

Blackhawk School District

CURRICULUM

Course Title:	Ancient World History
Grade Level(s):	Seventh
Length of Period/Class:	45 minutes / year
Faculty Author(s):	Jared Slimm and Ryan Hardesty
Date:	December 2012

SOCIAL STUDIES MISSION:

The purpose for learning social studies is to prepare students to be responsible, productive citizens who possess an awareness of local, regional and global issues. Students will use problem solving, critical thinking and analytical skills based upon knowledge of the past in order to successfully impact the present and the future. By building a frame of reference, students will learn to understand and appreciate overarching concepts in literature, film, art and science.

COURSE DESCRIPTION:

The basic purpose of seventh grade social studies is to help students understand their physical and human world so that they may become better citizens. A comprehensive study of the Ancient World will incorporate various disciplines of anthropology, history, economics, political science and sociology. Humanities will also be stressed so the students will have the opportunity to appreciate human accomplishments in the arts, religion, and philosophy. Within this framework, 7th grade social studies focus on people, ideas, events, and significant facts from prehistoric times through Renaissance.

Text: Human Heritage – A World History, Glencoe, 2006.

PA Common Core Standards for Reading and Writing in Social Studies:

Pennsylvania Department of Education has released standards that describe what students in the social studies classroom should know and be able to do with the English language in reading and writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, Blackhawk School District has used them to develop this social studies curriculum.

The standards for Reading are available at:

http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf

The standards for Writing are available at:

http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf

ESSENTIAL QUESTIONS:

Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom.

Essential questions provide the focus for teaching and learning. The following are the Essential Questions for this class:

1. How do you learn about history?
2. How did the invention of farming affect people's everyday lives?
3. Why do religions exist?
4. Why were the decisions of early civilizations based upon rivers?
5. How do written laws affect your life today?
6. Why is written communication necessary for a society to grow?
7. How does religion affect the power of the pharaoh (leader), and is this different from today?
8. How is the mummification/burial process influenced by religion?
9. How do we use discoveries to draw inferences about Egypt?
10. How do the ideas of the government of Ancient Greece influence our government today?
11. How are the roles of Greeks determined by their mythology?
12. In what ways do your personal childhood experiences determine your identity?
13. How does leadership determine the success of a government and its society?
14. How do new/present religions evolve from prior ones?
15. How does the cycle of religious persecution perpetuate itself?
16. Why is a large empire difficult to sustain?
17. How is Europe influenced by the breakup of the Roman Empire?
18. How have present day Middle East religious conflicts resulted from the Middle Ages?
19. How does the economy of Europe evolve during the Middle Ages?
20. How does stability facilitate cultural growth?
21. Overall essential question: How does religion affect the culture of a society?

Assessing Essential questions is key to a robust curriculum. If Essential Questions are the focal point of learning, how then do we assess students? The following is an overview of recommended assessments to the Essential Questions. In addition, Differentiated learning opportunities are embedded as well (noted by DI)

Introduction

1. How do you learn about history
 - a. Assessment: Artifact exercise

Prehistoric Times

1. How did the invention of farming affect people's everyday lives?
 - a. Assessment: Cause and effect graphic organizer
2. Why do religions exist?
 - a. Assessment: Group discussion (each student responsible for going home and asking what their religion attempts to explain and come back ready to report)

River Valley Civilizations (4 Part Unit)

1. Why were the decisions of early civilizations based upon rivers?
 - a. Assessment: Maps, Quizzes

Mesopotamia

1. How does a written and public system of law affect your life today?
 - a. Assessment: Venn Diagram with P.A.R.T. , Quiz
2. Why is written communication necessary for a society to grow?
 - a. Assessment: Task without language activity

Egypt

1. How does religion affect the power of the pharaoh (leader), and is this different from today?
 - a. Assessment: Pros and Cons of how leaders get their power (from the gods, election, etc)
 - b. D.I.: Students will write either an essay or make a pros and cons list based upon ability level
2. How is the mummification/burial process influenced by religion?
 - a. Assessment: Mummification steps graphic organizer homework, timeline for the sequencing of burial procedures
 - b. D.I.: In class mummification activity based upon learning style preferences
3. How do we use discoveries to draw inferences about Egypt?
 - a. Assessment: King Tut article, and Nefertiti written essay
 - b. D.I.: Modified King Tut article based on ability level, increased supports for Nefertiti essay (Cloze written pieces)

Ancient Greece

1. How do the ideas of the government of Ancient Greece influence our government today?
 - a. Assessment: Forms of government assignment
 - b. D.I.: Groups based on heterogeneous ability levels
2. How are the roles of Greeks determined by their mythology?

