

Curriculum Map – History of Civilization QUARTER 1

Unit 1: Ancient Greece World History I: Ancient to Medieval Inquiry Topic 3: Ancient Greece & Rome

Vision of the Graduate: Communication Productivity & Responsibility

<i>Standards & Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: Inquiry Topic 3: Ancient Greece and Rome SSHS.WHI.3.1: Geography and its role in Greek civilization SSHS.WHI.3.2: Social and political structures of Greek city-states SSHS.WHI.3.3: Developments and expansion of ancient Greece Common Core State Standards: CCSS History 9-10: RH.9-10.1 RH.9-10.3 RH.9-10.9	- What characteristics of ancient Greek society are found in the United States today? - How did geography influence Greek history? - Who were the Minoans and Mycenaeans? - What was the polis? - How are Homer's <i>Iliad</i> and the <i>Odyssey</i> reflective of Greek society? - How does Greek religion and mythology affect the daily lives of people? - What are the similarities and differences between the main city-states of Greece? - How are the city-states of Athens and Sparta governed? - How did democracy develop in Athens? - Why were the Persian Wars important in Greek history?	- Students will determine how geography influenced Greek history - Students will identify the Minoans and Mycenaeans - Students will discuss Homer and what were the <i>Iliad</i> and the <i>Odyssey</i> - Students will identify the main characteristics of Greek religion - Students will determine how city-states were governed, and analyze how it changed over time - Students will critique what kind of society emerged in Sparta - Students will analyze and assess how democracy developed in Athens	- Map activities - Quizzes and Tests Socratic Seminars and/or class discussions - Document Based Questions (DBQs) – look to The DBQ Project binders in history resource office Education in Sparta How Great was Alexander the Great? - Response writing Informational writing Argumentative writing - Reflective writing - Document Analysis writing Library of Congress worksheet ReadWriteThink Oral presentations - Literacy based assessments

CCSS ELA 9-10: WHST.9-10.2 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 Content Knowledge: ● Geographical Location ● Minoans and Mycenaeans ● Polis ● Homer's <i>Iliad</i> and <i>Odyssey</i> ● Sparta ● Athens ● Economic, Social, Political Structure ● Persian Wars ● Age of Pericles and the Golden Age of Greece ● Peloponnesian War ● Greek Art and Architecture ● Socrates, Plato, and Aristotle ● Alexander the Great ● Hellenistic Age	● What was the Age of Pericles and how did it usher in the golden age of Greece? ● What were the primary characteristics of Greek art and architecture? ● What basic ideas did Socrates, Plato, and Aristotle express? ● What were the accomplishments of Alexander the Great? ● What changes occurred in society during the Hellenistic Age?	● Students will analyze the effect of the Persian Wars ● Students will define the characteristics of the Age of Pericles ● Students will determine the causes and outcomes of the Peloponnesian War ● Students will recognize the great works of Greek art and architecture as well as infer how it impacted modern architecture ● Students will summarize the basic ideas did Socrates, Plato, and Aristotle ● Students will evaluate the accomplishments of Alexander the Great ● Students will analyze and assess what change occurred in society during the Hellenistic Age	○ Historical readings with discussion questions ○ Cooperative learning activities ○ Historical debates ○ Projects ○ Validated Freshmen Project Research Paper
---	---	---	---

Resources:

- Maps
- Student texts
- Television and video equipment
- School computers and/or internet
- Primary and secondary sources
- Supplementary readings
- Graphic organizers
- Visual images
- Literacy strategies

Curriculum Map – History of Civilization
QUARTER 2

Unit 2: Ancient Rome
World History I: Ancient to Medieval
Inquiry Topic 3: Ancient Greece & Rome

