TOWNSHIP OF UNION PUBLIC SCHOOLS



Honors Humanities

July 21, 2020

Mission Statement

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

Philosophy Statement

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

Course Description

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

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

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

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

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: 19th Century Revolutions	29
Unit 9: 20th Century	32

Unit Standards Overview

Suggested Resources Provide links to pacific recourses/activities	Unit 1 Pre-History	
Textbook: Humanities of the http://teachinghistory.org/https://www.readworks.org/https://www.teachingchannesocial-studieshttps://edsitement.neh.gov/https://www.lgbtqhistory.org/lgbt-rhttps://www.khanacademy.org/hmedieval/classical-greece/a/greekhttps://sheg.stanford.edu/https://studentsofhistory.org/morhttps://www.mjamistadcurricuhttp://www.njamistadcurricuhttp://besthistorysites.net/pl	6.2.8.D.1.c 6.2.8.D.1.a 6.2.8.D.1.b 6.2.8.D.2.a 6.2.8.D.2.c 6.2.8.D.2.c 6.2.8.D.2.d 6.2.8.D.2.d 6.2.8.D.2.d	
Textbook: Humanities of the Western World. http://teachinghistory.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for- social-studies https://edsitement.neh.gov/ https://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/ https://www.khanacademy.org/humanities/world-history/ancient- medieval/classical-greece/a/greek-culture https://sheg.stanford.edu/ https://studentsofhistory.org/google-classroom-history/ https://www.moma.org/momalearning/artsafari/index.html https://www.njamistadcurriculum.net/history/unit/ancient-africa http://besthistorysites.net/prehistory/	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.	
terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentari es/Films Summary and analysis of guest speakers	 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 	(when applicable)

	http://besthistorysites.net/ https://www.pbs.org/emp	https://stud	Suggested Resources https://sheg.stanford.edu/ Provide Inter to specific http://www.pbs.org/empire	<u>social-studies</u>	https://www.	Textbook: Hi				6.2.8.A.3.c	6.2.8.D.3.e	6.2.8.D.3.c	6.2.8.B.3.b
Examine the values of Roman chronology.	ires/thegreeks/educational/index_html.html	https://studentsofnistory.org/google-classroom-nistory/ https://www.moma.org/momalearning/artsafari/index.html	https://sheg.stanford.edu/ http://www.pbs.org/empires/romans/educators/		https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-	Textbook: <u>Humanities of the Western World.</u> http://teachinghistory.org/	Recognize Greek styles of sculpture by their respective era.	Identify the features of Greek architecture.	Analyze the major ideas of Greek philosophers.	Describe the elements of Greek theater.	Outline the major periods and styles of Greek art.	Identify the major principles of Greek humanism.	Examine the roots of Greek culture geographically

Unit 4 Judeo-Christian/Byzantine	Suggested Resources Provide links to speiffe resources/activities						A MACAGINE MOUNTE
6.2.8.D.3.d Trace the evolut	Textbook: Humanities of the Western World. http://teachinghistory.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for- social-studies https://edsitement.neh.gov/ https://sheg.stanford.edu/ https://sheg.stanford.edu/ https://studentsofhistory.org/google-classroom-history/ https://www.moma.org/momalearning/artsafari/index.html https://www.nationalgeographic.org/media/teaching-idea-ancient- rome/	Identify the them	Examine Romar architecture.	Investigate the upropaganda	6.2.8.D.3.e Compare Roman 6.2.8.D.3.e entertainment to		
Trace the evolution of monotheism and analyze	rn World. blog/2014/08/07/fresh-ideas-for- e-classroom-history/ ning/artsafari/index.html g/media/teaching-idea-ancient-	ldentify the thematic elements of Roman painting.	Examine Roman skill in engineering and architecture.	Investigate the use of sculpture as political propaganda	Compare Roman urban planning and mass entertainment to modern America	Examine Roman written and verbal arts.	Analyze the role of cults and philosophical schools in a violent culture.

Unit 5 The Middle Ages	Suggested Resources Proprie links to specific resources/activities	
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.d 6.2.8.D.4.d	Textbook: Humanities of the http://teachinghistory.org/https://www.readworks.org/https://www.teachingchannesocial-studieshttps://sheg.stanford.edu/https://sheg.stanford.edu/https://studentsofhistory.org/https://www.khanacademyhistory/medieval-times/bybyzantine-empirehttps://www.moma.org/mhttps://www.moma.org/m	6.2.8.D.4.f
Establish the cultural foundations of the medieval mind. Examine the evolution of Christianity and the Catholic Church throughout the Middle Ages Compare the Islamic outlook with the Christian.	Textbook: Humanities of the Western World. https://teachinghistory.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for- social-studies https://sheg.stanford.edu/ https://sheg.stanford.edu/ https://studentsofhistory.org/google-classroom-history/ https://www.khanacademy.org/humanities/world- history/medieval-times/byzantine-empire/a/the-rise-of-the- byzantine-empire https://www.moma.org/momalearning/artsafari/index.html	the similarities and differences between Judaism and Christianity. Describe the characteristics of early Christian and Byzantine art and architecture