- a. Assessment: Reading myths and pull out themes/morals
- 3. In what ways do your personal childhood experiences determine your identity?
 - a. Assessment: Compare and contrast the upbringing of the Athenians and Spartans, based on readings and video --- storyboard of their own lives showing how the experiences influenced who they are

Ancient Rome

- 1. How does leadership determine the success of a government and its society?
 - a. Assessment: Roman Emperor chart/ campaign project
 - b. D.I.: Groups based upon learning interests
- 2. How do new/present religions evolve from prior ones?
 - a. Assessment: Essay
 - b. D.I.: Essay topic based upon personal interest and religion choices
- 3. How does the cycle of religious persecution perpetuate itself?
 - a. Assessment: In class religion activity (game) – diary entry on personal feelings of persecution and experiences
- 4. Why is a large empire difficult to sustain?
 - a. Assessment: Current events graphic organizer related to the decline of the United States as the only superpower
 - b. D.I.: Reading groups tiered on ability

Middle Ages

- 1. How is Europe influenced by the breakup of the Roman Empire?
 - a. Assessment: Map activity, essay
- 2. How have present day Middle East religious conflicts resulted from the Middle Ages?
 - a. Assessment: Graphic organizer identifying the foundations of the religions, current events reading
 - b. D.I.: RAFT activity based on religious conflict
- 3. How does the economy of Europe evolve during the Middle Ages?
 - a. Assessment: Feudalism/Guilds activities
- 4. How does stability facilitate cultural growth?
 - a. Assessment: Activity on the writings/paintings/inventions of the Renaissance
 - b. D.I.: Topic chosen based upon student interest

Final Assessment

- 1. Overall essential question: How does religion affect the culture of a society?
 - a. Assessment: Final essay supported by in class instruction

ROBUST VOCABULARY:

Robust vocabulary words are Tier 2 words, meaning that they are complex, powerful, and generalizable. Robust vocabulary words support language development of both lower and high level learners. In addition, robust vocabulary instruction helps prepare students for SATs, upper level high school classes, and college. “Studies showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension.” (p. 2, *Bringing Words to Life*)

Teachers are asked to commit to teaching and students USING these words throughout the entire year. Using a variety of instructional strategies, students will learn the meaning of these words in a deep and meaningful way in this content and across other content areas.

The Robust Vocabulary terms for this class are: **Culture, Evolve, Hierarchy, Economy, Evaluate, Inference, Explain, Philosophy, Infamy, Persecute**

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
Geography A. Critical Thinking B. Geography Skills	PA State Standards 7.1.7.A: Explain how common geographic tools are used to organize and interpret information about people, places , and environment . 7.1.7.B: Explain and locate places and regions as defined by physical and human features . 7.2.7.A: Explain the characteristics of places and regions . 7.2.7.B: Describe the physical processes that shape patterns on Earth's surface. Common Core Standards CC.8.6-8.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	18 days	Readings Maps Timelines Teacher Generated Materials	

COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
Prehistoric Times A. Paleolithic through Neolithic B. Discoveries and Advancements C. Concepts of Social Change	PA State Standards 5.1.7.A: Cite functional examples of how the rule of law protects property rights, individual rights, and the common good. 5.1.7.C: Explain how the principles and ideals shape local, state, and national government. Liberty / Freedom Democracy Justice Equality 7.4.7.A: Describe and explain the effects of the physical systems on people within regions. 8.1.7.A: Demonstrate continuity and change over time using sequential order and context of events. 8.1.7.B: Identify and use primary and secondary sources to analyze multiple points of view for historical events. 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 8.4.7.B: Explain the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.7.C: Differentiate how continuity and change have impacted world history. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world. Common Core Standards CC.8.6.6-8.A: Write arguments focused on discipline-specific content. - 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. - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	9 days	Maps Teacher Generated Materials	

	CC.8.6.6-8.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research. CC.8.6.6-8.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
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COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
Early River Civilizations A. Mesopotamia 1. Sumer 2. Babylon B. Egypt 1. Mythology 2. Giza 3. Kingdoms 4. Mummies 5. Nefertiti	PA State Standards 5.1.7.A: Cite functional examples of how the rule of law protects property rights, individual rights, and the common good. 5.1.7.B: Identify the different types of government and the processes they use in making laws. 5.1.7.C: Explain how the principles and ideals shape local, state , and national government. Liberty / Freedom Democracy Justice Equality 5.4.7.A: Identify how countries have varying interests. 5.4.7.B: Describe how countries coexist in the world community. 7.1.7.A: Explain how common geographic tools are used to organize and interpret information about people, places , and environment . 7.1.7.B: Explain and locate places and regions as defined by physical and human features . 7.2.7.A: Explain the characteristics of places and regions . 7.2.7.B: Describe the physical processes that shape patterns on Earth's surface. 7.3.7.A: Describe the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities 7.4.7.A: Describe and explain the effects of the physical systems on people within regions . 7.4.7.B: Describe and explain the effects of people on the physical systems within regions . 8.1.7.A: Demonstrate continuity and change over time using sequential order and context of events . 8.1.7.B: Identify and use primary and secondary sources to analyze multiple points of view for historical events. 8.1.7.C: Form a thesis statement on an assigned topic using appropriate primary and secondary sources . 8.4.7.A: Summarize the social, political , cultural, and economic contributions of individuals and groups in world history. 8.4.7.B: Explain the importance of historical documents, artifacts , and sites which are critical to world history. 8.4.7.C: Differentiate how continuity and change have impacted world history.	30 days	DVDs Maps Teacher Generated Materials	

	Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world. Common Core Standards CC.8.6.6-8.A: Write arguments focused on discipline-specific content. • 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. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. CC.8.6.6-8.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.6-8.D: 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. CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research. CC.8.6.6-8.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
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COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
Ancient Greece A. Mythology B. Percy Jackson C. Civilizations D. Literature E. City-States -Wars F. Alexander G. Philosophy H. Theater I. Olympics	PA State Standards 5.1.7.A: Cite functional examples of how the rule of law protects property rights, individual rights, and the common good. 5.1.7.B: Identify the different types of government and the processes they use in making laws. 5.1.7.C: Explain how the principles and ideals shape local, state , and national government . Liberty / Freedom Democracy Justice Equality 5.4.7.A: Identify how countries have varying interests. 5.4.7.B: Describe how countries coexist in the world community. 7.1.7.A: Explain how common geographic tools are used to organize and interpret information about people, places , and environment . 7.1.7.B: Explain and locate places and regions as defined by physical and human features . 7.2.7.A: Explain the characteristics of places and regions . 7.2.7.B: Describe the physical processes that shape patterns on Earth's surface. 7.3.7.A: Describe the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities 7.4.7.A: Describe and explain the effects of the physical systems on people within regions . 7.4.7.B: Describe and explain the effects of people on the physical systems within regions . 8.1.7.A: Demonstrate continuity and change over time using sequential order and context of events . 8.1.7.B: Identify and use primary and secondary sources to analyze multiple points of view for historical events. 8.1.7.C: Form a thesis statement on an assigned topic using appropriate primary and secondary sources . 8.4.7.A: Summarize the social, political , cultural, and economic contributions of individuals and groups in world history. 8.4.7.B: Explain the importance of historical documents, artifacts , and sites which are critical to world history. 8.4.7.C: Differentiate how continuity and change have impacted world history.	58 days	DVDs Maps Teacher Generated Materials	

	Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world. 9.2.8.A: Explain the historical, cultural and social context of an individual work in the arts. 9.2.8.B: Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). Common Core Standards CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources. CC.8.5.6-8.B: 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.C: 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). CC.8.5.6-8.D: 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.F: 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). CC.8.5.6-8.G: 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.J: 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.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
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	• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style and objective tone. • Provide a concluding statement or section that follows from and supports the information or explanation presented. CC.8.6.6-8.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.6-8.D: 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. CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. CC.8.6.6-8.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
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COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
Ancient Rome A. Mythology B. Republic C. Legion D. End of Republic E. Sports F. Emperors G. Fall of Rome	PA State Standards 5.1.7.A: Cite functional examples of how the rule of law protects property rights, individual rights, and the common good. 5.1.7.B: Identify the different types of government and the processes they use in making laws. 5.1.7.C: Explain how the principles and ideals shape local, state , and national government . Liberty / Freedom Democracy Justice Equality 5.1.7.D: Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution 5.3.7.A: Compare and contrast the responsibilities and powers of the three branches of government . 5.3.7.B: Define and compare the role and structure of local, state , and national governments . 5.3.7.C: Describe how local, state , and national governments provide services. 5.3.7.D: Identify leadership positions and the role of political party affiliation at the local, state , and national levels. 5.3.7.E: Describe the closed primary voting process in Pennsylvania. 5.3.7.F: Identify the different levels of the court system. 5.3.7.G: Explain the role of interest groups in local and Pennsylvania governments. 5.3.7.H: Describe the influence of mass media on society. 5.3.7.I: Identify types of local, state , and national taxes. 5.3.7.J: Identify various types of governments . 5.4.7.A: Identify how countries have varying interests. 5.4.7.B: Describe how countries coexist in the world community. 7.1.7.A: Explain how common geographic tools are used to organize and interpret information about people, places , and environment . 7.1.7.B: Explain and locate places and regions as defined by physical and human features . 7.2.7.A: Explain the characteristics of places and regions .	28 days	DVDs Maps Teacher Generated Resources	