Vision of the Graduate:
Communication
Critical Thinking & Innovation

<i>Standards & Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.WHI.3.4: Geography of ancient Rome SSHS.WHI.3.5: Social and political structures of ancient Rome and Roman expansion SSHS.WHI.3.6: Spread of Judaism and emergence of Christianity SSHS.WHI.3.7: Causes of the Roman Empire's decline Common Core State Standards:: CCSS History 9-10: RH.9-10.1 RH.9-10.9	• What characteristics of ancient Roman society are found in the United States today? • What advantages did Italy and Rome have in terms of location? • How did the Romans organize the government of their republic? • What factors allowed Rome's power to expand? • What were the Punic Wars? • What political, economic, and social changes occurred in the Roman Republic as a result of Roman expansion? • What political changes occurred that led to the end of the Republic? • How did Julius Caesar's reign serve as a transition between the Roman Republic and the Roman Empire? • What aspects of Roman rule helped unify and solidify the empire?	• Students will assess what advantages Italy and Rome had in terms of location • Students will recognize how the Romans organized the government of their republic • Students will draw conclusions about what factors allowed Rome's power to expand • Students will identify the causes & effects of the Punic Wars • Students will identify and assess what political, economic, and social changes occurred in the Roman Republic, during Roman expansion, and the end of the Roman Empire • Students will analyze what political changes occurred during the first century B.C.	• Map activities • Quizzes and Tests • Socratic Seminars and/or class discussions • Document Based Questions (DBQs) ◦ What Were the Primary Reasons for the Fall of Rome? ◦ What is the Primary Reason to Study the Byzantines? • Response writing • Informational writing • Argumentative writing • Reflective writing • Document Analysis writing • Oral presentations • Literacy based assessments • Historical readings with discussion questions • Cooperative learning activities

CCSS ELA 9-10: WHST.9-10.1 WHST.9-10.4 WHST.9-10.7 WHST.9-10.9 Content to be learned: ● Roman Republic / Roman Empire ● Aqueducts ● Government ● Religion ● Patricians and Plebeians ● Diocletian and Constantine ● Roman living and entertainment ● Julius Caesar ● Augustus ● Punic Wars ● Roman Expansion ● Hadrian's Wall ● Barbaric tribes ● Military ● Education and Literature ● Roman Decline ● Byzantine Empire	● How did citizens of the Roman Empire make a living and entertain themselves? ● What role did the Pax Romana play in Roman society? ● How did Christianity arise out of the Jewish tradition in Judea? ● What did Christians experience while under the influence of the Roman Empire? ● What were the primary reasons for the fall of the Roman Empire? ● What was life like in the Eastern and Western Roman Empire after the collapse? ● How did Roman culture differ from Greek culture?	that led to the end of the Republic ● Students will infer how Julius Caesar reign served as a transition between the Roman Republic and the Roman Empire ● Students will critique what aspects of Roman rule helped unify and solidify the empire ● Students will classify how the citizens of the Roman Empire made a living and entertained themselves ● Students will assess how the Pax Romana played a role in Roman society ● Students will assess how Christianity arose out of the Jewish tradition in Judea ● Students will investigate what difficulties and successes the Christians experienced while under the influence of the Roman Empire ● Students will identify the primary reasons for the fall of the Roman Empire ● Students will compare and contrast Roman civilization to Greek civilization	● Historical debates ● Projects ● Validated Freshmen Project Research Paper
--	---	---	---

Resources:

- Maps
- Student texts
- Television and video equipment
- School computers and/or internet
- Primary and secondary sources

- Supplementary readings
- Graphic organizers
- Visual images
- Literacy strategies

Curriculum Map - History of Civilization
QUARTER 3

Unit 3: Middle Ages
World History I: Ancient to Medieval
Inquiry Topic 8: Medieval Western Europe
World History II: Early Modern to Modern
Inquiry Topic 1: Medieval and Renaissance Europe