echniques and styles of Medieval harmonic structure of Medieval nansition of the visual arts from the vard a more modern style. Estern World. oogle-classroom-history/ earning/artsafari/index.html earning/artsafari/index.html factors and trends that contribute the Renaissance. outlook of Italian Humanism with	Unit 6 Renaissance/ Enlightenment 6	Suggested 5 Resources 6 Provide links to specific 6 resources/activities 6 h h h h	
	6.2.8.D.4.d Analyze the factors and trends that contributed to the conset of the Renaissance. 6.2.12.D.2.a Contrast the outlook of Italian Humanism with previous eras.	Textbook: Humanities of the Western World. http://teachinghistory.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for- social-studies https://edsitement.neh.gov/ https://edsitement.neh.gov/ https://sheg.stanford.edu/ https://sheg.stanford.edu/ https://studentsofhistory.org/google-classroom-history/ https://study.com/academy/topic/the-early-middle-ages-high-school- world-history-lesson-plans.html https://www.moma.org/momalearning/artsafari/index.html	of Medieval

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

Umit 8 6.2.12.A.3.a 19th Century 6.2.12.A.3.a	Textbook: Humanities of the http://teachinghistory.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannesocial-studies Suggested Resources https://edsitement.neh.gov/ https://sheg.stanford.edu/ https://sheg.stanford.edu/ https://studentsofhistory.org/ https://www.allabouthistory.org/ https://www.allabouthistory.org/ https://www.moma.org/mor	
Assess and contrast the social upheavals of the French and Industrial Revolutions.	Textbook: Humanities of the Western World. http://teachinghistory.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for- social-studies https://edsitement.neh.gov/ https://www.discoveryeducation.com/ https://sheg.stanford.edu/ https://sheg.stanford.edu/ https://studentsofhistory.org/google-classroom-history/ https://www.allabouthistory.org/age-of-reason.htm https://www.moma.org/momalearning/artsafari/index.html	Establish the principles of Baroque musical theory. Examine the nature of the Enlightenment and its far reaching effects. Evaluate the Enlightenment's approach to human nature and morality Identify the artistic and technical elements of Neo-Classicism in the arts. Analyze the elements of Neo-Classical music. Investigate the contradictory nature of "genius".

									6.2.12.C.3.d 6.2.12.A.3.e	6212D3.b	6,2,12,C,3,c	6.2.12.D.3.a	62 P
Point out examples of cultural diffusion caused by the phenomenon of imperialism.	Identify characteristics of 19th century architecture and sculpture.	Study the development of painting techniques as technology progresses.	Connect 19 Century literature to the evolution of society.	Outline the development of national identities in the Industrial Age.	Trace the theoretical and national development of music throughout the 1800's.	Distinguish between Romantic and Realist art.	Evaluate the soundness of Marxist theory.	Discuss the controversy between science and faith.	Compare and contrast new social philosophies in an evolving class structure.	Compare and contrast social reform ideas in England and Germany.	Analyze the legacy of Ludwig von Beethoven as a musical icon.	Examine all areas of Romanticism as the major artistic force of the early 19th century.	Investigate the influence of politics on culture during the 19th century.

					Unit 9 20th Century						eafic										
Connect advances in psychology to 20 th century lite	6.2.12.D.3.d ldentify and analyze the major schools of early 20 th art.	6.2.12.D.3.a Examine the attributes of atheistic existentialism.	6.2.12.D.4.k A Evaluate the world outlook of early, religiously based existential thinkers.	6.2.12.C.3.d Examine the roots of 19th century existentialism	6.2.12.D.2.d Establish a foundation for examining the 20th century mind.	https://www.moma.org/momalearning/artsafari/index.html	Industrialization-in-Nineteenth-Century-Europe	https://owlcation.com/humanities/Imperialism-Revolution-and-	https://studentsofhistory.org/google-classroom-history/	https://sheg.stanford.edu/	https://www.discoveryeducation.com/	https://edsitement.neh.gov/	social-studies	https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-f	https://www.readworks.org/	http://teachinghistory.org/	Textbook: Humanities of the Western World	century approaches.	Examine the causes and results of the underlying social malaise and neurosis that grows as the end of the 19 th	Assess the validity of Freud's theories/Evaluate Fre ideas in their original concept.	Evaluate the evolving role of women in a more mod society during the 1800's.
20 th century literature.	ols of early 20 th century	xistentialism.	religiously based	istentialism.	g the 20th century mind.	dex.html		olution-and-						//fresh-ideas-for-					the underlying social the end of the 19 ^m	es/Evaluate Freud's	n in a more modern

6.2.12.D.5.c Analyze the breakdown of tonality in music. Distinguish between international and organic arc Examine the phenomenon of the blues. Examine how competitive artists influence each of Establish the principles that define "art". Trace the evolution of Postwar architecture. Trace and analyze the evolution of Jazz. Examine photography as its own unique visual at form existentialism. Examine cinema as its own unique visual art form textbook: Humanities of the Western World. https://www.teachingchannel.org/blog/2014/08/07/fresh-idea:social-studies https://sudentsofhistory.org/google-classroom-history/https://studentsofhistory.org/google-classroom-history/https://studentsofhistory.org/momalearning/artsafari/index.html https://swww.moma.org/momalearning/artsafari/index.html	Provide links to specific resources/advisities											
	lextbook: Humanities of the Western World: http://teachinghistory.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for- social-studies https://sheg.stanford.edu/ https://sww.history.com/news/gay-culture-roaring-twenties-prohibition https://studentsofhistory.org/google-classroom-history/ https://study.com/academy/lesson/jazz-age-lesson-plan.html https://www.mooma.org/moomalearning/artsafari/index.html	Trace the evolution of Rock & Roll.	Examine cinema as its own unique visual art form.	Compare Asian systems of philosophy to Western existentialism.	Examine photography as its own unique visual art for	Trace and analyze the evolution of Jazz.	Trace the evolution of Postwar architecture.	Establish the principles that define *art*.	Examine how competitive artists influence each other	Examine the phenomenon of the blues.	Distinguish between international and organic architec	

