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

Vision of the Graduate:

Communication
Productivity & Responsibility

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

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

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

Vision of the Graduate:

Communication Critical Thinking & Innovation

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment 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 	 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 	 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

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

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

- Supplementary readingsGraphic organizersVisual imagesLiteracy strategies

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

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

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

- Literacy strategies

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

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

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

- Graphic organizers Visual images
- Literacy strategies