

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Honors Humanities**

**July 21, 2020**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Course Description**

Many social studies courses present chronological history by focusing on events from the socioeconomic and political arenas. While these areas are crucial, often overlooked are the products of creative human imagination that define the essence of a culture. A course in the Humanities is designed to fill this gap. In doing so, it provides students with a much more comprehensive view of civilization's values and psychological outlook. The breadth of material covered has made Honors Humanities a valuable asset for any student entering a liberal arts program, regardless of their intended major. It is strongly recommended that all honors/AP track students take this course, including those leaning towards science and math.

The Honors level of Humanities in Western Civilization seeks to accomplish two major goals. First, it provides a necessary foundation for a college career. Institutions of higher learning expect incoming students to have a working knowledge of philosophy and the arts. Honors Humanities will cover all of these essential areas to a depth sufficient to prepare students for any college classroom. It is, therefore, a must for anyone who intends to pursue a college major in the Social Sciences and is recommended for those who will be entering a liberal arts program. Second, since the areas covered in the course are common to all people throughout their adult lives, it trains students to interact with the material in an introspective manner. This way, they become active participants in the ongoing process of humanistic endeavor.

This course is conducted at a college level; the amount of material mandates that it will be reading and labor intensive. Instruction will emphasize the application of higher order thinking skills as well as introspective analysis. There will be opportunities for student centered, hands-on work on artistic projects. Students who successfully complete this class will come away with a wealth of information and self-knowledge.

The units covered are the same as the regular humanities course. However, the depth of the coverage is deeper and more intense.

## **Curriculum Units/Pacing Guide**

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

## Unit Standards Overview

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

<p>Unit 2 Ancient Greece</p>	<p>6.2.8.B.3.b 6.2.8.D.3.c 6.2.8.D.3.e 6.2.8.A.3.c</p> <p>Examine the roots of Greek culture geographically. Identify the major principles of Greek humanism. Outline the major periods and styles of Greek art. Describe the elements of Greek theater. Analyze the major ideas of Greek philosophers. Identify the features of Greek architecture. Recognize Greek styles of sculpture by their respective era. Distinguish between the black figure and red figure styles of pottery.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Textbook: Humanities of the Western World. <a href="http://teachinghistory.org/">http://teachinghistory.org/</a> <a href="https://www.readworks.org/">https://www.readworks.org/</a> <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a> <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a> <a href="http://www.pbs.org/empires/romans/educators/">http://www.pbs.org/empires/romans/educators/</a> <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a> <a href="https://www.moma.org/momalearning/artsafari/index.html">https://www.moma.org/momalearning/artsafari/index.html</a> <a href="http://besthistorysites.net/">http://besthistorysites.net/</a> <a href="https://www.pbs.org/empires/thegreeks/educational/index.html">https://www.pbs.org/empires/thegreeks/educational/index.html</a></p>	
<p>Unit 3</p>		<p>Examine the values of Roman chronology.</p>

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

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



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

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

	<p>6.2.12.D.2.d</p> <p>6.2.12.A.3.b</p>	<p>socio-political setting.</p> <p>Identify the major styles of Baroque painting.</p> <p>Establish the principles of Baroque musical theory.</p> <p>Examine the nature of the Enlightenment and its far reaching effects.</p> <p>Evaluate the Enlightenment's approach to human nature and morality</p> <p>Identify the artistic and technical elements of Neo-Classicism in the arts.</p> <p>Analyze the elements of Neo-Classical music.</p> <p>Investigate the contradictory nature of "genius".</p>	
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>		<p>Textbook: <u>Humanities of the Western World.</u>  <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://edstement.neh.gov/">https://edstement.neh.gov/</a>  <a href="https://www.discovereducation.com/">https://www.discovereducation.com/</a>  <a href="https://shg.stanford.edu/">https://shg.stanford.edu/</a>  <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a>  <a href="https://www.allabouthistory.org/age-of-reason.htm">https://www.allabouthistory.org/age-of-reason.htm</a>  <a href="https://www.moma.org/momalearning/artsafari/index.html">https://www.moma.org/momalearning/artsafari/index.html</a></p>	
<p>Unit 8  19<sup>th</sup> Century</p>	<p><b>6.2.12.A.3.a</b></p>	<p>Assess and contrast the social upheavals of the French and Industrial Revolutions.</p>	