Curricular Units

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

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

						•
Videos/Documentaries/Films	Summary and Analysis of	Written responses to queries	analysis and essays	Document Based Question	Individual/Group Presentations	concepts
4.0	architectural process	Demonstration of post and lintel		Analyze Various Forms of Media		Class Debates

To a first and the second seco							
	Videos/Documentaries/Films	Summary and Analysis of	Written responses to queries	analysis and essays	Document Based Question	Individual/Group Presentations	concepts
	- Andrews Andr	architectural process	Demonstration of post and lintel		Analyze Various Forms of Media		Class Debates

Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit	Formative Assessment When possible, provide links to specific samples documents assignments etc.	Unit I A
	Tests, Quizzes, Projects	When possible, provide links to specific samples [documents] assignments dis-	Assessment Plan

Unit 1. English Language Learners (EIL) When possible, provide links to specife samples (documents)	Unit 1 Suggested Modifications/Accommodations/Extension Activents) Special Education / 504 Special Education / 604 When possible, provide links to specific samples / deciments / When possible, provide links to specific samples / deciments / When possible, provide links to specific samples / deciments / When possible, provide links to specific samples / deciments / When possible, provide links to specific samples / deciments / When possible, provide links to specific samples / deciments / When possible, provide links to specific samples / deciments / When possible, provide links to specific samples / deciments / deciment	n Activities Gifted and Talented When possible, provide these to specific samples documents/ assignments/etc.
a. Read written instructions/Google translate	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
 c. Model and provide examples 	 Preferred seating to be determined by student and 	
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.		

When possible provide links to specific samples / documents / assignments / etc. When possible provide links to specific samples / documents / etc. Refer to the NI Technology Standards

8.1.12.A.4: Construct a spreadsheet workhook with multiple	solving them
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.	CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
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.	
21st Century Skills When possible, provide limes to specific samples! documents! assignments! etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections 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
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.	Stem: Architectural Projects
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Art: Studies of different artists and eras in art history
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.	

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

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

Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit	Formative Assessment When possible, provide links to spatfic tamples documents assignments air.		
	ss Participation, Exit Tests, Quizzes, Projects	Summative Assessment mts/ assguments/ att. When possible, provide links to specific samples/ documents/ assignments/ atc.	Unit 2 Assessment Plan	on them

Z pring.	Unit 2 Suggested Modifications/Accommodations/Extension Act	un Aedivities
English Language Learners (EIL) When possible, provide links to spesific samples/ documents/ assignments/stc.	Special Education / 504 When possible, provide links to specific samples (documents) assignments (etc.	Gifted and Talented When possible, provide links to specific samples documents assignments etc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
topics.	c. Preferred seating to be determined by student and	d. greatsocialstudies.com (Enrichment Activities)
c. Model and provide examples	teacher.	
d. Extended time on assessments when	d. FIOVIDE MODILLED ASSESSMENTS When necessary.	
needed.		

Unit 2 Wists - Technology When possible popular the to complete documents are accomment at:	Unit 2 Connections Career Readiness Practices What fortills popular links to Confer complete designated accommendation
8.1.12.A.1: Create a personal digital portfolio which reflects	CRP1. Act as a responsible and contributing citizen and employee. CRP2.
personal and academic interests, achievements, and career	Apply appropriate academic and technical skills.
	CRP4. Communicate clearly and effectively and with reason.
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	CRP5. Consider the environmental, social and economic impacts of
professionals in that related area for review.	CRP6. Demonstrate creativity and innovation.
8.1.12.A.4: Construct a spreadsheet workbook with multiple	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
worksheets, rename tabs to reflect the data on the worksheet, and	CRP9. Model integrity, ethical leadership and effective management.
worksheets to convey the results.	CRP11. Use technology to enhance productivity.
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.	
21st Century Skills When possible, provide links to specific samples/ documents/, assignments/etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When passible, provide links to spesific ELA/Math/Sa/SS standards as well as samples/ documents/ assignments/esc Refer to the NI 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.	Stem: Architectural Projects
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.	Art: Studies of different artists and eras in art history
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

