

Teacher: Core World History & Geography I Year: 2013-14
 Course: World History & Geography I Grade 7 Month: All Months

A World Geography Skills ~ Skills to be interspersed throughout the year

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
How do you find direction on a map?	Basic Geography Skills Review Using an Atlas	Finding Directions - North, South, East, West	Geography Wksht. #1(Finding Directions) 8/31/2013			RH.6-8.7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CC.8.5.6-8.G-Integration of Knowledge and Ideas ~ Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
How do you measure distance with a scale?		The Scale of Distance	Geography Wksht. #2(Directions and Places) 8/31/2013			
How do you use Latitude and Longitude?		Reading a Map	Geography Wksht. #3(Using Directions to Locate Places) 8/31/2013			
How do you use an atlas?		Identifying Landforms	Geography Wksht. #4(The Scale of Distance) 8/31/2013			
What physical features can be found using an atlas?		Identifying Waterforms	Geography Wksht. #5(Using a Map of More Than One Place) 8/31/2013			
How do you find countries and capitals using an atlas?		Understanding Latitude	Geography Wksht. #6(Reading a Map of a State) 8/31/2013			
		Understanding Longitude	Geography Wksht. #7(Landforms) 8/31/2013			
		Using Latitude and Longitude together	Geography Wksht. #8(Waterforms) 8/31/2013			
		How to Use an Atlas	Geography Wksht. #9(Land and			

Find Information in: Waterforms)
Africa 8/31/2013
Antarctica Geography Wksht.
Europe #10(Map Scales)
Asia 8/31/2013
South America Geography Wksht.
#12(Using Latitude)
8/31/2013
Geography Wksht.
#13(Measuring
Latitude) 8/31/2013
Geography Wksht.
#14(Measuring
Longitude)
8/31/2013
Geography Wksht.
#15(Latitude and
Longitude)
8/31/2013
Geography Wksht.
#16(Global
Questions) 8/31/2013
Geography Wksht.
#17(African Latitude
and Longitude)
8/31/2013
Geography Wksht.
#18(Asian Capitals)
8/31/2013
Geography Wksht.
#19(Antarctica)
8/31/2013
Geography Wksht.
#20(European
Countries and
Captials) 8/31/2013
Geography Wksht.

#21(South American Countries and Capitals) 8/31/2013

Prehistoric People

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
How did the earliest humans develop and survive?	Paleolithic Age Neolithic Age	Students will be able to identify Paleolithic Skills	Test - Prehistoric People 9/30/2013 Ch. 2 Wksht.(Prehistoric People) 9/30/2013			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.
How did the earliest humans go from food finders to food producers?		Students will be able to identify Neolithic Skills	History Wksht. #1(Prehistoric World) 9/30/2013			RH.6-8.8-Distinguish among fact, opinion, and reasoned judgment in a text.
		Students will be able to compare and contrast the Paleolithic and Neolithic Ages	Chapter Questions - Unit I, ch. introduction 9/30/2013			WHST.6-8.1.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. WHST.6-8.2.d-Use precise language and domain-specific vocabulary to inform about or explain the topic. WHST.6-8.4-Produce clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.9-Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.5.6-8.B-Key Ideas and Details ~ 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.

CC.8.5.6-8.D-Craft and Structure ~ Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.G-Integration of Knowledge and Ideas ~ Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CC.8.5.6-8.H-Integration of

Knowledge and Ideas ~
 Distinguish among fact,
 opinion, and reasoned
 judgment in a text.
 CC.8.5.6-8.J-Range and
 Level of Complex Texts
 ~ By the end of grade 8,
 read and comprehend
 history/social studies
 texts in the grades 6–8
 text complexity band
 independently and
 proficiently.
 CC.8.6.6-8.C-
 Production and
 Distribution of Writing
 ~ Produce clear and
 coherent writing in
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River Valley Civilizations

