

Gr. 8 Socials Curriculum Correlations Guide

The Crusades and the Mongols

Using “Romans, Reformers, Revolutionaries” Unit 5

The Curriculum Correlations Guides differ from Unit Study Kits. The Curriculum Correlation Guides aim to outline how a specific curriculum resource aligns with BC’s standards, showing you which sections of the material to complete. It has been designed to help you prioritize your time and effort, assisting you in addressing the content and core competencies of BC’s Curriculum. We recommend that you complete in consultation with your teacher so that your student’s learning style and needs can be addressed.

The following resources are included in this package and will need to be returned to HCOS:

1. Romans, Reformers, Revolutionaries Teacher Guide by Diana Waring
2. Romans, Reformers, Revolutionaries Student Workbook by Diana Waring
Please do not write in this book - use as a reference ONLY
3. What in the World is Going on Here? by Diana Waring Vol. 2 (4 CD set)
4. True Tales Vol. 2 (3 CD set)
5. Digging Deeper Vol. 2 (3 CD set)
6. Correlations Guide, which includes:
 - [Quick Start Guide](#)
 - [3-day and 5-day Lesson Plan Chart](#)
 - Rubrics for Grading Creative Projects

Overview

- There are four phases to The Crusades and the Mongols chapter, and each phase should take approximately one week. You may take more time if needed. Please respect the 10-week Library lending period.
- Please choose either the “Basic 3-day Lesson Plan For Each Unit” OR the “5-day Lesson Plan For Each Unit” included in this kit. This document will enable you to focus on the important elements of this unit.
- Please “pick and choose” elements to complete (based on the suggestions in the Lesson Plan). There are several suggestions for classroom use in the

Teacher Guide, etc. that are not necessary to complete. Remember to make this curriculum work for you, not vice versa.

- Listen to CDs to enhance your knowledge!

Preparation

- If desired, review the “Lesson Preparation section on pages 165 – 174 in the Romans Reformers, Revolutionaries Teacher Guide.

Four-Week Plan (6 – 8 hours of work per week)

Phase/Week One: INTRODUCTION (pages 175 – 180)

- Listen to Audio CDs as per pg. 175
- Read Scripture as per page 175
- Discuss and/or write responses to the “Opinion Column” and “Critical Puzzling questions on page 176. Pick and choose.

Phase/Week Two: EXPLORATION (pages 181 – 187)

- Research and reporting: explore one or more of the topics on pages 181 – 183
- Research project: choose a topic and method of presentation and prepare according to guidelines
- Create a timeline of key events during this period and rank which are the most significant (pages 184 – 185)
- Present your project and timeline to a family member or teacher
- Evaluate your work (page 187)

Phase/Week Three: HANDS-ON (pages 188 – 194)

- Trace and complete the map on page 189 as per instructions on page 188 (***you DO NOT have permission to photocopy***). The answer key to the map is in Appendix E.
- Compare your map to a current map of the same region and note differences
- Choose an art, music, or science project to complete (pages 190 – 193)
- Present your project and map to a family member or teacher

- Evaluate your work (page 194)

Phase/Week Four: FINAL EXPRESSION (pages 195 – 199)

- Choose an area of expression, i.e. journalism, graphic design, cartooning, sculpting, drama, etc. (pages 195 – 198)
- Prepare and complete your creative presentation
- Present your project to a family member or teacher
- Evaluate your work (page 199)

Online Resources

- [Charlotte Mason Schedule](#)
- [Evaluation and Assessment](#)
- [O Come, O Come Emmanuel](#)
- [Salisbury](#)
- [Melchizedek & Abraham, Reims Cathedral](#)
- [Stained Glass Windows, Chartres Cathedral](#)
- [Notre Dame Cathedral](#)
- [All Creatures of Our God and King](#)