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

		<p>Evaluate the evolving role of woman in a more modern society during the 1800's.</p> <p>Assess the validity of Freud's theories/Evaluate Freud's ideas in their original concept.</p> <p>Examine the causes and results of the underlying social malaise and neurosis that grows as the end of the 19<sup>th</sup> century approaches.</p>	
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p>Textbook: <u>Humanities of the Western World.</u>  <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://edsitement.neh.gov/">https://edsitement.neh.gov/</a>  <a href="https://www.discovereducation.com/">https://www.discovereducation.com/</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a>  <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a>  <a href="https://owlcation.com/humanities/Imperialism-Revolution-and-Industrialization-in-Nineteenth-Century-Europe">https://owlcation.com/humanities/Imperialism-Revolution-and-Industrialization-in-Nineteenth-Century-Europe</a>  <a href="https://www.moma.org/momalearning/artsafarj/index.html">https://www.moma.org/momalearning/artsafarj/index.html</a></p>	<p>Establish a foundation for examining the 20<sup>th</sup> century mind.</p> <p>Examine the roots of 19<sup>th</sup> century existentialism.</p> <p>Evaluate the world outlook of early, religiously based existential thinkers.</p> <p>Examine the attributes of atheistic existentialism.</p> <p>Identify and analyze the major schools of early 20<sup>th</sup> century art.</p> <p>Connect advances in psychology to 20<sup>th</sup> century literature.</p>	
<p><b>Unit 9</b>  20<sup>th</sup> Century</p>	<p>6.2.12.D.2.d  6.2.12.C.3.d  6.2.12.D.4.k.A  6.2.12.D.3.a  6.2.12.D.3.d</p>		

	<p><b>6.2.12.D.5.c</b></p>	<p>Analyze the breakdown of tonality in music.</p> <p>Distinguish between International and organic architecture.</p> <p>Examine the phenomenon of the blues.</p> <p>Examine how competitive artists influence each other.</p> <p>Establish the principles that define "art".</p> <p>Trace the evolution of Postwar architecture.</p> <p>Trace and analyze the evolution of Jazz.</p> <p>Examine photography as its own unique visual art form.</p> <p>Compare Asian systems of philosophy to Western existentialism.</p> <p>Examine cinema as its own unique visual art form.</p> <p>Trace the evolution of Rock &amp; Roll.</p>	
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p>Textbook: <u>Humanities of the Western World.</u>  <a href="http://teachinghistory.org/">http://teachinghistory.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a>  <a href="https://www.history.com/news/gay-culture-roaring-twenties-prohibition">https://www.history.com/news/gay-culture-roaring-twenties-prohibition</a>  <a href="https://studentsofhistory.org/google-classroom-history/">https://studentsofhistory.org/google-classroom-history/</a>  <a href="https://study.com/academy/lesson/jazz-age-lesson-plan.html">https://study.com/academy/lesson/jazz-age-lesson-plan.html</a>  <a href="https://www.moma.org/momalearning/artsafar/index.html">https://www.moma.org/momalearning/artsafar/index.html</a></p>		

## Curricular Units

### Unit 1: Pre-History

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

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



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

		<p>concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films</p>	<p>Class Debates Analyze Various Forms of Media Demonstration of post and lintel architectural process</p>
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Unit 1 Assessment Plan	
<p><b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Tests, Quizzes, Projects</p>

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

Unit 1 Connections	
<p><b>NISIS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p><b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in</p>

<p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p><b>21st Century Skills</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Interdisciplinary Connections</b> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p><b>Stem: Architectural Projects</b></p> <p>Art: Studies of different artists and eras in art history</p>

<b>Unit 2: Ancient Greece</b>			
<b>Content Standards</b>	<b>Critical Knowledge &amp; Skills</b> <i>("Unpacked" Standards)</i>	<b>Content-Specific Practices</b> <i>(when applicable)</i>	<b>Standard Mastery Examples</b> <i>When Possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p><b>6.2.8.B.3.b</b></p> <p>Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.</p> <p><b>6.2.8.D.3.c</b></p>	<p>Examine the roots of Greek culture geographically.</p> <p>Identify the major principles of Greek humanism.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and</p>	<p><b>Define Key Terms</b></p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p>