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

	L'ANTONIA MALTERIA (MALTERIA MALTERIA MATURA MALTERIA MAL	TO COMPANY OF THE PARTY OF THE	civilizations.
Roundtable discussion on the general Roman outlook, and how philosophy can help one live a good life in a decadent society.		Identify the thematic elements of Roman painting.	which religion, economic issues, and conflict shaped the values and decisions of the classical
Analyze Various Forms of Media	and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films		6.2.8.D.3.e
Class Debates	concepts Individual/Group Presentations Document Based Question analysis	engineering and architecture.	
Create Presentations and PowerPoints	PowerPoint Presentations Definitions of key terms and		and China over time.
Answer DBQs	Annotated Timelines Teacher and student led	C C C C C C C C C C C C C C C C C C C	the major achievements
Discuss Differing Perspectives	Analysis of graphic organizers and	sculpture as political	Evaluate the importance
Analyze Primary Resources	Classroom Discussions, Socratic	Investigate the use of	6.2.8.D.3.c
Define Key Terms	Annotations and close reading activities		
and how their culture is fundamentally different from the Greeks.		entertainment to modern America	Roman Empire, Gupta India, and Han China.
Foundational discussion on the	Videos/Documentaries/Films	Compare Roman urban planning and mass	factors that contributed to
Analyze Various Forms of Media	and essays Written responses to queries Summary and Analysis of		6.2.8.D.3.b Determine common

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	Group Discussions, Graphic Organizers, Class Participation, Exit	Particular of the control of the con	17
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	Unit 5 Suggested Modifications/Accommodations/Extension Activities	m.Activities
English Language Learners (EIL) When possible, provide links to perfit samples/ documents/ assgramments/ass.	Special Education / 504 When possible provide links to perific samples/ documents/ assignments/etc.	Giffed and Talented When possible, provide theks to specific samples / documents/ assignments / siz.
 Read written instructions 	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
 Model and provide examples 	 Preferred seating to be determined by student and 	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	e. Student may complete assessments in alternate	
 f. Students may use a bilingual dictionary. 	setting when requested.	
g. Pair Visual Prompts with Verbal	f. Establish a non-verbal cue to redirect student	
Presentations	when not on task.	
h. Highlight Key Words & Phrases		

NJSLS - Technology When positible, provide littles to specific samples documents assignments as. Refer to the NI Technology Standards	Career Readiness Practices When possible, probide links to specific samples/ documents/ assignments/etc. Refer to the NI Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects	CRP1. Act as a responsible and contributing citizen and employee. CRP2.
aspirations by using a variety of digital tools and resources.	Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.
8.1.12.A.2: Produce and edit a multi-page digital document for a	CRP4. Communicate clearly and effectively and with reason.
commercial or professional audience and present it to peers and/or	decisions.
professionals in that related area for review.	CRP6. Demonstrate creativity and innovation.
8.1.12.A.4: Construct a spreadsheet workbook with multiple	
worksheets, rename tabs to reflect the data on the worksheet, and	CRP9. Model integrity, ethical leadership and effective management.
worksheets to convey the results.	CKP11. Use technology to enhance productivity.
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.	
21st Century Skills When positile, provide links to specific samples documents assignments etc. Refer to the 21st Century Hife and Skills	Interdisciplinary Connections When possible, provide links to specific BLA/Math/Sd/SS standards as well as samples/ documents/ assignments/eta.
	Refer to the NI Student Learning Standards

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

and Augustine's Confessions.	Document Based Question	Describe the characteristics	patterns of
Beatitudes, St. Paul, Boethius,	Presentations		Judaism, Sikhism,
Roundtable discussion spanning	concepts		Hinduism, Islam,
	Definitions of key terms and		Confucianism,
Analyze Various Forms of Media	historical sites/monuments		Christianity.
	Class Trips to applicable		Buddhism
Class Debates	PowerPoint Presentations		period (i.e.
	Teacher and student led	Christianity.	around this time
PowerPoints	Annotated Timelines	between Judaism and	developed in or
Create Presentations and	and notes	similarities and differences	religions that
0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 -	Analysis of graphic organizers	monotheism and analyze the	various world
Discuss Differing Perspectives	Socratic seminars, and Debates	Trace the evolution of	contrast the tenets of
Analyze Primary Resources	Classroom Discussions,		Compare and
	activities		6.2.8.D.3.d
Define Key Terms	Annotations and close reading		
w ten possible, provide lines to specific samples; documents/ assignments/etc.	(when applicable)	("Unpacked" Standards)	Content Standards
Standard Mastery Examples	Content-Specific Practices	Critical Knowledge & Skills	
	Unit 4: Judeo-Christian/ Byzantine	Unit 4: Judeo	

expansion, and their	expansion, and their of early Christian and	analysis and essays	DBQ: Examination of various
responses to the	Byzantine art and	Written responses to queries	world religions.
current challenges of architecture	architecture	Summary and Analysis of	
globalization.		Videos/Documentaries/Films	
6.2.8.D.4.f		Summary and analysis of guest	
Determine the extent		speakers	
to which the			
Byzantine Empire			
influenced the			
Islamic world and			
western Europe.	-		

Unit 4.0	Unit 4 Suggested Modifications/Accommodations/Extension Activities	on Activities
English Language Learners (ELL) When possible, provide links to specific samples! documents! assignments! etc.	Special Education / 504 When possible, provide links to specific samples/ documents/ assignments/etc.	Gifted and Talented When possible, provide links to specific samples (documents) assignments fets.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
 b. Students may be provided with note 	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
 c. Model and provide examples 	 Preferred seating to be determined by student and 	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	 d. Provide modified assessments when necessary. 	
when not on task.	E. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	
g. Pair Visual Prompts with Verbal		
Presentations		

s <u>r</u>	Unit 4 Connections Career Readiness Practices When possible, provide links to specific temples / documents / assignments / using ments / unique temples / documents / assignments / using ments / us
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	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

	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.
ally. l federal le online.	labor market information and other resources
ally.	9.2.8.B.5 Analyze labor market trends using state and federal
	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
oration, and ough school, home, in a career. Stem: Architectural Projects	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.
Interdisciplinary Connections When possible, provide links: to specific ELA/Math/SG/SS standards as well as samples! documents/ and Skills Refer to the NI Student Learning Standards	21st Century Skills When possible, provide links to specific samples! documents! assignments! est. Refer to the 21st Century Life and Skills
al database consisting of s, and explain the report	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.
and	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.
w. decisions. CRP6 Demonstrate creativity and innovation	professionals in that related area for review.