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
Where did the earliest civilizations begin and why?	Mesopotamia - Sumer - Babylon Egypt	Students will be able to identify the earliest civilizations	Ch. 5 Wksht.(Eastern River Valleys) 9/30/2013 History Wksht.			WHST.6-8.2.d-Use precise language and domain-specific vocabulary to inform about or explain the topic.
What was unique about the Nile Valley regarding Egypt's civilization?	- The Nile - The Old, Middle and New Kingdoms - Egyptian	Students will be able to explain why the earliest civilizations developed in river valleys	#2(People of the Nile River Valley) 9/30/2013 History Wksht. #3(Peoples of Mesopotamia)			WHST.6-8.1.b-Support claim(s) with logical reasoning and relevant, accurate data and evidence that
How did ancient Egypt progress from	Contributions Eastern River	Students will be able	9/30/2013			

Old to Middle to New Kingdoms?	Valleys - Indus River Valley - Harappans	to explain the importance of the Nile River	History Wksht. #4(Peoples of Asia) 9/30/2013	demonstrate an understanding of the topic or text, using credible sources.
What valleys saw the beginning of civilization in India and China and what people occupied these areas?	- Huang Ho Valley - China	- Students will be able to differentiate between the Old, Middle and New Kingdoms of Egypt	Workbook - Unit 1(Ancient Kingdoms) 9/30/2013 Chapter Questions - Unit I, ch. 2, 3, 4, 5 9/30/2013	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.
		Students will be able to identify the earliest civilizations in East Asia	Test - Unit 2(River Valley Civilizations) 9/30/2013	WHST.6-8.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		Students will be able to list significant contributions of the earliest civilizations		WHST.6-8.9-Draw evidence from informational texts to support analysis reflection, and research. CC.8.5.6-8.B-Key Ideas and Details ~ 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. CC.8.5.6-8.D-Craft and Structure ~ Determine the meaning of words and phrases as they are used in a text, including

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Production and Distribution of Writing
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O Other Early Civilizations ~ other ancient civilizations in Asia, Africa, and America

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
Who were the Phoenicians and Hebrews and how did their civilizations affect ours today?	Ancient Phoenicians	Students will be able to describe important contributions of the Phoenicians and Hebrews	History Wksht. #3(Peoples of the Fertile Crescent) 10/31/2013	Ch. 6 Wksht.(Phoenicians and Hebrews) 10/31/2013		WHST.6-8.2.d-Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Ancient Hebrews	Students will be able to identify important characteristics of the Assyrians, Chaldeans and Persians	History Wksht. #13(People and Lands of Africa) 10/31/2013			WHST.6-8.2.f-Provide a concluding statement or section that follows from and supports the information or explanation presented.
How did powerful civilizations in the ancient Middle East come and go so quickly?	Ancient Hebrews	Students will be able to recognize significant characteristics of the Ancient African and American civilizations	History Wksht. #14(Early Peoples in America) 10/31/2013			WHST.6-8.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
What other African civilizations existed and when?	Ancient Assyrians and Chaldeans		Test - Unit 3(Other Early Civilizations) 10/31/2013			WHST.6-8.9-Draw evidence from informational texts to support analysis reflection, and research.
Who were the earliest American civilizations and what led to their downfall?	Ancient Persians		Workbook - Unit 1(Ancient Kingdoms) 10/31/2013			CC.8.5.6-8.B-Key Ideas and Details ~ 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.
	African Civilizations		Chapter Questions - Unit I, ch. 3, 6, 7 10/31/2013			
	Ancient American Civilizations					
	- Mayans					
	- Aztecs					
	- Incas					

CC.8.5.6-8.D-Craft and Structure ~ Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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Ancient Greece ~

