



### Topics & Standards

#### Greece

#### Quarter 1

#### History

- 1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.
- 2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.

#### Geography

- 12. Maps and other geographic representations can be used to trace the development of human settlement from past to present.
- 13. Geographic factors promote or impede the movement of people, products and ideas.
- 14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.
- 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

#### Government

16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

	structure and function of <b>Economics</b>	modern democratic government e distribution of productive r	S.	hy and theocracy, influencing the regions of the world contributed to
Time Frame	Curriculum Units	Opportunities for	Resources	Technology and
	& Assessment	integration	(Curriculum or	Differentiated Learning
	(Evidence)		Textbook)	
	Unit:	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
1 Week Rise of Greece	UBD Framework Unit: Formative/Summative	CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	Discovering our Past: A History of the World (Chapter 3-Lesson1)	www.discoveryeducation.com (daily videos and current events)
	Assessments  • 2-3 tasks that reach	CCSS.ELA-LITERACY.RH.6-8.2	Defined Stem	www.definedstem.com (GRASPS-Project based Learning)
	DOK 3-4 AND/OR  1-2 FATPS/RAFTS  At least 1 GRASP per	Determine the central ideas or information of a primary or secondary source; provide an	Discovery Learning	www.earth.google.com (Interactive map site)
	quarter acci	accurate summary of the source distinct from prior knowledge or opinions.		http://sheg.stanford.edu/athenian- democracy (Reading Like a Historian lessons and activities)
	*Assessments located within unit	McGraw-Hill Text Literacy Resources		http://www.lib.utexas.edu/maps/index.html (Online maps and ancient maps)
	McGraw-Hill Assessment  Resources  Lesson Review Chapter Assessment Progress Check	<ul> <li>Study to Succeed</li> <li>Graphic Novels</li> <li>21<sup>st</sup> century</li> <li>Communication and</li> <li>Critical Thinking</li> </ul>		Differentiated Instruction and ELL support listed in online resources under Lesson Planning-"Differentiation and Remediation"

	Self-Check Quiz	<ul> <li>Research and Writing Skills</li> <li>Content/Academic Vocabulary</li> <li>Biographies</li> </ul>		
	<b>UBD Framework</b>	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
$2\ Weeks$	Unit:		Discovering our Past: A	
	Formative/Summative		History of the World	www.discoveryeducation.com
$A thens\ and$	Assessments	CCSS.ELA-LITERACY.RH.6-8.7	(Chapter 3-Lesson 2-3)	(daily videos and current events)
Sparta Greece and Persia	<ul> <li>2-3 tasks that reach DOK 3-4 AND/OR</li> <li>1-2 FATPS/RAFTS</li> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> <li>*Assessments located within unit</li> <li>McGraw-Hill Assessment</li> <li>Resources</li> <li>Lesson Review</li> <li>Chapter Assessment</li> <li>Progress Check</li> <li>Self-Check Quiz</li> </ul>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels Tritical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies	Defined Stem  Discovery Learning	www.definedstem.com (GRASPS-Project based Learning)  www.earth.google.com (Interactive map site)  http://www.lib.utexas.edu/maps/index.html (Online maps and ancient maps)  http://sheg.stanford.edu/athenian- democracy (Reading Like a Historian lessons and activities)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

2 Weeks Glory, War and Decline	UBD Framework Unit: Formative/Summative Assessments  • 2-3 tasks that reach DOK 3-4 AND/OR  • 1-2 FATPS/RAFTS  • At least 1 GRASP per quarter  • At least 1 Common Short Cycle per quarter  *Assessments located within unit McGraw-Hill Assessment Resources  • Lesson Review • Chapter Assessment • Progress Check • Self-Check Quiz	Language Arts CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.  CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies	McGraw Hill Discovering our Past: A History of the World (Chapter 3-Lesson 4)  Defined Stem  Discovery Learning	www.connected.mcgraw-hill.com  www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  www.earth.google.com (Interactive map site)  http://sheg.stanford.edu/athenian- democracy (Reading Like a Historian lessons and activities)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
2 Weeks	UBD Framework Unit: Formative/Summative Assessments • 2-3 tasks that reach DOK 3-4 AND/OR	Language Arts CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	McGraw Hill Discovering our Past: A History of the World (Chapter 4-Lesson 1-2)	www.discoveryeducation.com (daily videos and current events)  www.definedstem.com

