.12.D.2.c, 6.2.12.D.2.d, 6.2.12.D.2.e ● **Maps:** 6.2.12.B.1.b, 6.2.12.C.1.c ● **Charts, Diagrams, and/or Models:** 6.2.12.B.1.b, 6.2.12.C.1.c, 6.2.12.C.1.e, 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.B.2.a, 6.2.12.D.2.a, 6.2.12.D.2.b, 6.2.12.D.2.c, 6.2.12.D.2.d, 6.2.12.D.2.e ● **PowerPoint, Prezi, Video, and/or Audio:** 6.2.12.B.1.b, 6.2.12.C.1.c, 6.2.12.C.1.e, 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.B.2.a, 6.2.12.D.2.a, 6.2.12.D.2.b, 6.2.12.D.2.c, 6.2.12.D.2.d, 6.2.12.D.2.e	● Teacher observations ● Whiteboard responses ● Classroom discussions ● Do Now activities ● Brainstorms ● Exit tickets ● Turn & Talk ● Quizzes **Summative** ● Collaborative learning activities ● Independent Study ● Unit Tests ● Presentations ● Research Project ● Essays

Learning Plan or Resources

Learning Activities:
- Reader's Theater
- Direct instruction using PowerPoint or Prezi
- Student Centered Instruction using learning stations
- Labeling a map of Europe (1600's) and surrounding areas in order to learn how the geographical advantages and disadvantages impacted its political, social, and economic systems
- Video and song lyric analysis
- Quick response and short answer prompts
- Art and chart interpretation
- Use artwork, video, and primary sources to describe how the contributions of the Byzantine Empire and Islam influenced the development of the Renaissance in Europe
- Creation of timelines, flowcharts, and Venn Diagrams
- Interpret primary and secondary sources and use text evidence to support an opinion and/or fact
- Use artwork, video, and primary sources to describe how the Renaissance contributed to the Reformation and the Age of Exploration
- Creation of a Venn Diagram to compare and contrast the Middle Ages and the Renaissance
- Use artwork to compare and contrast the Northern Renaissance with the Renaissance in southern Europe
- Analyze artwork to determine the extent of the influence of ancient Greece and Roman on the artistic styles of the Renaissance.
- Analyze modern day examples of art, architecture, and technology to determine how the Renaissance impacted the development of American culture

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