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
Who were the earliest Greek people and how were they influenced by their geography?	Minoans and Mycenaens The City-States -Sparta -Athens	Students will be able to identify important characteristics about the Minoan and Mycenaean civilizations	History Wksht. #5(Growth of Greece) 11/30/2013 History Wksht. #6(Greek Civilization) 11/30/2013			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.
Why were Sparta and Athens the most important city-states and what were their successes and failures?	-Persian Wars Cultural Contributions -Religion -Olympics -Theater	Students will be able to define a polis Students will be able to compare and contrast the city-states of Athens and Sparta	Ch. 9 Wksht.(Beginnings) 11/30/2013 Ch. 11 Wksht.(Cultural Contributions) 11/30/2013			RH.6-8.7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
How did Persia's wars with the Greeks affect ancient history?	-Science and Philosophy Hellenistic Age -The Macedonians	Students will be able to summarize the Persian Wars and their results	Ch. 12 Wksht.(Hellenistic Period) 11/30/2013 Chapter Questions - Unit II, ch. 1-5 11/30/2013			RH.6-8.8-Distinguish among fact, opinion, and reasoned judgment in a text.
How did the Greeks make great strides in the arts?	Great	The students will be able to paraphrase how the Greek religion influenced the development of the ancient Olympics and the theater	Workbook - Unit 2(Ancient Greece) 11/30/2013 Unit 4 Test(Ancient Greece) 11/30/2013			WHST.6-8.2.d-Use precise language and domain-specific vocabulary to inform about or explain the topic.
How did the Greeks love of wisdom lead to advances in history, politics, biology, and logic?						WHST.6-8.4-Produce clear and coherent writing in which the development,

How did Alexander the Great spread Greek culture to other parts of the world and how did this affect other cultures?

The students will recognize the work Socrates, Plato and Aristotle as well as the scientific contributions of ancient Greek scholars

The students will be able to identify the successes of Alexander the Great and the spread of Greek culture

organization, and style are appropriate to task, purpose, and audience. WHST.6-8.9-Draw evidence from informational texts to support analysis reflection, and research. CC.8.5.6-8.B-Key Ideas and Details ~ 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. CC.8.5.6-8.D-Craft and Structure ~ Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CC.8.5.6-8.G-Integration of Knowledge and Ideas ~ Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CC.8.5.6-8.H-Integration of

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Ancient Rome ~

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
Who were the Etruscans and how did they influence early Rome?	The Etruscans and the founding of Rome	The students will be able to identify Etruscan contributions to Roman civilization	History Wksht. #7(Roman Republic and Empire) 11/30/2013	Ch. 13		RH.6-8.1-Cite specific textual evidence to support analysis of primary and secondary sources.
How was the Roman Republic organized and how did it function?	The Roman Republic -the government -Roman expansion and the Punic Wars -effects of conquest -attempts to save the republic - Julius	The students will be able to define key terms of the government of the Roman Republic	Wksht.(Beginnings) 11/30/2013 Ch. 14 Wksht.(Roman Republic) 11/30/2013			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

from small city to an economic and military power?	Caesar The Roman Empire -Augustus	The student will be able to recognize important events in the growth of Rome including the wars with Carthage	Ch. 16 Wksht.(Christianity) 11/30/2013 Chapter Questions - Unit II, ch. 6-10 11/30/2013 Workbook - Unit 3(Rome) 11/30/2013	history/social studies. RH.6-8.8-Distinguish among fact, opinion, and reasoned judgment in a text. RH.6-8.7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. WHST.6-8.2.d-Use precise language and domain-specific vocabulary to inform about or explain the topic.
What problems did Rome suffer from in growing into an empire?	-Pax Romana -Daily Life -Fall of the empire		Test - Unit 5(Rome) 11/30/2013	
How was the Roman Republic replaced by the Roman Empire?	Christianity -Jesus -Christians, Rome and the early Church	The student will be able to identify attempts to save the republic and connect to the dictatorship of Caesar		
What was the Pax Romana and how was it significant in the history of western civilization?		The student will be able to describe the beginnings of the Roman Empire and the success of the Pax Romana		WHST.6-8.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.9-Draw evidence from informational texts to support analysis reflection, and research.
What was life like in ancient Rome?				CC.8.5.6-8.B-Key Ideas and Details ~ Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source
What led to the fall of Roman civilization and how does it impact us today?		The student will be able to list the reasons for the fall of Rome		
How did Christianity grow and spread in Roman times?		The student will be able to discuss the importance of the beginnings of Christianity and the early Christian Church		

distinct from prior knowledge or opinions.
CC.8.5.6-8.D-Craft and Structure ~ Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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CC.8.5.6-8.J-Range and Level of Complex Texts ~ By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
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D Early Middle Ages