Greek Culture and Greek Mind	1-2 FATPS/RAFTS     At least 1 GRASP per quarter     At least 1 Common Short Cycle per quarter  *Assessments located within unit  McGraw-Hill Assessment  Resources  Lesson Review     Chapter Assessment     Progress Check     Self-Check Quiz	CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.  McGraw-Hill Text Literacy Resources  Study to Succeed  Graphic Novels  Titical Thinking  Research and Writing Skills  Content/Academic Vocabulary Biographies	Defined Stem  Discovery Learning	(GRASPS-Project based Learning)  http://sheg.stanford.edu/athenian- democracy (Reading Like a Historian lessons and activities)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
2 Weeks  Alexander's Empire and  Hellenistic Culture	UBD Framework Unit: Formative/Summative Assessments  • 2-3 tasks that reach DOK 3-4 AND/OR  • 1-2 FATPS/RAFTS  • At least 1 GRASP per quarter  • At least 1 Common Short Cycle per quarter	Language Arts  CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  CCSS.ELA-LITERACY.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.	McGraw Hill Discovering our Past: A History of the World (Chapter 4-Lesson 3-4)  Defined Stem  Discovery Learning	www.connected.mcgraw-hill.com  www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

*Assessments located within unit  McGraw-Hill Assessment  Resources  Lesson Review Chapter Assessment Progress Check Self-Check Quiz	McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies			
--	---	--	--	--

### Topics & Standards

#### History

#### Rome

#### **Quarter 2**

1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.

#### Geography

- 12. Maps and other geographic representations can be used to trace the development of human settlement from past to present.
- 13. Geographic factors promote or impede the movement of people, products and ideas.
- 14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.
- 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

#### Government

- 16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.
- 17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.

#### **Economics**

20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

Time Frame	Curriculum Units &	Opportunities for	Resources	Technology and
	Assessment	integration	(Curriculum or	$oldsymbol{Differentiated}$
	(Evidence)		Textbook)	Learning
	<b>UBD Framework</b>	Language Arts	McGraw Hill	www.connected.mcgraw-
1 Week	Unit:	CCSS.ELA-LITERACY.RH.6-8.9	Discovering our Past: A	<u>hill.com</u>
	Formative/Summative	Analyze the relationship between a	History of the World	
Founding of	Assessments	primary and secondary source on the same topic.	(Chapter 5-Lesson 1)	www.discoveryeducation.com
Rome	• 2-3 tasks that reach DOK 3-	CCSS.ELA-LITERACY.RH.6-8.1		(daily videos and current events)
	4 AND/OR  • 1-2 FATPS/RAFTS  • At least 1 GRASP per quarter  • At least 1 Common Short Cycle per quarter  *Assessments located within unit McGraw-Hill Assessment Resources	Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-LITERACY.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.	Defined Stem  Discovery Learning	www.definedstem.com (GRASPS-Project based Learning)  www.earth.google.com (Interactive map site)  http://www.lib.utexas.edu/maps/index.html (Online maps and ancient maps)
	<ul><li>Lesson Review</li><li>Chapter Assessment</li><li>Progress Check</li></ul>	McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels		http://sheg.stanford.edu/roman-republic (Reading Like a Historian lessons and activities)

	Self-Check Quiz	<ul> <li>21<sup>st</sup> century         Communication and             Critical Thinking         Research and Writing             Skills         Content/Academic             Vocabulary         Biographies     </li> </ul>		Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
9 W 1 .	UBD Framework	Language Arts CCSS.ELA-LITERACY.RH.6-8.7	McGraw Hill	www.connected.mcgraw-
$2\ Weeks$	Unit:	Integrate visual information (e.g., in	Discovering our Past: A	<u>hill.com</u>
Roman Republic and the End of the Republic	Formative/Summative Assessments  2-3 tasks that reach DOK 3-4 AND/OR  1-2 FATPS/RAFTS  At least 1 GRASP per quarter  At least 1 Common Short Cycle per quarter  *Assessments located within unit McGraw-Hill Assessment Resources  Lesson Review Chapter Assessment Progress Check Self-Check Quiz	charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary	History of the World (Chapter 5-Lesson 2-3)  Defined Stem  Discovery Learning	www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  http://sheg.stanford.edu/roman-republic (Reading Like a Historian lessons and activities)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