<p>Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p>	<p>Outline the major periods and styles of Greek art.  Describe the elements of Greek theater.</p>	<p>concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films</p>	<p>Class Debates  Analyze Various Forms of Media  Visual Presentation of Greek Temple Design, Order of Columns, the Acropolis &amp; Parthenon, Hellenism and the Seven Wonders</p>
<p>6.2.8.D.3.e  Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p>	<p>Analyze the major ideas of Greek philosophers.  Identify the features of Greek architecture.</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films</p>	<p>Define Key Terms  Analyze Primary Resources  Discuss Differing Perspectives  Create Presentations and PowerPoints  Students plan their own vase design, sketch it out, and finish as a Black or a Red Figure design  Analyze Various Forms of Media  DBQ: Athenian Democracy &amp; the Roman Republic  Cooperative groups construct, post, &amp; lintel temples out of building materials provided to them a test them out by placing increasing amounts of weight</p>
<p>6.2.8.A.3.c  Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p>	<p>Recognize Greek styles of sculpture by their respective era.  Distinguish between the black figure and red figure styles of pottery.</p>		

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

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

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

<p>at least two tables and describe the process, and explain the report results.</p>	
<p><b>21st Century Skills</b> <i>If not possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p><b>Interdisciplinary Connections</b> <i>If not possible, provide links to specific EL/Al/ Math/ Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Stem: Architectural Projects</b></p> <p>Art: Studies of different artists and eras in art history</p>

### Unit 3: Ancient Rome

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples (The Student will be able to)
<p><b>6.2.8.A.3.a</b></p> <p>Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p>	<p>Examine the values of Roman chronology.</p> <p>Analyze the role of cults and philosophical schools in a violent culture.</p> <p>Examine Roman written and verbal arts.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis</p>	<p><b>Define Key Terms</b></p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Presentation and demonstration of arch, dome, and vaulting techniques, culminating in the Pantheon.</p> <p>Class Debates</p>

<p>6.2.8.D.3.b</p> <p>Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p>	<p>Compare Roman urban planning and mass entertainment to modern America</p>	<p>and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films</p>	<p>Analyze Various Forms of Media Foundational discussion on the "personality" of the Romans and how their culture is fundamentally different from the Greeks.</p>
<p>6.2.8.D.3.c</p> <p>Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p>	<p>Investigate the use of sculpture as political propaganda Examine Roman skill in engineering and architecture.</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films</p>	<p>Define Key Terms Analyze Primary Resources Discuss Differing Perspectives Answer DBQs Create Presentations and PowerPoints Class Debates Analyze Various Forms of Media Roundtable discussion on the general Roman outlook, and how philosophy can help one live a good life in a decadent society.</p>
<p><b>Unit 3 Assessment Plan</b></p>			
<p><b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p><b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>	

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>a. Read written instructions</p> <p>b. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words &amp; Phrases</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>e. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p>	<p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/ Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>
Unit 3 Connections		
NJSIS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices	
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	
21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills	Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards	



9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

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

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

Stem: Architectural Projects

Art: Studies of different artists and eras in art history

## Unit 4: Judeo-Christian/Byzantine

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

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

Unit 4 Connections		Career Readiness Practices	
<p><b>Njsjs - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>		<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>	
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>		<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of</p>	
<p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or</p>			

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

## Unit 5: The Middle Ages

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p><b>6.2.8.A.4.a</b></p> <p>Determine the extent to which the Byzantine Empire influenced the</p>	<p>Establish the cultural foundations of the medieval mind.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p>	<p><b>Define Key Terms</b></p> <p><b>Analyze Primary Resources</b></p>

<p>Islamic world and western Europe.</p> <p><b>6.2.8.D.4.a</b></p> <p>Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p>	<p>Examine the evolution of Christianity and the Catholic Church throughout the Middle Ages</p>	<p>Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p>
<p><b>6.2.12.A.1.a</b></p> <p>Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p>	<p>Compare the Islamic outlook with the Christian.</p>		
<p><b>6.2.8.D.3.d</b></p> <p>Compare and contrast the tenets of various world religions that</p>	<p>Study the achievements of the Islamic world and their impact</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p>