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
What Germanic tribes invaded and settled in Roman lands and how did they differ from the Romans?	The Germanic Tribes -Goths and Vandals The Franks -Clovis and Charles Martel -Charlemagne	The students will be able to recognize the Germanic tribes that took over Europe The students will be able to identify the significant achievements of the Franks	Ch. 17 Wksht.(The Germans) 12/31/2013 History Wksht. #9(Christianity Developed) 12/31/2013			RH.6-8.1-Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to history/social studies.
Why were the Franks more successful than the other Germanic tribes in ruling?	The Irish and Anglo-Saxons -Anglo-Saxons and Christianity	The students will be able to identify important developments in Britain during the Dark Ages	Ch. 19 Wksht.(Irish and Anglo-Saxons) 12/31/2013 Ch. 20 Wksht.(The Vikings) 12/31/2013			RH.6-8.8-Distinguish among fact, opinion, and reasoned judgment in a text. WHST.6-8.2.b-Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
What was of most importance to Charlemagne and how did he achieve it?	The Vikings -Land and daily life -Raids and exploration		Chapter Questions - Unit III, ch. 3 12/31/2013 Workbook - Unit 4(The Middle Ages) 12/31/2013			WHST.6-8.2.d-Use precise language and domain-specific
Explain how Anglo-Saxon England became Christian and how they fought the Danes		The students will be able to list important contributions of the Vikings	Test - Unit 6(Early Middle Ages) 12/31/2013			
Who were the Vikings and where						

did they explore?

vocabulary to inform about or explain the topic.

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

WHST.6-8.9-Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.5.6-8.B-Key Ideas and Details ~ 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.

CC.8.5.6-8.D-Craft and Structure ~ Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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Byzantium and Islam

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
Who were the Byzantines and what were their contributions?	The Byzantine Empire -Constantinople -Justinian	The students will be able to summarize important events in Byzantine history	History Wksht. #11(Byzantine Empire and Russia) 1/31/2014			RH.6-8.1-Cite specific textual evidence to support analysis of primary and secondary

Who was the founder of Islam and what are the foundations of the religion?	-Eastern Orthodox Church Spread of Islam -Muhammad and Muslim beliefs	The student will explore the beliefs, politics and contributions of the medieval Arabs and the Islamic religion	History Wksht. #12(The Muslim World) 1/31/2014 Ch. 22 Wksht.(The Spread of Islam) 1/31/2014
How did Islam and Arabic culture spread?	-Arab Empires -Arab Contributions		Ch. 23 Wksht.(Eastern Slavs) 1/31/2014 Chapter Questions - Unit III, ch. 1, 2 1/31/2014 Test - Unit 7(Byzantium and Islam) 1/31/2014
What are some key contributions of Muslim/Arabic culture?			

sources.
 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.6-8.7-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.6-8.2-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.
 WHST.6-8.2.d-Use precise language and domain-specific vocabulary to inform about or explain the topic.
 WHST.6-8.2.f-Provide a concluding statement or section that follows from and supports the

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Late Middle Ages

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
How was feudal society organized?	Feudal Society -Land and government	The students will be able to identify the major aspects of feudal society, including knighthood of nobility and life on the manor	History Wksht. #10(Western Christendom in the Middle Ages)			WHST.6-8.9-Draw evidence from informational texts to support analysis reflection, and research. WHST.6-8.2.d-Use precise language and domain-specific vocabulary to inform about or explain the topic.
What caused the Crusades and why were they significant?	knighthood -The manor The Crusades		1/31/2014 History Wksht. #15(India and China in the Middle Ages)			
How did the rise of towns and trade lead to modern times?	-The power of the Popes -Crusader kingdoms	The students will be able to recognize significant events of the Crusades and	1/31/2014 History Wksht. #16(Feudal Japan)			WHST.6-8.4-Produce