1 Week  Rome Builds an Empire	Unit: Formative/Summative     Assessments     • 2-3 tasks that reach DOK 3-4 AND/OR     • 1-2 FATPS/RAFTS     • At least 1 GRASP per quarter     • At least 1 Common Short Cycle per quarter *Assessments located within unit McGraw-Hill Assessment Resources     • Lesson Review     • Chapter Assessment     • Progress Check     • Self-Check Quiz	Language Arts  CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-LITERACY.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.  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels Trical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies	McGraw Hill Discovering our Past: A History of the World (Chapter 5-Lesson 4)  Defined Stem  Discovery Learning	www.connected.mcgraw-hill.com  www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  www.earth.google.com (Interactive map site)  http://sheg.stanford.edu/roman-republic (Reading Like a Historian lessons and activities)  http://www.pbs.org/empires/romans/educators/lesson7.html (lessons and resources about Rome)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
2 Weeks Roman Way of Life	UBD Framework Unit: Formative/Summative Assessments	Language Arts CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	McGraw Hill Discovering our Past: A History of the World (Chapter 6-Lesson 1)	www.connected.mcgraw-hill.com  www.discoveryeducation.com (daily videos and current events)

	<ul> <li>2-3 tasks that reach DOK 3-4 AND/OR</li> <li>1-2 FATPS/RAFTS</li> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> <li>*Assessments located within unit McGraw-Hill Assessment</li> <li>Resources</li> <li>Lesson Review</li> <li>Chapter Assessment</li> <li>Progress Check</li> <li>Self-Check Quiz</li> </ul>	CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies	Defined Stem  Discovery Learning	www.definedstem.com (GRASPS-Project based Learning)  www.earth.google.com (Interactive map site)  http://sheg.stanford.edu/roman-republic (Reading Like a Historian lessons and activities)  http://www.pbs.org/empires/romans/educators/lesson7.html (lessons and resources about Rome)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
2 Weeks Decline of Rome	UBD Framework Unit: Formative/Summative     Assessments     2-3 tasks that reach DOK 3-4 AND/OR     1-2 FATPS/RAFTS     At least 1 GRASP per quarter     At least 1 Common Short Cycle per quarter *Assessments located within unit	Language Arts CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-LITERACY.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.  McGraw-Hill Text Literacy Resources	McGraw Hill Discovering our Past: A History of the World (Chapter 6-Lesson 2)  Defined Stem  Discovery Learning	www.connected.mcgraw-hill.com  www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  www.earth.google.com (Interactive map site)  http://sheg.stanford.edu/roman-republic (Reading Like a Historian lessons and activities)

	McGraw-Hill Assessment Resources  Lesson Review Chapter Assessment Progress Check Self-Check Quiz	<ul> <li>Study to Succeed</li> <li>Graphic Novels</li> <li>21<sup>st</sup> century         Communication and             Critical Thinking         Research and Writing             Skills         Content/Academic             Vocabulary         Biographies     </li> </ul>		Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
1 Week	UBD Framework Unit:	Language Arts CCSS.ELA-LITERACY.RH.6-8.9	McGraw Hill Discovering our Past: A	www.connected.mcgraw- hill.com
Byzantine Empire	Formative/Summative Assessments  2-3 tasks that reach DOK 3-4 AND/OR  1-2 FATPS/RAFTS  At least 1 GRASP per quarter  At least 1 Common Short Cycle per quarter  *Assessments located within unit McGraw-Hill Assessment Resources  Lesson Review Chapter Assessment Progress Check Self-Check Quiz	Analyze the relationship between a primary and secondary source on the same topic.  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies	History of the World (Chapter 6-Lesson 3)  Defined Stem  Discovery Learning	www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  www.earth.google.com (Interactive map site)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

### Topics & Standards

#### Feudalism and the Middle Ages Renaissance Reformation

#### Quarter 3

#### History

- 1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.
- 3. Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.
- 4. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.
- 5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.
- 6. The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.
- 7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.

#### Geography

- 12. Maps and other geographic representations can be used to trace the development of human settlement from past to present.
- 13. Geographic factors promote or impede the movement of people, products and ideas.
- 14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.
- 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

#### Government

- 16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.
- 18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.