	7.2.7.B: Describe the physical processes that shape patterns on Earth's surface. 7.3.7.A: Describe the human characteristics of places and regions using the following criteria: - Population - Culture - Settlement - Economic activities - Political activities 7.4.7.A: Describe and explain the effects of the physical systems on people within regions. 7.4.7.B: Describe and explain the effects of people on the physical systems within regions. 8.1.7.A: Demonstrate continuity and change over time using sequential order and context of events. 8.1.7.B: Identify and use primary and secondary sources to analyze multiple points of view for historical events. 8.1.7.C: Form a thesis statement on an assigned topic using appropriate primary and secondary sources. 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 8.4.7.B: Explain the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.7.C: Differentiate how continuity and change have impacted world history. - Belief systems and religions - Commerce and industry - Technology Politics and government - Physical and human geography Social organizations 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world. 9.2.8.A: Explain the historical, cultural and social context of an individual work in the arts. 9.2.8.B: Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).			
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	Common Core Standards CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources. CC.8.5.6-8.B: 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.C: 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). CC.8.5.6-8.E: Describe how a text presents information (e.g., sequentially, comparatively, causally). CC.8.5.6-8.J: 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: Write arguments focused on discipline-specific content. • 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. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. • CC.8.6.6-8.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.6-8.D: 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. CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.			
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	CC.8.6.6-8.F: 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. CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research. CC.8.6.6-8.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
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Medieval Europe A. Feudalism B. Knighthood C. Religions D. Crusades E. Castles/Coats of Arms F. Black Death	PA State Standards 5.1.7.A: Cite functional examples of how the rule of law protects property rights, individual rights, and the common good. 5.1.7.B: Identify the different types of government and the processes they use in making laws. 5.1.7.C: Explain how the principles and ideals shape local, state , and national government . Liberty / Freedom Democracy Justice Equality 5.4.7.A: Identify how countries have varying interests. 5.4.7.B: Describe how countries coexist in the world community. 7.1.7.A: Explain how common geographic tools are used to organize and interpret information about people, places , and environment . 7.1.7.B: Explain and locate places and regions as defined by physical and human features . 7.2.7.A: Explain the characteristics of places and regions . 7.2.7.B: Describe the physical processes that shape patterns on Earth's surface. 7.3.7.A: Describe the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities 7.4.7.A: Describe and explain the effects of the physical systems on people within regions . 7.4.7.B: Describe and explain the effects of people on the physical systems within regions . 8.1.7.A: Demonstrate continuity and change over time using sequential order and context of events . 8.1.7.B: Identify and use primary and secondary sources to analyze multiple points of view for historical events. 8.1.7.C: Form a thesis statement on an assigned topic using appropriate primary and secondary sources . 8.4.7.A: Summarize the social, political , cultural, and economic contributions of individuals and groups in world history. 8.4.7.B: Explain the importance of historical documents, artifacts , and sites which are	26 days	DVDs Maps Teacher Generated Materials	

	critical to world history. 8.4.7.C: Differentiate how continuity and change have impacted world history. - Belief systems and religions - Commerce and industry - Technology Politics and government - Physical and human geography Social organizations 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world. 9.2.8.A: Explain the historical, cultural and social context of an individual work in the arts. 9.2.8.B: Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2.8.C: Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). Common Core Standards CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources. CC.8.5.6-8.J: 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.8.5.6-8.I: Analyze the relationship between a primary and secondary source on the same topic. CC.8.6.6-8.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style and objective tone. • Provide a concluding statement or section that follows from and supports the			
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	information or explanation presented. CC.8.6.6-8.G: 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. CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research. CC.8.6.6-8.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
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COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
Renaissance A. Foundations B. People C. Reformation	PA State Standards 5.1.7.B: Identify the different types of government and the processes they use in making laws. 7.3.7.A: Describe the human characteristics of places and regions using the following criteria: - Population - Culture - Settlement - Economic activities - Political activities 8.1.7.A: Demonstrate continuity and change over time using sequential order and context of events. 8.1.7.B: Identify and use primary and secondary sources to analyze multiple points of view for historical events. 9.2.8.A: Explain the historical, cultural and social context of an individual work in the arts. 9.2.8.B: Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2.8.C: Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). 9.2.8.D: Analyze a work of art from its historical and cultural perspective. 9.2.8.G: Relate works in the arts to geographic regions: - Europe Common Core Standards CC.8.5.6-8.H: Distinguish among fact, opinion, and reasoned judgment in a text. CC.8.5.6-8.J: 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: 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: Draw evidence from informational texts to support analysis reflection, and research. CC.8.6.6-8.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	5 days	DVDs Maps Teacher Generated Materials	