What was life like in the Middle Ages on the manor and in the towns?	-Effects of the Crusades Rise of Towns and Trade	describe the importance of the effects of the Crusades	History Wksht. #17(Nations Developed) 1/31/2014 Ch. 27 Wksht.(Rise of Monarchies) 1/31/2014
What was important about the growth of monarchies?	-Merchants -Living Conditions and the Black Death -Guilds Rise of Monarchies -France -England -Spain and the Holy Roman Empire	The students will be able to describe life in the medieval town and how the growth of towns led to the decline of feudalism The students will be able to summarize how the growth of monarchies led to the end of the Middle Ages	Chapter Questions - Unit III, ch. 4-9 1/31/2014 Workbook - Unit 5(Everyday Life in the Middle Ages) 1/31/2014 Test - Ch. 24(Feudal Society) 1/31/2014 Test - Ch. 25(The Crusades) 1/31/2014 Test - Ch. 26(Rise of Towns and Trade) 1/31/2014 Test - Ch. 27(Rise of Monarchies) 1/31/2014

clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 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.6-8.4-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.6-8.7-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.

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CC.8.5.6-8.D-Craft and Structure ~ Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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The Renaissance, Reformation and Age of Exploratio

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
How did the Renaissance spring from the Middle Ages?	The Renaissance -The Italian Renaissance -The Northern Renaissance	The students will be able to identify the significant people and events of the Renaissance	History Wksht. #18(The Renaissance) 2/28/2014			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.
Name key Renaissance individuals and their contributions to the arts and sciences.	The Protestant Reformation -Martin Luther -Other Protestants -Wars of Religion	The students will be able to discuss why the Reformation began	History Wksht. #19(The Reformation and Exploration) 2/28/2014	Chapter Questions - Unit IV 2/28/2014		RH.6-8.7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
How did the Protestant Reformation begin and what conflicts resulted?	The Age of Exploration -The Portuguese -Columbus and the Spanish	The students will be able to list important Protestant leaders	6(The Renaissance) 2/28/2014	Workbook - Unit 7(Age of Discovery) 2/28/2014		RH.6-8.8-Distinguish among fact, opinion, and reasoned judgment in a text.
Why did the Age of Exploration begin?	-Other European explorers	The students will be able to summarize why the the Europeans began to	Test - Renaissance and Reformation 2/28/2014			WHST.6-8.2.d-Use

Who were the key figures in exploring the world in the 15th and 16th centuries and what new lands were discovered/explored?

explore new trade routes

The students will be able to list the important explorers and explain why each was important

Test - Age of Exploration
2/28/2014

precise language and domain-specific vocabulary to inform about or explain the topic.
WHST.6-8.2.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, and style are appropriate to task, purpose, and audience.
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.6-8.1.e-Provide a concluding statement or section that follows from and supports the argument presented.

CC.8.5.6-8.B-Key Ideas and Details ~ 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.

CC.8.5.6-8.D-Craft and Structure ~ Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.G-Integration of Knowledge and Ideas ~ Integrate visual information (e.g., in

charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 CC.8.5.6-8.H- Integration of Knowledge and Ideas ~ Distinguish among fact, opinion, and reasoned judgment in a text.
 CC.8.5.6-8.J-Range and Level of Complex Texts ~ By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
 CC.8.6.6-8.C- Production and Distribution of Writing ~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Early Modern Period

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
What lands were colonized by the Europeans during the Age of Exploration?	New World Expansion -Portuguese and Spanish colonies	The students will be able to identify colonies of different European nations	History Wksht. #20(National Power and Strong Rulers) 3/31/2014			RH.6-8.1-Cite specific textual evidence to support analysis of primary and secondary