#### **Economics**

20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

Time Frame	Curriculum Units	Opportunities for	Resources	Technology and Differentiated
	& Assessment	integration	(Curriculum	Learning
	(Evidence)		or Textbook)	
	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
2 Weeks	Unit: Formative/Summative	CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in	Discovering our Past: A History of	www.discoveryeducation.com
Middle Ages and	Assessments  • 2-3 tasks that reach	charts, graphs, photographs, videos, or maps) with other information in	the World (Chapter 13-Lesson 1-	(daily videos and current events)
Feudalism	DOK 3-4 AND/OR • 1-2 FATPS/RAFTS	print and digital texts.  CCSS.ELA-LITERACY.RH.6-8.8  Distinguish among fact, opinion,	2)	www.definedstem.com (GRASPS-Project based Learning)
Europe and Asia	<ul> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> <li>*Assessments located within</li> </ul>	and reasoned judgment in a text.  McGraw-Hill Text Literacy Resources  Study to Succeed	Defined Stem  Discovery Learning	www.earth.google.com (Interactive map site) <a href="http://sheg.stanford.edu/medieval">http://sheg.stanford.edu/medieval</a> (Reading Like a Historian lessons and activities)
	Assessments located within unit  McGraw-Hill Assessment  Resources  Lesson Review Chapter Assessment Progress Check Self-Check Quiz	<ul> <li>Graphic Novels</li> <li>21<sup>st</sup> century         Communication and             Critical Thinking     </li> <li>Research and Writing             Skills</li> <li>Content/Academic             Vocabulary</li> <li>Biographies</li> </ul>		Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
1 Week	UBD Framework Unit: Formative/Summative	Language Arts CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words	McGraw Hill Discovering our Past: A History of	www.connected.mcgraw-hill.com www.discoveryeducation.com
	Assessments	and phrases as they are used in a text, including vocabulary specific	the World	(daily videos and current events)

Kingdoms and Crusades	<ul> <li>2-3 tasks that reach DOK 3-4 AND/OR</li> <li>1-2 FATPS/RAFTS</li> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> <li>*Assessments located within unit</li> <li>McGraw-Hill Assessment</li> <li>Resources</li> <li>Lesson Review</li> <li>Chapter Assessment</li> <li>Progress Check</li> <li>Self-Check Quiz</li> </ul>	to domains related to history/social studies. CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies	(Chapter 13-Lesson 3)  Defined Stem  Discovery Learning	www.definedstem.com (GRASPS-Project based Learning)  http://sheg.stanford.edu/first-crusade (Reading Like a Historian lessons and activities)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
2 Weeks  Rise of the Church and Christianity	UBD Framework Unit: Formative/Summative     Assessments     • 2-3 tasks that reach     DOK 3-4 AND/OR     • 1-2 FATPS/RAFTS     • At least 1 GRASP per     quarter     • At least 1 Common     Short Cycle per     quarter	Language Arts CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-LITERACY.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.	McGraw Hill Discovering our Past: A History of the World (Chapter 13-Lesson 4)  Defined Stem  Discovery Learning	www.connected.mcgraw-hill.com  www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  http://sheg.stanford.edu/roman-empire-christianity (Reading Like a Historian lessons and activities)

	*Assessments located within unit  McGraw-Hill Assessment  Resources  Lesson Review Chapter Assessment Progress Check Self-Check Quiz	McGraw-Hill Text Literacy Resources  Study to Succeed  Graphic Novels  21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies		Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
2 Weeks	Unit:		Discovering our	
	Formative/Summative	CCSS.ELA-LITERACY.RH.6-8.7	Past: A History of	www.discoveryeducation.com
The Late	Assessments	Integrate visual information (e.g., in charts, graphs, photographs, videos,	the World	(daily videos and current events)
Middle Ages	• 2-3 tasks that reach	or maps) with other information in	(Chapter 13-Lesson 5)	www.definedstem.com
	DOK 3-4 AND/OR	print and digital texts.	(Chapter 14-Lesson 1)	(GRASPS-Project based Learning)
Renaissance	<ul><li>1-2 FATPS/RAFTS</li><li>At least 1 GRASP per</li></ul>	CCSS.ELA-LITERACY.RH.6-8.8		
Begins	quarter	Distinguish among fact, opinion, and reasoned judgment in a text.	Dafinad Stam	www.earth.google.com (Interactive map site)
	At least 1 Common	McGraw-Hill Text Literacy	Defined Stem	(s. stee)
	Short Cycle per	Resources	Discovery Learning	Differentiated Instruction and ELL support listed in
	quarter *Assessments located within	<ul> <li>Study to Succeed</li> </ul>	Discovery Learning	online resources under Lesson Planning "Differentiation and Remediation."
	unit	<ul> <li>Graphic Novels</li> </ul>		Differentiation and Remediation."
	McGraw-Hill Assessment	• 21 <sup>st</sup> century		
	Resources	Communication and		
		Critical Thinking		
	Lesson Review     Chapter Assessment			
	Chapter Assessment			