Determine the extent to which the Byzantine Empire influenced the foundations of the medieval mind.	6.2.8.A.4.a Establish the cultural	Content Standards ("Unpacked" Standards)
Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Analysis of graphic organizers and notes		Content-Specific Practices (when applicable) When pos
Analyze Primary Resources	Define Key Terms	When possible, provide links to specific samples/ documents/ assignments/ etc.

Define Key Terms Analyze Primary Resources	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes	Study the achievements of the Islamic world and their impact	6.2.8.D.3.d Compare and contrast the tenets of various world religions that
		Compare the Islamic outlook with the Christian.	6.2.12.A.1.a 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.
Class Debates Analyze Various Forms of Media	Written responses to quenes Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers		the impact these hierarchical structures had on the lives of various groups of people.
Answer DBQs Create Presentations and PowerPoints	Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays	Examine the evolution of Christianity and the Catholic Church throughout the Middle Ages	6.2.8.D.4.a Analyze the role of religion and economics in shaping each empire's social
Discuss Differing Perspectives	Annotated Timelines Teacher and student led PowerPoint Presentations		Islamic world and western Europe.

generalis.						
	6.2.8.D.4.b Analyze the causes and outcomes of the Crusades from different perspectives,	Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.	6.2.8.C.4.b Determine the extent to which interaction between the Islamic world and medieval	expansion, and their responses to the current challenges of globalization.	Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their	developed in or around this time period (i.e., Buddhism, Christianity,
	What caused the decline of European feudalism?			Analyze the harmonic structure of Medieval music	Investigate techniques and styles of Medieval architecture	on Medieval literature
				Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries	Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and
			Visual presentation of the return of Greco-Roman ideals and techniques into the threedimensional arts	Analyze Various Forms of Media	Create Presentations and PowerPoints Class Debates	Discuss Differing Perspectives Answer DBQs

6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. 6.2.12.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	including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. 6.2.8.D.4.d Determine which events led to the rise and eventual decline of European feudalism.
Trace the transition of the visual arts from the Medieval toward a more modern style. Analyze the factors that contributed to the breakdown of the medieval psychology.	
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	
Define Key Terms Analyze Primary Resources Discuss Differing Perspectives Answer DBQs Create Presentations and PowerPoints Class Debates Analyze Various Forms of Media	

	Tickets, Study guides
Tests, Quizzes, Projects	Group Discussions, Graphic Organizers, Class Participation, Exit
Summative Assessment When possible, provide links to spesific samples / documents / assignments / etc.	Formative Assessment When possible, provide links to spesific samples/ documents/ assignments/etc.
Unit 5 Assessment Plan	UnitS
	1 01/00
	impact on the arts.

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

	Dirit 5 Connections
NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples / documents / assignments / etc. Refer to the NI Technology Standards	When possible, provide links to specific samples / documents / assignments / etc. Refer to the NI Carcer Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects	CRP1. Act as a responsible and contributing citizen and employee. CRP2.
	Apply appropriate academic and technical skills.
aspirations by using a variety of digital tools and resources.	CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason.
8.1.12.A.2: Produce and edit a multi-page digital document for a	CRP5. Consider the environmental, social and economic impacts of
commercial or professional audience and present it to peers and/or	decisions.
professionals in that related area for review.	CRP6. Demonstrate creativity and innovation.
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6:1:12.4:4: Construct a spreadsheet workbook with martiple	solving them.

worksheets to convey the results.	CRP11. Use technology to enhance productivity.
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.	
21st Century Skills When possible, provide links to speaffe samples! documents! assignments! etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to spesific ELA/Math/Std/SS standards as well as samples/documents/ assignments/etc. Refer to the NI 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.	Stem: Architectural Projects
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Music: Study of various forms of music
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Art: Studies of different artists and eras in art history
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

Answer DBQs	PowerPoint Presentations		
Discuss Differing Perspectives	Annotated Timelines Teacher and student led	Contrast the outlook of Italian	feudalism.
Analyze Primary Resources	Analysis of graphic organizers and notes	the Kenalssance.	and eventual decline of European
Define Key Terms	Classroom Discussions, Socratic seminars, and Debates	that contributed to the onset of	events led to the rise
	activities	Analyze the factors and trends	Determine which
	Annotations and close reading		628D4d
Standard Mastery Examples When possible, provide links to specific samples/ documents/ accignments/etc.	Content-Specific Practices (when applicable)	Critical Knowledge & Skills ("TJnpacked" Standards)	Content Standards
	nlightenment	Unit 6: Renaissance/Enlightenment	

	inn As civ as Gru	techno develo disser ideas. 6.2	As: the	O E E E Pri
The state of the s	innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the	technologies developed on the dissemination of ideas. 6.2.12.D.2.c Justify how	6.2.12.D.2.e Assess the impact of the printing press and other	6.2.12.D.2.a Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.
	Examine the evolution of painting from 1450-1600.	Apply the principles of Humanism to Italian architecture and structure.	Analyze western harmonic theory.	Humanism with previous eras. Evaluate the Humanist outlook through notable Renaissance writers.
	Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes	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
The Continue of the Continue o	Class Debates Analyze Various Forms of Media	Analyze Primary Resources Discuss Differing Perspectives Answer DBQs Create Presentations and	Define Key Terms	Create Presentations and PowerPoints Class Debates Analyze Various Forms of Media 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.