What dynasties ruled Europe and their colonies during the 16th, 17th, and 18th centuries?	-English, Dutch and French colonies The Age of Absolute Rulers -France, Spain, the Hapsburgs	The students will be able to recognize the growth of powerful kings	History Wksht. #21(Parliament in England) 3/31/2014 History Wksht. #22(American and French Revolutions) 3/31/2014
What were key causes of the French Revolution?	-England and the English Civil War The French Revolution	The students will be able to describe the events leading up to and including the English Civil War	History Wksht. #25(The Industrial Revolution) 3/31/2014
Who was Napoleon Bonaparte and how did he come to control Europe?	-Causes -Reign of Terror -Napoleon Bonaparte	The students will be able to list the major characteristics of the French Revolution and it's effects	Ch. 31 Wksht.(Expansion into the Americas) 3/31/2014 Chapter Questions - Unit V 3/31/2014
How did the change from making goods by hand change to making them by machine?	The Industrial Revolution -Inventions in the Textile Industry -Spread of Industry -Effects of the Industrial Revolution	The students will be able to identify the major developments of the Industrial Revolution and the contributions of various inventions that lead to today' mechanized world	Chapter Questions - Unit VI 3/31/2014 Chapter Questions - Unit IX, ch. 1-3 3/31/2014 Workbook - Unit 9(Early Modern Europe) 3/31/2014 Workbook - Unit 10(Revolutionary Europe) 3/31/2014
What key inventions spurred the Industrial Revolution?	Industrial Revolution		Test - Age of Absolute Rulers 3/31/2014 Test - The Enlightenment and the French Revolution 3/31/2014
How did the Industrial Revolution change society?			Test - The Industrial

sources.
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.6-8.8-Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
WHST.6-8.1.e-Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.2.d-Use precise language and domain-specific vocabulary to inform about or explain the topic.
WHST.6-8.2.f-Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.4-Produce

Revolution
3/31/2014
Biography Project
3/31/2014

clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.9-Draw evidence from informational texts to support analysis reflection, and research. CC.8.5.6-8.B-Key Ideas and Details ~ 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. CC.8.5.6-8.D-Craft and Structure ~ Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CC.8.5.6-8.G-Integration of Knowledge and Ideas ~ Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and

digital texts.

CC.8.5.6-8.H-

Integration of

Knowledge and Ideas ~

Distinguish among fact,
opinion, and reasoned
judgment in a text.

CC.8.5.6-8.I-Integration
of Knowledge and Ideas

~ Analyze the

relationship between a
primary and secondary
source on the same
topic.

CC.8.5.6-8.J-Range and
Level of Complex Texts

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

CC.8.6.6-8.A.2-Support
claim(s) with logical

reasoning and relevant,
accurate data and
evidence that
demonstrate an
understanding of the
topic or text, using
credible sources.

CC.8.6.6-8.A.5-Provide
a concluding statement

or section that follows
from and supports the
argument presented.

CC.8.6.6-8.B.6-Provide a concluding statement or section that follows from and supports the information or explanation presented.
 CC.8.6.6-8.C-Production and Distribution of Writing ~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 CC.8.6.6-8.H-Research to Build and Present Knowledge ~ Draw evidence from informational texts to support analysis, reflection, and research.

A 19th Century

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
How did Latin American colonies free themselves from European rule?	Latin American Independence - Bolivar, San Martin	The student will be able to note the significance of Latin American independence leaders	History Wksht. #27(The Growth of "Isms" and Social Protest) 4/30/2014			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.6-8.8-Distinguish among fact, opinion, and reasoned judgment in a text.
How did Napoleon Bonaparte come to rule Europe?	Revolutionary Europe -Napoleonic Europe	Simon Bolivar and Jose de San Martin	History Wksht. #23(Nationalism and Unification) 4/30/2014			
How did Napoleon meet his downfall? What attitudes came from the Congress of	-Revolution, Reaction, and Reform -Nationalism and	The student will be able to recall how Napoleon came to	History Wksht. #26(Mass Politics and Society)			