<ul> <li>Progress Check</li> <li>Self-Check Quiz</li> </ul>	<ul> <li>Research and Writing Skills</li> <li>Content/Academic Vocabulary</li> <li>Biographies</li> </ul>		
I Week  New Ideas and Literature  • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter  *Assessments located within unit McGraw-Hill Assessment Resources  • Lesson Review • Chapter Assessment • Progress Check • Self-Check Quiz	support analysis of primary and secondary sources.  CCSS.ELA-LITERACY.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.  McGraw-Hill Text Literacy  Resources	McGraw Hill Discovering our Past: A History of the World (Chapter 14-Lesson 2)  Defined Stem  Discovery Learning	www.connected.mcgraw-hill.com  www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  www.earth.google.com (Interactive map site)  http://sheg.stanford.edu/confucianism-daoism (Reading Like a Historian lessons and activities)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

1 117 1	LIDD Francescool	Laurence Auto	N4-C	
1 Week	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
	Unit:		Discovering our	
Reformation	Formative/Summative	CCSS.ELA-LITERACY.RH.6-8.7	Past: A History of	www.discoveryeducation.com
Catholics	Assessments	Integrate visual information (e.g., in	the World	(daily videos and current events)
and	• 2-3 tasks that reach	charts, graphs, photographs, videos,	(Chapter 14-Lesson 3-	
Protestants	DOK 3-4 AND/OR	or maps) with other information in print and digital texts.	4)	www.definedstem.com
1 Totestants	• 1-2 FATPS/RAFTS	CCSS.ELA-LITERACY.RH.6-8.8	,	(GRASPS-Project based Learning)
	At least 1 GRASP per	Distinguish among fact, opinion,		http://chag.stanfard.adu/martin luthar
	quarter	and reasoned judgment in a text.	Defined Stem	http://sheg.stanford.edu/martin-luther (Reading Like a Historian lessons and activities)
	At least 1 Common	3 6	Defined Stem	(Nedding like a Historian lessons and activities)
	Short Cycle per			Differentiated Instruction and ELL support listed in
	quarter	McGraw-Hill Text Literacy	Discovery Learning	online resources under Lesson Planning
	*Assessments located within	Resources		"Differentiation and Remediation."
	unit	Study to Succeed		
	McGraw-Hill Assessment	Graphic Novels		
	Resources	•		
		• 21 <sup>st</sup> century		
	<ul> <li>Lesson Review</li> </ul>	Communication and		
	<ul> <li>Chapter Assessment</li> </ul>	Critical Thinking		
	<ul> <li>Progress Check</li> </ul>	<ul> <li>Research and Writing</li> </ul>		
	<ul> <li>Self-Check Quiz</li> </ul>	Skills		
		Content/Academic		
		Vocabulary		
		•		
		<ul> <li>Biographies</li> </ul>		

### Topics & Standards

#### West Africa Global Age

**Exploration** 

#### Quarter 4

#### History

- 8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.
- 9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.
- 10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.
- 11. The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) between previously unconnected parts of the world reshaped societies in ways still evident today.

#### Geography

- 12. Maps and other geographic representations can be used to trace the development of human settlement from past to present.
- 13. Geographic factors promote or impede the movement of people, products and ideas.
- 14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.
- 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

#### Government

16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

#### **Economics**

- 19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.
- 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.
- 21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies

Time Frame	Curriculum Units	Opportunities for	Resources	Technology and Differentiated
	& Assessment	integration	(Curriculu	Learning
	(Evidence)		m or	
			Textbook)	
	<b>UBD Framework</b>	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
2 Weeks	Unit:		Discovering our	
	Formative/Summative	CCSS.ELA-LITERACY.RH.6-	Past: A History	www.discoveryeducation.com
Islam	Assessments	8.4 Determine the meaning of words	of the World	(daily videos and current events)
The Spread of	• 2-3 tasks that reach	and phrases as they are used in a	(Chapter 8-Lesson	www.definedstem.com
Islam	DOK 3-4 AND/OR	text, including vocabulary	1-3)	(GRASPS-Project based Learning)
	1-2 FATPS/RAFTS	specific to domains related to history/social studies.		www.earth.google.com