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

		h Highlight Kar Wards & Dhroses
	when not on task.	Presentations
	f. Establish a non-verbal cue to redirect student	g. Pair Visual Prompts with Verbal
	setting when requested.	 Students may use a bilingual dictionary.
	E. Student may complete assessments in alternate	when not on task.
	d. Provide modified assessments when necessary.	e. Establish a non-verbal cue to redirect student
	teacher.	d. Extended time on assessments when needed.
d. greatsocialstudies.com (Enrichment Activities)	c. Preferred seating to be determined by student and	 c. Model and provide examples
c. Provide Assessments at a Higher Level of Thinking	 b. Extended time on assessments when needed. 	organizers/study guides to reinforce key topics.
b. Extension/Challenge Questions	study guides to reinforce key topics.	 b. Students may be provided with note
a. Use of Higher Level Questioning Techniques	a. Students may be provided with note organizers /	a. Read written instructions
Gifted and Talented When possible, provide links to specific samples/ documents/ assignments/uk.	Special Education / 504 When possible, provide links to specific samples (documents) assignments/est.	English Language Learners (ELL) When possible, provide links in Sperije, camples/ documents/ assignments/etc.
Scrivities	Unit 6 Suggested Modifications/Accommodations/Extension Activities	

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Annotations and close reading activities		6.2.12.A.2.b Determine the
Content-Specific Practices (when applicable) Standard Mastery Examples When possible, provide links to specific samples documents/esc.	Critical Knowledge & Skills ("Unpacked" Standards)	Content Standards
Age of Reason	Unit 7: Scientific Revolution/Age of Reason	
	9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	9.2.8.B.7 Evaluate the impa on employer decisions.
Art: Studies of different artists and eras in art history	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.5 Analyze labor ma labor market information ar
Music: Study of various forms of music	ally.	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and glob
	, home,	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school work, and extracurricular activities for use in a career.
Interdisciplinary Connections When possible, provide links to spessfu ELA Math / Sci/SS standards as well as samples / elocuments / assignments / etc. Refer to the NI Student Learning Standards	21st Century Skills When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills	21 When possible, provide links i Refer to the
	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.	8.1.12.A.5: Create a report at least two tables and descresults.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	eet workbook with multiple If the data on the worksheet, and tions, charts and data from all	8.1.12.A.4: Construct a spreadsh worksheets, rename tabs to reflect use mathematical or logical functions worksheets to convey the results.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	igital document for a esent it to peers and/or	8.1.12.A.2: Produce and edit a multi-page d commercial or professional audience and pr professionals in that related area for review.
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.	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.1: Create a person personal and academic interaspirations by using a varie

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

Middle East and	142000000000000000000000000000000000000	concepts	PowerPoints
North Africa.	Identify the artistic and technical	Individual/Group Presentations Document Based Question analysis	Class Debates
6.2.12.D.2.d	elements of Neo-Classicism in the arts	and essays	Application Forms of
Analyze the impact		Summary and Analysis of	Media
of new intellectual,		Videos/Documentaries/Films	1 1
philosophical, and	Analyze the elements of Neo-	Summary and analysis of guest	Discussion concerning the
scientific ideas on	Classical music.	speakers	concept of genius
how humans viewed			Audio presentation of
themselves and how			selections from Mozart
they viewed their	Investigate the contradictory		
physical and spiritual	nature of "genius".		
worlds.	,		
6.2.12.A.3.b			
Relate the			
responses of various			
governments to			
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government or self-			
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subsequent reform			
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a. Read written instructionsb. Students may be provided with note

a. Students may be provided with note organizers / study guides to reinforce key topics.

a. Use of Higher Level Questioning Techniques
 b. Extension/Challenge Questions

Music: Study of various forms of music	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
English: Writing DBQs, NJSLS style prompts	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.
Interdisciplinary Connections Whin possible provide links to specific ELLA/Math/Saj/SS stendards as well as samples! documents/ assignments/etc. Refer to the NJ Student Learning Standards	21st Century Skills When possible, provide links to specific samples/ decements/ assignments/etc. Refer to the 21st Century Life and Skills
	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.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	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.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	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.
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.	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.
Career Readiness Practices When possible, provide links to specific samples [documents] assignments [etc. Refer to the N] Career Readiness Practices	NISLS - Technology When possible, provide lines to specific samples (doaments) assignments etc. Refer to the N Technology Standards
Unit 7 Connections	Umi
	esentations wh Highlight Key Words & Phrases wh
Student may complete assessments in alternate ting when requested. Establish a non-verbal cue to redirect student	when not on task. E. Student may complete assessments in alternate f. Students may use a bilingual dictionary. p. Pair Visual Prompts with Verbal f. Establish a non-verbal cue to redirect student
Preterred seating to be determined by student and d. greatsocialstudies.com (Enrichment Activities) cher. Provide modified assessments when necessary.	c. Model and provide examples d. Extended time on assessments when needed. teacher. e. Establish a non-verbal cue to redirect student d. Provide modified ass
	rce key topics. b.