Vision of the Graduate:
 Communication
 Collaboration

<i>Standards & Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.WHI.8.1: Continual expansion of Christianity after the fall of Rome SSHS.WHI.8.2: European Middle Ages to the Renaissance SSHS.WHII.1.1: Politics and religion in medieval Europe CCSS Standards for this unit: CCSS History 9-10: RH.9-10.1 RH.9-10.2 RH.9-10.6 CCSS ELA 9-10: WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.9	○ How did Frankish rulers gain control of and govern territory in Western Europe? ○ What caused the decline of Charlemagne's great empire? ○ Why were the Vikings so greatly feared? How did the Feudal System and Manorial systems complement each other? ○ What was the political, social, and economic makeup of life on the manor? ○ What were the characteristics of the code of chivalry? ○ How was the church organized and what major problems faced the church during the Middle Ages? ○ How did Parliament develop in England?	● Students will assess how Frankish rulers gained control of and governed territory in Western Europe ● Students will draw conclusions about what caused the decline of Charlemagne's great empire ● Students will infer why the Vikings were so greatly feared ● Students will assess how the Feudal System and Manorial systems complement each other ● Students will define the characteristics of the code of chivalry ● Students will distinguish how the church influenced political, economic, and social life in the Middle Ages	● Map activities ● Quizzes and Tests ● Socratic Seminars and/or class discussions ● Document Based Questions (DBQs) ○ Mansa Musa's Hajj ○ Samurai versus Knights ● Response writing ● Informational writing ● Argumentative writing ● Reflective writing ● Document Analysis writing ● Oral presentations ● Literacy based assessments ● Historical readings with discussion questions ● Cooperative learning activities ● Historical debates ● Projects ● Validated Freshmen Project Research Paper

Content Knowledge: ● Frankish rulers ● Charlemagne ● Decline of Frankish Empire ● Vikings ● Feudalism ● Manorial System ● Social Structure ● Chivalry ● Church and Religion ● Anglo-Saxon England ● Magna Carta ● Parliament ● Holy Roman Empire ● Crusades ● Trade routes ● Markets and fairs ● Manufacturing, banking, & investment ● The rights of townspeople ● Guilds ● Medieval towns ● Decline of Serfdom ● Black Death ● Language and Literature ● The Hundred Years War ● The Wars of the Roses ● Joan of Arc	○ What contributions did the Anglo-Saxons and the Normans make to England? ○ What were the political, social, and economic changes that occurred in Europe during and after the Crusades? ○ What important developments resulted from the revival of European trade? ○ Why did fairs arise, and how did they promote the change of goods? ○ What rights did medieval townspeople have? ○ What was the Black Death and how did it change society both positively and negatively? ○ How did merchant and craft guilds contribute to the communities in which they existed? ○ What factors led to the decline of serfdom? ○ What were the important developments in life and culture during the High Middle Ages? ○ What was the 100 Years War? ○ What factors strengthened the monarchies of England, France, and Spain? ○ During the 1300s and 1400s, what was happening to the Holy Roman Empire? ○ What events challenged the power of the church and what criticisms came from within the church?	● Students will summarize the major problems the church faced during the Middle Ages ● Students will recognize how Parliament developed in England ● Students will analyze the political, social, and economic changes that occurred in Europe as a result of the Crusades ● Students will analyze how a revival of trade came about in Europe. ● Students will recognize how fairs arose, and analyze how they promoted the change of goods ● Students will compare the rights medieval townspeople have to the rights people have today ● Students will infer how merchant and craft guilds contributed to the communities in which they existed ● Students will distinguish what factors led to the decline of serfdom ● Students will recognize the important developments in literature during the later middle ages ● Students will define the 100 Years War and discuss its implications ● Students will draw conclusions about what factors strengthened the monarchies of England, France, and Spain	● Historical debates ● Research Papers ● Projects
---	---	---	---

		• Students will interpret what was happening to the Holy Roman Empire in the 1300s and 1400s • Students will assess what events challenged the power of the Church • Students will distinguish what criticisms came from within the church • Students will compare and contrast the Middle Ages to an early civilization	

Resources:

- Maps
- Student texts
- Television and video equipment
- School computers and/or internet
- Primary and secondary sources
- Supplementary readings
- Graphic organizers
- Visual images
- Literacy strategies

Curriculum Map – History of Civilization
QUARTER 4

Unit 4: The Renaissance, Reformation, Scientific Revolution and Age of Exploration