<p>developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.C.4.b Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.</p> <p>6.2.8.D.4.b Analyze the causes and outcomes of the Crusades from different perspectives,</p>	<p>on Medieval literature</p> <p>Investigate techniques and styles of Medieval architecture</p> <p>Analyze the harmonic structure of Medieval music</p> <p>What caused the decline of European feudalism?</p>	<p>Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p> <p>Visual presentation of the return of Greco-Roman ideals and techniques into the three-dimensional arts</p>
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<p>including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <p>6.2.8.D.4.d Determine which events led to the rise and eventual decline of European feudalism.</p>			
<p>6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p> <p>6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the</p>	<p>Trace the transition of the visual arts from the Medieval toward a more modern style.</p> <p>Analyze the factors that contributed to the breakdown of the medieval psychology.</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p>

Renaissance, and the impact on the arts.			
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Unit 5: Assessment Plan	
Formative Assessment	Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides	Tests, Quizzes, Projects

Unit 5: Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers /study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

Unit 5: Connections	
NISLS - Technology	Career Readiness Practices
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  8.1.12.A.4: Construct a spreadsheet workbook with multiple	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

<p>worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.</p>
<p><b>21st Century Skills</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Interdisciplinary Connections</b> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>Stem: Architectural Projects</p> <p>Music: Study of various forms of music</p> <p>Art: Studies of different artists and eras in art history</p>

Unit 6: Renaissance/Enlightenment			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.2.8.D.4.d Determine which events led to the rise and eventual decline of European feudalism.</p>	<p>Analyze the factors and trends that contributed to the onset of the Renaissance.  Contrast the outlook of Italian</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations</p>	<p>Define Key Terms Analyze Primary Resources Discuss Differing Perspectives Answer DBQs</p>



<p>6.2.12.D.2.a</p> <p>Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.</p>	<p>Humanism with previous eras.</p> <p>Evaluate the Humanist outlook through notable Renaissance writers.</p>	<p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p> <p>Students view a film version of Shakespeare's "Hamlet," making special note of general and northern principles of humanism. Students compose an optional journal that reacts to the play.</p>
<p>6.2.12.D.2.e</p> <p>Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>6.2.12.D.2.c</p> <p>Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the</p>	<p>Analyze western harmonic theory.</p> <p>Apply the principles of Humanism to Italian architecture and structure.</p> <p>Examine the evolution of painting from 1450-1600.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p>

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

Unit 6 Suggested Modifications/Accommodations/Extension Activities			
English Language Learners (ELL)	Special Education / 504	Gifted and Talented	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Read written instructions</li> <li>Students may be provided with note organizers/ study guides to reinforce key topics.</li> <li>Model and provide examples</li> <li>Extended time on assessments when needed</li> <li>Establish a non-verbal cue to redirect student when not on task.</li> <li>Students may use a bilingual dictionary.</li> <li>Pair Visual Prompts with Verbal Presentations</li> <li>Highlight Key Words &amp; Phrases</li> </ol>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>Extended time on assessments when needed.</li> <li>Preferred seating to be determined by student and teacher.</li> <li>Provide modified assessments when necessary.</li> <li>Student may complete assessments in alternate setting when requested.</li> <li>Establish a non-verbal cue to redirect student when not on task.</li> </ol>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Use of Higher Level Questioning Techniques</li> <li>Extension/Challenge Questions</li> <li>Provide Assessments at a Higher Level of Thinking</li> <li>greatsocialstudies.com (Enrichment Activities)</li> </ol>	

Unit 6: Technology		Unit 6: Connections	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Technology Standards</p>		<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Career Readiness Practices</p>	
<p>NJSLS Technology</p>		<p>Career Readiness Practices</p>	

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

Unit 7: Scientific Revolution/Age of Reason			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
6.2.12.A.2.b Determine the		Annotations and close reading activities	

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

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

Unit 7 Suggested Modifications/Accommodations/Extension Activities			
<p><b>English Language Learners (ELL)</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions</p> <p>b. Students may be provided with note</p>	<p><b>Special Education / 504</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p>	<p><b>Gifted and Talented</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p>	

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

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

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.  
 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Art: Studies of different artists and eras in art history