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

Symphony #5 in Cm is used as			6.2.12.A.3.c
Analyze Various Forms of Media		Compare and contrast social reform ideas in England and Germany.	economic opportunities.
	Summary and analysis of guest speakers		on government, society, and
Class Debates	Written responses to queries Summary and Analysis of Videos/Documentaries/Films	Analyze the legacy of Ludwig von Beethoven as a musical icon.	movements, and evaluate their impact
Create Presentations and PowerPoints	Individual/Group Presentations Document Based Question analysis and essays	century.	Iniluence on Latin American independence
Answer UBQs	Definitions of key terms and concepts	Examine all areas of Romanticism as the major artistic force of the early 19 th	reforms and revolutions, their
	PowerPoint Presentations Class Trips to applicable historical	culture during the 19th century.	nationalism) became driving forces for
	Annotated Timelines Teacher and student led		rights democracy
Analyze Primary Resources	seminars, and Debates Analysis of graphic organizers and notes	Industrial Revolutions.	why various ideals (e.g., liberty, popular
Delilie Ney Letills	Classroom Discussions, Socratic	Assess and contrast the social	Explain how and
Define Key Terms	Annotations and close reading		6212A32
Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.	Content-Specific Practices (when applicable)	Critical Knowledge & Skills ("Unpacked" Standards)	Content Standards
	Revolutions	Unit 8: 19th Century Revolutions	

Analyze the relationship between	Compare and contrast new social	- And the second	a demonstration of the continuing use of sonata form
industrialization and the rise of	structure.		Audio presentation of selected
democratic and			Beethoven's career
social reforms,			
including the			
expansion of			
parliamentary			
government.			
6.2.12.A.3.b			
Relate the			
responses of various			
governments to			
pressure for self-			-
government or self-			
determination to			
subsequent reform			
or revolution.		100000000000000000000000000000000000000	
6.2.12.D.3.a		Annotations and close reading	John North Town
Explain how	Discuss the controversy between	Classiform Discussions Sociation	Define Key Terms
individuals and	Science and law.	seminars, and Debates	
groups promoted		Analysis of graphic organizers and	Analyze Primary Resources
revolutionary actions	Evaluate the soundness of Marxist	notes	,
and brought about	theory.	Annotated Timelines	
change during this		Leacher and student led Downer-Point Presentations	Discuss Differing Perspectives
time period.	Distinguish between Romantic and	Class Trips to applicable historical	
	Realist art.	sites/monuments Definitions of key terms and	Answer DBQs
6.2.12.C.3.c		concepts	
Compare the	Trace the theoretical and national	Individual/Group Presentations	Create Presentations and
characteristics of	development of music throughout the 1800's.	Document Based Question analysis and essays	PowerPoints

Videos/Documentaries/Films	1	women in a more modern	which European	
Class Debates	Written responses to queries Summary and Analysis of	Evaluate the evolving role of	Analyze the motives for and methods by	
Create Presentations and PowerPoints	concepts Individual/Group Presentations Document Based Question analysis and essays	Point out examples of cultural diffusion caused by the phenomenon of imperialism.	economic, and cultural changes. 6.2.12.A.3.e	
Answer DBQs	Class Trips to applicable historical sites/monuments Definitions of key terms and	sculpture.	brought about massive social,	
Discuss Differing Perspectives	Annotated Timelines Teacher and student led PowerPoint Presentations	Identify characteristics of 19th	changes, transportation, and	
Analyze Primary Resources	seminars, and Debates Analysis of graphic organizers and notes	painting techniques as technology progresses.	the extent to which, scientific and technological	
Define Key Terms	Annotations and close reading activities	Study the development of	6.2.12.C.3.d Determine how, and	
			women, and children, and the environment.	
			family life, the daily lives of men,	
			urbanization affected	
			industrialization and	
			6.2.12.D.3.b Explain how	
excerpts from selected English Romantic poets		Connect 19 Century literature to the evolution of society.	regions.	
Students create "Rate the Dead Poets" journal on	speakers		different world	
Analyze Various Forms of Media	Videos/Documentaries/Films Summary and analysis of guest	identities in the Industrial Age.	determine why each	
Class Debates	Summary and Analysis of	Outline the development of national	socialism to	

perspectives.	multiple	of imperialism from	evaluate the impact	imperialism, and	consequence of	both a cause and	which racism was	Analyze the extent to	6.2.12.D.3.d	relations.	actions on their	the impact of these	era, and evaluate	and Asia during this	practices in Africa	imperialistic	expanded their	the United States	nations, Japan, and
							approaches.	end of the 19th century	and neurosis that grows as the	of the underlying social malaise	Examine the causes and results			in their original concept.	theories/Evaluate Freud's ideas	Assess the validity of Freud's			society during the 1800's.
																	•	speakers	Summary and analysis of guest
																		Wedia	Analyze Various Forms of

	This R Successfed Modifications /Accommodations / Extension Accivities	Acaviles
English Language Learners (ELLI)	Special Education / 504	Gifted and Palented
When possible, provide links to specific samples (documents)	When possible, provide links to specific samples! documents!	When possible, proude intes to specific samples (documents) assignments (etc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
 b. Students may be provided with note 	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	c. Preferred seating to be determined by student and d. greatsocialstudies.com (Enrichment Activities)	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	E. Student may complete assessments in alternate	

Formative Assessment
When possible, provide links to specific samples / documents / decignments / de

Unit 8 Assessment Plan

Summative Assessment

When possible, provide links to specific samples | documents | assignments | etc.