World History II: Early Modern to Modern

Inquiry Topic 1: Medieval and Renaissance Europe

Inquiry Topic 3: The Age of Enlightenment and Revolution

Inquiry Topic 4: The Era of Nationalism and Imperialism

Vision of the Graduate:

Communication

Adaptability

Critical Thinking & Innovation

Productivity & Responsibility

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.WHII.1.3: The Renaissance SSHS.WHII.1.4: The Protestant Reformation & Counter-Reformation SSHS.WHII.3.1: Intellectual revolutions SSHS.WHII.3.2: The British Empire SSHS.WHII.3.3: State building and absolutist Europe SSHS.WHII.3.5: The French Revolution SSHS.WHII.3.6: European	- What led to the Italian Renaissance? - What were the characteristics of Italian Renaissance art, literature, and the humanities? - Who was Martin Luther and what were the reforms that he proposed? - What were the effects of the spread of Protestantism? - What are the similarities and differences between the Catholic Church and the Protestant Church? - What steps did the Catholic Church take to respond to the Protestant Reformation? - What role did superstitions play in the evolution of religious reformation? - What factors contributed to the birth of the Scientific Revolution?	- Students will analyze what led to the Italian Renaissance - Students will identify the characteristics of Italian Renaissance art, literature, Humanities - Students will analyze the major reforms proposed by Martin Luther - Students will compare and contrast the effects of the spread of Protestantism - Students will compare and contrast the Catholic Church and the Protestant Church - Students will assess the steps the Catholic Church took to	- Map activities - Quizzes and Tests - Socratic Seminars and/or class discussions - Document Based Questions (DBQs) How did the Renaissance Change Man's View of Man? Most Important Consequence of the Printing Press - Response writing - Informational writing - Argumentative writing - Reflective writing - Document Analysis writing - Oral presentations - Literacy based assessments

desires and global patterns of trade Inquiry SSHS.WHII.4.1: The rise and impact of Napoleonic Europe SSHS.WHII.4.2: Nationalism and unification movements SSHS.WHII.4.3: Imperialism, expansion, and influence CCSS Standards: CCSS History 9-10: RH.9-10.2 RH.9-10.3 RH.9-10.9 CCSS ELA 9-10: WHST.9-10.1 WHST.9-10.2 WHST.9-10.9 Content to be learned: ● Renaissance ● Michelangelo ● Leonardo da Vinci ● Niccolo Machiavelli ● Johannes Gutenberg ● William Shakespeare ● Nicholas Copernicus ● Galileo Galilei ● Johannes Kepler ● Isaac Newton ● Francis Bacon ● Martin Luther ● 95 Theses ● Indulgences ● Henry VIII ● Protestant Reformation ● Anglican Church ● Lutheranism	● How did Copernicus, Kepler, and Galileo challenge traditionally held views? ● What were some of the discoveries made during the Scientific Revolution? ● What technological advances helped make the great European explorations possible? ● How did Spain, France, England, and Portugal extend their powers abroad and at home? ● What was mercantilism, and what role did it play in the colonies?	respond to the Protestant Reformation ○ Students will hypothesize the role superstitions played in the evolution of religious reformation ○ Students will critique the factors that contributed to the birth of the Scientific Revolution ○ Students will develop a logical argument for how Copernicus, Kepler, and Galileo challenged traditionally held views ○ Students will investigate the discoveries made during the Scientific Revolution ○ Students will classify the technological advances that helped make the great European explorations possible ○ Students will critique how Spain, France, England, and Portugal extended their powers abroad and at home ○ Students will draw conclusions about mercantilism and the role it played in the colonies	● Historical readings with discussion questions ● Cooperative learning activities ● Historical debates ● Projects
---	---	---	--

• Scientific Revolution • Exploration Tools • Joint-stock company • Mercantilism • Tariffs • European explorers			
--	--	--	--

Resources:

- Maps
- Student texts
- Television and video equipment
- School computers and/or internet
- Primary and secondary sources
- Supplementary readings
- Graphic organizers
- Visual images
- Literacy strategies