Life in the	At least 1 GRASP per	CCSS.ELA-LITERACY.RH.6-	Defined Stem	(Interactive map site)
Islamic World	quarter	8.5		
	<ul> <li>At least 1 Common</li> </ul>	Describe how a text presents	Discovery	http://asiasociety.org/countries-history/trade-
	Short Cycle per	information (e.g., sequentially,	l *	exchange/silk-road-spreading-ideas-and-innovations
	quarter	comparatively, causally).	Learning	(Silk Road-Islamic Contributions)
	*Assessments located within	McCraw Hill Toyt Literacy		http://sheg.stanford.edu/expansion-islamic-empire
	unit	McGraw-Hill Text Literacy		(Reading Like a Historian lessons and activities)
	McGraw-Hill Assessment	Resources		
	Resources	<ul> <li>Study to Succeed</li> </ul>		
		<ul> <li>Graphic Novels</li> </ul>		Differentiated Instruction and ELL support listed in
	<ul> <li>Lesson Review</li> </ul>	21 <sup>st</sup> century		online resources under Lesson Planning "Differentiation
	<ul> <li>Chapter Assessment</li> </ul>	Communication and		and Remediation."
	<ul> <li>Progress Check</li> </ul>			
	Self-Check Quiz	Critical Thinking		
		Research and		
		Writing Skills		
		<ul> <li>Content/Academic</li> </ul>		
		Vocabulary		
		<ul> <li>Biographies</li> </ul>		
	<b>UBD Framework</b>	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
$2\ Weeks$	Unit:		Discovering our	
	Formative/Summative	CCSS.ELA-LITERACY.RH.6-	Past: A History	www.discoveryeducation.com
The Rise of	Assessments	8.7	of the World	(daily videos and current events)
African	2-3 tasks that reach	Integrate visual information (e.g.,	(Chapter 9-Lesson	
•	DOK 3-4 AND/OR	in charts, graphs, photographs,	1-2)	www.definedstem.com
Civilizations	• 1-2 FATPS/RAFTS	videos, or maps) with other	1-2)	(GRASPS-Project based Learning)
A frican	At least 1 GRASP per	information in print and digital texts.		
Governments	quarter	CCSS.ELA-LITERACY.RH.6-		http://www.worldtrek.org/odyssey/teachers/malilessons.html (lesson plans and resources on Mali)
and Religions	At least 1 Common	8.8	Defined Stem	(1655011 pidits dilu resources off ividil)
_	Short Cycle per	Distinguish among fact, opinion,		http://sheg.stanford.edu/mansa-musa
	quarter	and reasoned judgment in a text.	Discovery	(Reading Like a Historian lessons and activities)
	*Assessments located within	_	Learning	, 0 2
	unit			

	McGraw-Hill Assessment Resources  Lesson Review Chapter Assessment Progress Check Self-Check Quiz	McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies		http://www.bbc.co.uk/worldservice/africa/features/storyofa frica/index_section4.shtml (lesson plans and resources on Africa)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
1 Week	Unit:	CCSS.ELA-LITERACY.RH.6-	Discovering our	
African Society	Formative/Summative Assessments	8.7	Past: A History of the World	www.discoveryeducation.com (daily videos and current events)
and Culture	2-3 tasks that reach	Integrate visual information (e.g.,	(Chapter 9-Lesson	
	DOK 3-4 AND/OR	in charts, graphs, photographs, videos, or maps) with other	3)	www.definedstem.com (GRASPS-Project based Learning)
	• 1-2 FATPS/RAFTS	information in print and digital		, ,
	<ul> <li>At least 1 GRASP per quarter</li> </ul>	texts. CCSS.ELA-LITERACY.RH.6-		http://edsitement.neh.gov/lesson-plan/lesson-2-trekking- timbuktu-trade-ancient-west-africa-student-version
	At least 1 Common	8.8	Defined Stem	(lessons and activities)
	Short Cycle per	Distinguish among fact, opinion,	Discovery	Differentiated Instruction and ELL support listed in
	quarter *Assessments located within	and reasoned judgment in a text.	Discovery Learning	online resources under Lesson Planning "Differentiation
	unit	McGraw-Hill Text Literacy	Learining	and Remediation."
	McGraw-Hill Assessment	<u>Resources</u>		
	Resources	<ul> <li>Study to Succeed</li> </ul>		
	Lesson Review	<ul> <li>Graphic Novels</li> </ul>		