Tests, Quizzes, Projects

	9.2.8.B.7 Evaluate the impact of online activities and social media
Art: Studies of different artists and eras in art history	9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
Music: Study of various forms of music	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
English: Read/analyze various pieces of literature	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.
Interdisciplinary Connections When possible, provide links to specific ELA/Math/Ss/SS standard: as well as samples/ documents/es. assignments/esc. Refer to the NI-Student Learning Standards	21st Century Skills When passible, provide links to peofit sumples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills
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CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	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.
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.	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.
Unit 8. Connections Career Readiness Practices When possible, provide links, to specific samples / documents / dissignments / dis. Refer to the N Career Readiness Practices	
	Key Words & Phrases
ting when requested. Establish a non-verbal cue to redirect student en not on task.	f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal f. Establish a non-verb Presentations when not on task.

	Unit 9: 20th Century	rury	Constant Mostory Eventules
7			CLEANANT TANKS
	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	When possible, provide links to specific samples! documents! assignments! etc.
6.2.12.D.2.d	S. T. D. G. E. H. S. H. P. S.	Annotations and close reading	And the second s
act	Establish a foundation for	activities	Define Key Terms
	examining the 20th century mind.	seminars, and Debates	
philosophical, and		Analysis of graphic organizers and	
scientific ideas on		notes	Analyze Primary Resources
	Examine the roots of 19th	Annotated Timelines	
ō ▼	century existentialism.	Leacher and student led PowerPoint Presentations	Discuss Differing Perspectives
they viewed their		Class Trips to applicable historical	(i)
physical and spiritual		sites/monuments	
	Evaluate the world outlook of	Definitions of key terms and	Answer DBQs
early	early, religiously based	concepts	
6.2.12.C.3.d exist	existential thinkers.	Individual/Group Presentations	
Determine how, and		and essays	DowerPoints
the extent to which,		Written responses to queries	
scientific and Exar	Examine the attributes of	Summary and Analysis of	
technological athei	atheistic existentialism.	Videos/Documentaries/Films	Class Debates
changes,		Summary and analysis of guest	
transportation, and		opeances	
new forms of energy			
brought about			
massive social, Ident	Identify and analyze the major		
	schools of early 20th century art.		Analyze Various Forms of
cultural changes.			Media
	Connect advances in		
psyc	psychology to 20th century		
litera	literature.		
6.2.12.D.4.k A Anal	Analyze the breakdown of	Annotations and close reading	Define Key Terms
۲ 		Classroom Discussions.	

which racism was of both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple					change during this	S		the arts. blu		World War II by are analyzing the values	<u>u</u>
of Jazz. of Jazz. Examine photography as its own unique visual art form.				architecture.	Trace the evolution of Postwar	Establish the principles that define "art".	influence each other.	blues.	Examine the phenomenon of the	architecture.	Distinguish between international and organic
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	Annotations and close reading		Videos/Documentaries/Films Summary and analysis of guest speakers	Written responses to queries Summary and Analysis of	Document Based Question	concepts Individual/Group Presentations	historical sites/monuments Definitions of key terms and	Teacher and student led PowerPoint Presentations Class Trips to applicable	Annotated Timelines	Analysis of graphic organizers and notes	Socratic seminars, and Debates
Analyze Primary Resources Discuss Differing Perspectives Answer DBQs Create Presentations and PowerPoints	Define Kov Torms	Roundtable discussion centering on ideas from Hobbes, Locke, Voltaire, Rousseau, and Kant	Comparison of intellectual innovations in England and France	Analyze various Forms of Media		Class Debates	Create Presentations and PowerPoints	Answer DBQs		Discuss Differing Perspectives	Analyze Primary Resources

diffusion of cultural and political	torms of electronic communication on Trace the evolution and Roll.	of television, the Internet, and other unique visual art form.	6.2.12.D.5.c existentialism. Assess the influence	perspectives. Compare Asian systems of
	Trace the evolution of Rock & Roll.	s own		ns of
	Summaty and analysis of guest speakers	Written responses to queries Summary and Analysis of	Individual/Group Presentations Document Based Question analysis and essays	Definitions of key terms and concepts
	nature of Adam Smith's economics	Media	Class Debates Analyze Various Forms of	

Hormative Assessment Formative Assessment wide Index to specific samples (documents / assignments / etc. 15. Graphic Organizers, Class Participation, Exit Tickets, Study guides,

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

er e										
	9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	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.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	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.	21st Century Skills When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills	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.	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.	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.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.	
		Art: Studies of different artists and eras in art history	Music: Study of various forms of music	English: Read/analyze various pieces of literature.	Interdisciplinary Connections 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		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	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.	Unit 9 Connections Career Readiness Practices When possible, provide links to specific samples/ desiments/ assignments/est. Refer to the NI Career Readiness Practices

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