Vienna that led to oppression of ideas?	Unification	rule Europe and then lost it all	4/30/2014 History Wksht. #24(European Empires) 4/30/2014	WHST.6-8.2.d-Use precise language and domain-specific vocabulary to inform about or explain the topic.
What new political and socio-economic ideas came from the Congress period?	Rise of Imperialism -Europeans in Africa -Europeans in Asia -Europeans in Latin America	The student will be able to identify the major "isms" - capitalism - socialism- communism - liberalism - nationalism - imperialism	#28(Science and the Arts Flourished) 4/30/2014 Chapter Questions - Unit VIII 4/30/2014 Chapter Questions - Unit X, ch. 1-3 4/30/2014 Workbook - Unit 11(19th Century Europe) 4/30/2014 Test - 19th Century 4/30/2014	WHST.6-8.2.f-Provide a concluding statement or section that follows from and supports the information or explanation presented. WHST.6-8.9-Draw evidence from informational texts to support analysis reflection, and research. CC.8.5.6-8.B-Key Ideas and Details ~ 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. CC.8.5.6-8.D-Craft and Structure ~ Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CC.8.5.6-8.G-Integration of Knowledge and Ideas ~
How did Nationalism and Unification change Germany, Italy, and Austria?	Imperialism			
How did a new period of imperialism begin?				
Describe significant events in the colonization of Africa and Asia in the 19th Century.		The student will be able to recognize how nationalism led to the unification of Germany and Italy and the dissolution of Austria		
What effects on were there on the colonists and colonizers during the period of imperialism?		The student will be able to list the reasons for the renewed search for colonies - The student will be able to summarize the colonization of Africa and Asia by the Europeans as well as their influence in Latin America in the 1800's		

The student will be able to compare and contrast the benefits and drawbacks of Imperialism

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 CC.8.5.6-8.H- Integration of Knowledge and Ideas ~ Distinguish among fact, opinion, and reasoned judgment in a text.
 CC.8.5.6-8.J-Range and Level of Complex Texts ~ By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
 CC.8.6.6-8.C- Production and Distribution of Writing ~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

My Early 20th Century

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
What were the causes of World War I?	World War I(if time) -causes	The student will be able to recognize the	History Wksht. #29(World War I)(if			RH.6-8.4-Determine the meaning of words and

<p>How was World War I so very different from other wars fought previously? How did trench warfare change the way war was perceived? In what ways did the Peace of Versailles help forge positive and negative aspects of the future?</p>	<p>-new weapons -trench warfare -Allied victory and Peace of Versailles</p>	<p>causes of WWI(if time) The student will be able to list the new weapons of WWI(if time) The student will be able to summarize the characteristics of trench warfare(if time) The student will be able to show how the Big 4 ignored Wilson's plans for peace which led to WWII(if time)</p>	<p>time) 5/31/2014 Test - World War I(if time) 5/31/2014 Workbook - Unit 12(World War I)(if time) 5/31/2014</p>	<p>phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 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. WHST.6-8.2.d-Use precise language and domain-specific vocabulary to inform about or explain the topic. WHST.6-8.2.f-Provide a concluding statement or section that follows from and supports the information or explanation presented. WHST.6-8.9-Draw evidence from informational texts to support analysis, reflection, and research. CC.8.5.6-8.B-Key Ideas and Details ~ Determine the central ideas or information of a primary</p>
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or secondary source;
provide an accurate
summary of the source
distinct from prior
knowledge or opinions.
CC.8.5.6-8.D-Craft and
Structure ~ Determine
the meaning of words
and phrases as they are
used in a text, including
vocabulary specific to
domains related to
history/social studies.
CC.8.5.6-8.G-
Integration of
Knowledge and Ideas ~
Integrate visual
information (e.g., in
charts, graphs,
photographs, videos, or
maps) with other
information in print and
digital texts.
CC.8.5.6-8.H-
Integration of
Knowledge and Ideas ~
Distinguish among fact,
opinion, and reasoned
judgment in a text.
CC.8.5.6-8.J-Range and
Level of Complex Texts
~ By the end of grade 8,
read and comprehend
history/social studies
texts in the grades 6–8
text complexity band
independently and

proficiently.
CC.8.6.6-8.C-
Production and
Distribution of Writing
~ Produce clear and
coherent writing in
which the development,
organization, and style
are appropriate to task,
purpose, and audience.