	<ul> <li>Chapter Assessment</li> <li>Progress Check</li> <li>Self-Check Quiz</li> </ul>	<ul> <li>21<sup>st</sup> century         Communication and             Critical Thinking     </li> <li>Research and             Writing Skills</li> <li>Content/Academic             Vocabulary</li> <li>Biographies</li> </ul>		
	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
2 Week	Unit:		Discovering our	
	Formative/Summative	CCSS.ELA-LITERACY.RH.6- 8.1	Past: A History	www.discoveryeducation.com
Age of	Assessments	Cite specific textual evidence to	of the World	(daily videos and current events)
Exploration	<ul> <li>2-3 tasks that reach DOK 3-4 AND/OR</li> <li>1-2 FATPS/RAFTS</li> </ul>	support analysis of primary and secondary sources. CCSS.ELA-LITERACY.RH.6-8.2	(Chapter 15-Lesson 1)	www.definedstem.com (GRASPS-Project based Learning)
	<ul><li>At least 1 GRASP per quarter</li><li>At least 1 Common</li></ul>	Determine the central ideas or information of a primary or	Defined Stem	www.earth.google.com (Interactive map site)
	Short Cycle per quarter  *Assessments located within unit	secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Discovery Learning	http://sheg.stanford.edu/confucianism-daoism (Reading Like a Historian lessons and activities)  http://daphne.palomar.edu/scrout/colexc.htm
	McGraw-Hill Assessment Resources  Lesson Review Chapter Assessment Progress Check Self-Check Quiz	McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels		(Columbian Exchange)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

		<ul> <li>21<sup>st</sup> century         Communication and Critical Thinking     </li> <li>Research and Writing Skills</li> <li>Content/Academic Vocabulary</li> <li>Biographies</li> </ul>		
1 Week	<b>UBD Framework</b>	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
	Unit:		Discovering our	
Spanish	Formative/Summative	CCSS.ELA-LITERACY.RH.6- 8.7	Past: A History	www.discoveryeducation.com
Conquest in the	Assessments	Integrate visual information (e.g.,	of the World	(daily videos and current events)
Americas	<ul> <li>2-3 tasks that reach DOK 3-4 AND/OR</li> <li>1-2 FATPS/RAFTS</li> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> <li>*Assessments located within unit</li> <li>McGraw-Hill Assessment</li> <li>Resources</li> <li>Lesson Review</li> <li>Chapter Assessment</li> <li>Progress Check</li> <li>Self-Check Quiz</li> </ul>	in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  CCSS.ELA-LITERACY.RH.6-8.8  Distinguish among fact, opinion, and reasoned judgment in a text.  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels Communication and Critical Thinking Research and Writing Skills	(Chapter 15-Lesson 2)  Defined Stem  Discovery Learning	www.definedstem.com (GRASPS-Project based Learning)  www.earth.google.com (Interactive map site)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

		<ul><li>Content/Academic</li><li>Vocabulary</li><li>Biographies</li></ul>		
1 Week  Exploration and Worldwide Trade	UBD Framework Unit: Formative/Summative     Assessments     • 2-3 tasks that reach     DOK 3-4 AND/OR     • 1-2 FATPS/RAFTS     • At least 1 GRASP per     quarter     • At least 1 Common     Short Cycle per     quarter  *Assessments located within unit     McGraw-Hill Assessment Resources      • Lesson Review     • Chapter Assessment     • Progress Check     • Self-Check Quiz	Language Arts  CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels Trical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies	McGraw Hill Discovering our Past: A History of the World (Chapter 15-Lesson 3)  Defined Stem Discovery Learning	www.connected.mcgraw-hill.com  www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  www.earth.google.com (Interactive map site)  http://sheg.stanford.edu/middle-passage (Reading Like a Historian lessons and activities)  http://daphne.palomar.edu/scrout/colexc.htm (Non-fictional text on Columbian Exchange)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."