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

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>If not possible, provide links to specific samples/documents/assignments/etc.</i>
<p>6.2.12.A.3.a            Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.</p> <p>6.2.12.A.3.c</p>	<p>Assess and contrast the social upheavals of the French and Industrial Revolutions.</p> <p>Investigate the influence of politics on culture during the 19<sup>th</sup> century.</p> <p>Examine all areas of Romanticism as the major artistic force of the early 19<sup>th</sup> century.</p> <p>Analyze the legacy of Ludwig von Beethoven as a musical icon.</p> <p>Compare and contrast social reform ideas in England and Germany.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p> <p>Symphony #5 in Cm is used as</p>

<p>Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.A.3.b</p> <p>Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p>	<p>Compare and contrast new social philosophies in an evolving class structure.</p>		<p>a demonstration of the continuing use of sonata form</p> <p>Audio presentation of selected pieces from throughout Beethoven's career</p>
<p>6.2.12.D.3.a</p> <p>Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p>	<p>Discuss the controversy between science and faith.</p> <p>Evaluate the soundness of Marxist theory.</p> <p>Distinguish between Romantic and Realist art.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p>
<p>6.2.12.C.3.c</p> <p>Compare the characteristics of capitalism,</p>	<p>Trace the theoretical and national development of music throughout the 1800's.</p>		



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

<p>nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p> <p><b>6.2.12.D.3.d</b> Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p>	<p>society during the 1800's.</p> <p>Assess the validity of Freud's theories/Evaluate Freud's ideas in their original concept.</p> <p>Examine the causes and results of the underlying social malaise and neurosis that grows as the end of the 19<sup>th</sup> century approaches.</p>	<p>Summary and analysis of guest speakers</p>	<p>Analyze Various Forms of Media</p>
<p><b>Unit 8 Assessment Plan</b></p>			
<p><b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p><b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Tests, Quizzes, Projects</p>	
<p><b>Unit 8 Suggested Modifications/Accommodations/Extension Activities</b></p>			
<p><b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>a. Read written instructions b. Students may be provided with note organizers /study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.</p>	<p><b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate</p>	<p><b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)</p>	

<p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words &amp; Phrases</p>	<p>setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task</p>	
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Unit 8 Connections		Unit 8 Connections	
<p><b>NJSIS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>	<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets; rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media</p>	<p>English: Read/analyze various pieces of literature</p> <p>Music: Study of various forms of music</p> <p>Art: Studies of different artists and eras in art history</p>

on employer decisions.

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

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

<p>I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.</p> <p>6.2.12.D.3.a          Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p>	<p>Distinguish between international and organic architecture.</p> <p>Examine the phenomenon of the blues.</p> <p>Examine how competitive artists influence each other.</p> <p>Establish the principles that define "art".</p> <p>Trace the evolution of Postwar architecture.</p>	<p>Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Tips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p> <p>Class Debates</p> <p>Analyze Various Forms of Media</p> <p>Comparison of intellectual innovations in England and France</p> <p>Roundtable discussion centering on ideas from Hobbes, Locke, Voltaire, Rousseau, and Kant</p>
<p>6.2.12.D.3.d          Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple</p>	<p>Trace and analyze the evolution of Jazz.</p> <p>Examine photography as its own unique visual art form.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p>	<p>Define Key Terms</p> <p>Analyze Primary Resources</p> <p>Discuss Differing Perspectives</p> <p>Answer DBQs</p> <p>Create Presentations and PowerPoints</p>

<p>perspectives.</p> <p>6.2.12.D.5.c</p> <p>Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p>	<p>Compare Asian systems of philosophy to Western existentialism.</p> <p>Examine cinema as its own unique visual art form.</p> <p>Trace the evolution of Rock &amp; Roll.</p>	<p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos /Documentaries /Films</p> <p>Summary and analysis of guest speakers</p>	<p>Class Debates</p> <p>Analyze Various Forms of Media</p> <p>Discussion on the rational nature of Adam Smith's economics</p>
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Unit 9 Assessment Plan	
Formative Assessment	Summative Assessment
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickers, Study guides,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 9 Suggested Modifications/ Accommodations/ Extension Activities			
English Language Learners (ELL)	Special Education / 504	Gifted and Talented	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words &amp; Phrases</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>E. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>	

Unit 9 Connections	
NJSLA - Technology	Career Readiness Practices
<i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<i>21st Century Skills</i> <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i>	<i>Interdisciplinary Connections</i> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Read/analyze various pieces of literature.</p> <p>Music: Study of various forms of music</p> <p>Art: Studies of different artists and eras in art history</p>

